

Program: Anthropology MinorDate: June 1, 2013Completed by: Susan Calhoun-Stuber

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department and return it to Erin Frew, [erin.frew@colostate-pueblo.edu](mailto:erin.frew@colostate-pueblo.edu) as an email attachment before June 1, 2013. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

**I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.**

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What method was used for assessing the SLO? Please attach a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
SLO #6 <u>Regarding critical analysis</u> – The student will learn to utilize critical analysis and theory and demonstrate critical	<b>(NA)</b>  SLOs for Anthro. minor assessed for first time during AY 2012-2013	500 word essay, developed for assessment purposes only Topic: <i>Postmodernism and Cultural Anthropology</i> (score rubric at end of report)	A sample of senior Anthropology minors	100% of senior Anthropology minors should be proficient in critical thinking skills.	100% of the sampled students' work was judged to be proficient.	Senior Anthropology minors sampled demonstrated strong critical thinking skills in a 500 word essay written in spring 2013 for assessment purposes.	Based on the current assessment results, no improvements to the program are planned related to teaching and facilitating the development of students' critical thinking skills.  Thought will be given to developing assessment measures that can be

thinking when discussing substantive issues and problems addressed by anthropologists, including such areas as cultural diversity, human sociocultural behavior, group processes, human ecology, human evolution, and political economy in human history.							administered in Anthropology classes to save the need to develop an instrument for this purpose only and to ensure access to all Anthropology minors finishing their upper division coursework in the minor.
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**B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.**

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
<b>(NA)</b> First SLO (#6, Critical analysis) was assessed during AY 2012-2013 in the current year's cycle	<b>(NA)</b> First SLO (#6, Critical analysis) was assessed during AY 2012-2013 in the current year's cycle	Since no formal assessment of the program's SLOs had been completed, the program's assessment plan was revised during the 2012-2013 academic year to make it more complete. A sixth SLO was added and the curriculum map updated.	The plan for beginning formal assessment was implemented; a measurement instrument was developed, a selection procedure discussed for identifying senior Anthropology minors, and assessment data on critical thinking (SLO #6) was collected during April 2013	<p>Rather than using assigned coursework in upper division Anthropology classes for this year's assessment of critical thinking skills, an writing assignment (500 page essay) was developed for assessment purposes only; this enabled selection into the sample of senior Anthropology minors students who had already completed their last class in the minor.</p> <p>For next year's assessment, discussion will begin in fall 2013 to determine whether class assignments can be used for assessment instead of developing our own as we did this year; because of the relatively small number of Anthropology minors this method might, however, have advantages.</p>

Comments: <http://search.yahoo.com/search?p=critical+thinking+rubric+CCC+Assessment+Team&ei=utf-8&fr=b1ie7>

(Source for scoring rubric, see next page, for 2012-2013 Anthropology minor assessment of student essays)

RUBRIC FOR ANALYTIC SCORING OF  
CRITICAL THINKING

	<b>A Given . . .</b>	<b>B Whereas . . .</b>	<b>C Therefore . . .</b>	<b>D And so . . .</b>
<b>4 Superior</b>	Identifies appropriate main issue and describes it accurately, selects key component points, recognizes priorities among details in relation to given question, picks up unstated implications	Shows connections among key points with a visible structure (diagram, outline, etc.), indicates contradictions and continuities, shows cause & effect relationships, demonstrates sound logic leading toward a generalization.	Clearly states conclusion or hypothesis, shows how it emerges from the evidence, demonstrates its relationship to the given question.	Appropriately assesses conclusion or hypothesis in terms of its reliability and its need for further evidence, assesses implications of the conclusion/hypothesis within a larger context
<b>3 Proficient</b>	Identifies appropriate main issue and selects component points, does not recognize some priorities among details in relation to given question	Identifies most connections among key points, shows the structure of an argument based on key points, sketches out appropriate logic	States conclusion or hypothesis, shows how it emerges from the evidence, answers the given question	Assesses conclusion or hypothesis in terms of its own strength and mentions appropriate larger implications
<b>2 Essential</b>	Inadequately identifies the main issue, some ambiguity in description of issue, identifies few of the key component points	Identifies some key points, creates some order from details, but it is incomplete	Indicates conclusion or hypothesis, answers the question but explanation is weak and not supported by evidence	Indicates weak but relevant reflection on strength and implications of conclusion or hypothesis
<b>1 In progress</b>	Identifies inappropriate main issue or none at all, describes issue inaccurately, fails to identify component points, loses focus on given question.	Ignores key points or shows inability to manipulate them, shows confusion about relationships among key points, uses faulty logic, fails to create order from details.	Proposes no comprehensible conclusion or hypothesis, wanders from the given question.	Fails to assess conclusion, raises no appropriate additional questions, fails to place the argument within a relevant larger context.