Detailed Assessment Report
2013-2014 Anthropology Ph.D.
As of: 7/16/2014 01:50 PM CEST

Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Core courses at the PhD level are important benchmark in terms of students' success, as it substantially increases a student's knowledge of the key concepts, theories, and research skills, as well as the ability to communicate this knowledge effectively to anthropological as well as public audiences. Comprehension, analysis, and writing are essential skills for professional anthropologists to have, as they will need to be able to formulate research questions, collect data to answer them, analyze, and effectively communicate results in written form, especially through publication venues. For this reason, we place considerable emphasis on honing such skills in our MA graduate students. These skills are necessary for employment as a professional, whether in the academy, public service, or private agencies. A high level of competence in these areas is assessed by rubrics that assess a student's written work early in the semester and again near the end.

Both the Archaeology and Medical Anthropology PhD tracks exceeded the 80% benchmark target (100% and 83% respectively) for improvement that had been set for the group of classes. Student competence in research skills as assessed by the core course ANT 601 remains high, so we do not see the need to make adjustments in that area.

So far, we have had tremendous success with placing our PhDs in academic and research positions. We will continue with this action strategy for the coming year in the hopes of duplicating this high level of success in 2014-15.

Mission / Purpose

1. To enhance general education students' understanding of others by educating them in those rudiments of anthropology essential for getting beyond an ethnocentric understanding of the history, nature, and functioning of ancient and modern societies. 2. To train undergraduate majors in the broad content and perspectives of the discipline while preparing them to enter the job market or pursue graduate studies. 3. To prepare graduate students with a broad understanding of the discipline, in-depth knowledge of at least one sub-discipline, and detailed comprehension of the research process in Anthropology. 4. To produce original research of such quality that the national stature of the department is enhanced. 5. To fully participate in the activities of academic citizenship at the department, college, university, regional, and national level.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 4: Integrated understanding of human diversity

(Discipline Content) Our graduate curriculum is designed to inculcate in students an integrated understanding of human diversity. Upon completing the program, doctoral students will be expected to demonstrate an in-depth comprehensive knowledge of the concepts, theories, methods, techniques, and findings of an area of research within one of two tracks: biocultural medical anthropology or archaeology of complex societies as evidenced by performance on qualifying exams and publication of their research. The Anthropology Department will continue to expect and encourage students to perform at a high level in their doctoral work.

Connected Documents

Curriculum Map II-Anthropology PhD
Curriculum Maps I-Anthropology PhD

Relevant Associations:

Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
1.5 Effectively use course offerings and class size to support priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 8: Written qualifying examination

Students must pass a rigorous written qualifying examination within a specific sub-field on a specific research topic. 70% will pass on the first attempt, which represents a 5% increase in our goal from the previous year. A common qualifying exam rubric will be used in the evaluation.
Source of Evidence: Writing exam to assure certain proficiency level
Target:
65% on 1st attempt

Finding (2013-2014) - Target: Not Reported This Cycle
Data from the full academic year is needed to complete this measure.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

PhD qualifying exam pass rate
Established in Cycle: 2011-2012
65%* of PhD students will pass their written qualifying exams on the first attempt. (*this represents a 5% increase over the ...

M 9: Submit Research Results for peer review
Doctoral students will submit the results of their research to peer review, either in the form of refereed abstracts or journal articles. Submission and acceptance of articles is a direct measure of the extent to which students know a research area. 85% will submit and 70% will succeed prior to the receipt of the doctoral degree, which represents a 5% increase in the target for each category since last year.
Source of Evidence: Academic direct measure of learning - other

Target:
80% submitted, 65% accepted

Finding (2013-2014) - Target: Not Reported This Cycle
Data from the full academic year is needed to complete this measure.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

publication rate of PhD students
Established in Cycle: 2011-2012
90%* will submit and 70%** will publish their work prior to the receipt of the doctoral degree. (*this represents a 10% increase...)

SLO 5: Demonstrate proficiency in written communication and research skill
(Discipline-Related Skills & Abilities) Demonstrate proficiency in written communication and research skills, as evidenced by improvement on rubric scores in core classes.

Connected Documents
Curriculum Map IL-Anthropology PhD
Curriculum Maps IL-Anthoropoly PhD

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.10 Continue to modernize information technology resources.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 10: Demonstrate improvements in written assignments
80% of students will demonstrate at least a 5% improvement on rubric scores between the first and last written assignment in their 2 core courses. This represents a 5% increase in target percentage from the previous year.

Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
80% with 5% improvement

Finding (2013-2014) - Target: Met
Archaeology Track
ANT 603 (LeCount) 100% of PhD students demonstrated at least a 5% improvement
ANT 604 [not offered 2013-14]*

Biocultural Medical Track
ANT 610 (Oths) 100% of PhD students demonstrated at least a 5% improvement
ANT 612 (Oths) 67% of PhD students demonstrated at least a 5% improvement

*As a response to the issue about low enrollment doctoral seminars, some classes may not be taught each year. Therefore, only 1 of the 2 required core courses was offered this past year for Archaeology PhD students. Both Tracks exceeded the 80% benchmark target (100% and 83% respectively) for improvement that had been set for the group of classes.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

PhD core course improvement
Established in Cycle: 2011-2012
80% of students will demonstrate at least a 5% improvement on rubric scores between the first and last written assignment in 2...

M 11: Demonstrate advanced competence in designing research project
By the end of their first year in the doctoral program, students will demonstrate advanced competence in their ability to design a research project, gather their own data, use of SPSS statistical package, and apply basic and advanced statistics. Each student’s understanding of these and other methodological tools is specifically evaluated at the end of the required course on Advanced Research Methods (ANT 601)
Source of Evidence: Academic direct measure of learning - other
Target:
90% will be competent
Finding (2013-2014) - Target: Met
The methodological competence of doctoral students who take ANT 601 (Advanced Research Methods) is assessed by Dr. Dressler at the end of the first year of the PhD program in the form of oral and written assignments. 4 of 4, or 100% of students, were assessed as having achieved advanced competence.
Related Action Plans (by Established cycle, then alpha): For full information, see the Details of Action Plans section of this report.

PhD advanced research competence rate
Established in Cycle: 2011-2012
No goals had been set for the 2011-12 year. For 2012-13, by the end of their first year in the doctoral program, 90% of stud...

M 12: Rubric scores to assess learning gains
Rubric scores will be used to assess writing competence. As 'little change' can be expected from graduate students who are selected into the program based on superior qualifications and who excel from the beginning of a class, rubric scores to assess learning gains will be calculated as the difference in average scores (time2 - time1) divided by the maximum possible gain (max-time1). Also, the data will be collected so that individual as well as class-based averages can be calculated, in order to carry out statistical testing of improvement.
Source of Evidence: Academic direct measure of learning - other
Target:
none set

SLO 6: Demonstrate proficiency in research design
(Discipline-Related Skills & Abilities) The department expects graduate students to demonstrate proficiency in anthropological research design. For the 2011-2012 academic year, we will strive to inch up the percentage of PhD students who submit their research proposals for funding, though the rate of funding should continue to exceed our goals.
Connected Documents
Curriculum Map II-Antropology PhD
Curriculum Maps I-Antrophology PhD

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.10 Continue to modernize information technology resources.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 13: Submit comprehensive research grant proposal
Doctoral students must submit a comprehensive research grant proposal to the members of their dissertation committee. 95% will receive approval by the second revision. This represents a 5% increase in target rate over the previous academic year.
Source of Evidence: Academic direct measure of learning - other
Target:
90% pass by 2nd try
Related Action Plans (by Established cycle, then alpha): For full information, see the Details of Action Plans section of this report.

approval rate for PhD research proposals
Established in Cycle: 2011-2012
90% of PhD students will receive approval for their research proposal by the second* revision. (*for previous year, this had b...
yet far enough along in their curriculum to write a proposal and have it funded.
Source of Evidence: Academic direct measure of learning - other

Target:
80% submitted, 50% funded

**Finding (2013-2014) - Target: Not Reported This Cycle**
Data from the full academic year is needed to complete this measure.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**PhD proposal submission and funding rates**
*Established in Cycle: 2011-2012*
75% of the PhD candidates will submit proposals for funding and 50%* of those will be funded. (*this represents a 10% increase...*

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcn 1: Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality. PhD students will demonstrate a high quality in those competencies and skills that will enhance their ability to gain employment that will allow them to use the anthropological knowledge that they have acquired.

**Relevant Associations:**

**Standard Associations**
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.10 Continue to modernize information technology resources.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

**Related Measures**

**M 1: Full-time teaching or research position after graduation**
60% of PhDs will secure a full-time teaching or research position at a college or university within two years of receiving their degree.

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**
none set

**Finding (2013-2014) - Target: Not Reported This Cycle**
OIR will provide data.

**M 2: Full-time applied position after graduation**
30% of PhDs will secure a full-time applied position with a government agency, research institute, contract archaeology firm, hospital or other anthropologically relevant professional occupation within two years of receiving their degree.

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**
none set

**Finding (2013-2014) - Target: Not Reported This Cycle**
OIR will provide data.

**OthOtcn 2: Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Relevant Associations:**

**Standard Associations**
SACS 3.3.1
3.3.1.2 Administrative support services

**Strategic Plan Associations**
University of Alabama
1.3 Improve communication and increase collaboration among academic and administrative units.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
1.5 Effectively use course offerings and class size to support priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.9 Ensure user-friendly support services for students, faculty, and staff.
3.10 Continue to modernize information technology resources.
3.12 Increase the level of academic scholarship support.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
Related Measures

M 3: Monitor the requested enrollments
The Chair will monitor the requested enrollments in the PhD-level anthropology classes and make the necessary adjustments to accommodate all eligible students who wish to enroll.
Source of Evidence: Academic indirect indicator of learning - other
Target: 
Finding (2013-2014) - Target: Not Reported This Cycle
OR will provide data.

M 4: PhD degrees awarded within 7 years
90% of students who enter the anthropology doctoral program will graduate from the department with an PhD degree within 7 years of matriculation into the program.
Source of Evidence: Academic indirect indicator of learning - other
Target: none set
Finding (2013-2014) - Target: Not Reported This Cycle
OR will provide data.

OthOtcm 3: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves. Satisfaction with the program will be assessed by an anonymous annual on-line survey given to those who have graduated with a PhD in anthropology.

Relevant Associations:
Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.4 Research within its educational mission

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
1.5 Effectively use course offerings and class size to support priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.9 Ensure user-friendly support services for students, faculty, and staff.
3.10 Continue to modernize information technology resources.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 5: Satisfaction rate of the education
PhD students will rate their satisfaction with the education they received in anthropology at a mean of at least 8.5 on a scale of 1 to 10.
Source of Evidence: Student satisfaction survey at end of the program
Target: none set
Finding (2013-2014) - Target: Not Reported This Cycle
OR will provide data.

M 6: Student evaluation of job market preparation
80% of students will agree or strongly agree that their education has adequately prepared them for the job market.
Source of Evidence: Student course evaluations on learning gains made
Target: none set
Finding (2013-2014) - Target: Not Reported This Cycle
OR will provide data.

M 7: Online Surveys towards alumni graduated in past 3 years
The online survey will be administered to all students who have graduated within the past 3 years.
Source of Evidence: Alumni survey or tracking of alumni achievements
Target: none set
Finding (2013-2014) - Target: Not Reported This Cycle
OR will provide data.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

approval rate for PhD research proposals
90% of PhD students will receive approval for their research proposal by the second* revision.
(*for previous year, this had been the third revision)
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Submit comprehensive research grant proposal | Outcome/Objective: Demonstrate proficiency in research design

PhD advanced research competence rate
No goals had been set for the 2011-12 year. For 2012-13, by the end of their first year in the doctoral program, 90% of students will demonstrate advanced competence in their ability to design a research project.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Demonstrate advanced competence in designing research project | Outcome/Objective: Demonstrate proficiency in written communication and research skill

PhD core course improvement
80% of students will demonstrate at least a 5% improvement on rubric scores between the first and last written assignment in 2** of their core courses.
(*this represents a 5% increase over )
(**for the previous year this had been 2 of 3 core courses, and has been changed for the reason explained above)

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Demonstrate improvements in written assignments | Outcome/Objective: Demonstrate proficiency in written communication and research skill

PhD proposal submission and funding rates
75% of the PhD candidates will submit proposals for funding and 50%* of those will be funded.
(*this represents a 10% increase over the previous year)

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Grant Funding | Outcome/Objective: Demonstrate proficiency in research design

Implementation Description: The target was increased 5% to 80% in 2012. While the target was met in 2012, it was not in 2013. Will will continue with the goal, putting more emphasis on working with students to submit proposals.

PhD qualifying exam pass rate
65%* of PhD students will pass their written qualifying exams on the first attempt.
(*this represents a 5% increase over the previous year)

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Written qualifying examination | Outcome/Objective: Integrated understanding of human diversity

publication rate of PhD students
90%* will submit and 70%** will publish their work prior to the receipt of the doctoral degree.
(*this represents a 10% increase over the previous year)

(**this represents a 5% increase over the previous year)

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Submit Research Results for peer review | Outcome/Objective: Integrated understanding of human diversity
Mission / Purpose

1. To enhance general education students’ understanding of others by educating them in those rudiments of anthropology essential for getting beyond an ethnocentric understanding of the history, nature, and functioning of ancient and modern societies. 2. To train undergraduate majors in the broad content and perspectives of the discipline while preparing them to enter the job market or pursue graduate studies. 3. To prepare graduate students with a broad understanding of the discipline, in-depth knowledge of at least one sub-discipline, and detailed comprehension of the research process in Anthropology. 4. To produce original research of such quality that the national stature of the department is enhanced. 5. To fully participate in the activities of academic citizenship at the department, college, university, regional, and national level.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 4: Integrated understanding of human diversity
(Discipline Knowledge) Our graduate curriculum is designed to inculcate in students an integrated understanding of human diversity. Upon completing the program, doctoral students will be expected to demonstrate an in-depth comprehensive knowledge of the concepts, theories, methods, techniques, and findings of an area of research within one of two tracks: biocultural medical anthropology or archaeology of complex societies as evidenced by performance on qualifying exams and publication of their research. The Anthropology Department will continue to expect and encourage students to perform at a high level in their doctoral work.

Connected Documents
- Curriculum Map II-Anthropology PhD
- Curriculum Maps I-Anthropology PhD

Relevant Associations:

Standard Associations
- SACS 3.3.1
  3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
- University of Alabama
  1.1 Promote and enhance areas of academic, scholarship, and research excellence.
  1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
  1.5 Effectively use course offerings and class size to support priorities.
  3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
  4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 8: Written qualifying examination
Students must pass a rigorous written qualifying examination within a specific sub-field on a specific research topic. 65% will pass on the first attempt. A common qualifying exam rubric will be used in the evaluation.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
65% on 1st attempt

Finding (2012-2013) - Target: Met
This year we had 6 PhD students (Briggs, Eubanks, Porth, Read, Satcher,Thomas) take one or more of their 3 PhD qualifying exams, for a total of 10 exams. 90% of these exams were passed on the first attempt, an improvement over 73% last year. This exceeds our benchmark goal of 60%.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

PhD qualifying exam pass rate
Established in Cycle: 2011-2012
65% of PhD students will pass their written qualifying exams on the first attempt. (*this represents a 5% increase over the ...)

M 9: Submit Research Results for peer review
Doctoral students will submit the results of their research to peer review, either in the form of refereed abstracts or journal articles. Submission and acceptance of articles is a direct measure of the extent to which students know a research area. 80% will submit and 65% will succeed prior to the receipt of the doctoral degree.

Source of Evidence: Academic direct measure of learning - other

Target:
80% submitted, 65% accepted

Finding (2012-2013) - Target: Met
Our doctoral students continue to have an admirable record of scholarly activity prior to receiving their
degrees. For those who have completed their PhD (n=19) since the beginning of our program in 2003, 100% have submitted, as well as had published, abstracts of work they presented at professional conferences. Additionally, 13 of 19, or 68%, have submitted articles or books, and 11 of these, or 58%, have had them accepted for publication. Thus, 100% of our PhD recipients have been published prior to graduation. This far exceeds our benchmark expectation of an 80% submission rate and a 65% acceptance rate.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

publication rate of PhD students
Established in Cycle: 2011-2012
90% will submit and 70%** will publish their work prior to the receipt of the doctoral degree. (*this represents a 10% increase...)

SLO 5: Demonstrate proficiency in written communication and research skill
Demonstrate proficiency in written communication and research skills, as evidenced by improvement on rubric scores in core classes.

Connected Documents
Curriculum Map II-Anthropology PhD
Curriculum Maps I-Anthropology PhD

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.10 Continue to modernize information technology resources.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 10: Demonstrate improvements in written assignments
75% of students will demonstrate at least a 5% improvement on rubric scores between the first and last written assignment in 2 of their 3 core courses.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
75% with 5% improvement

Finding (2012-2013) - Target: Met

Archaeology Track
ANT 603 (LeCount) 100% of students demonstrated at least a 5% improvement
ANT 604 (Knight) 67% of students demonstrated at least a 5% improvement

Biocultural Medical Track
ANT 610 (Oths) 100% of students demonstrated at least a 5% improvement
ANT 612 (----) [not offered in Spring 2013]

As a response to the issue about low enrollment doctoral seminars, Ant 612 Seminar in Biocultural Medical Anthropology (one of the biocultural PhD core courses) was not taught in Spring 2013. In the future, depending on demand, these courses may be offered every other year. Therefore, only 1 of the 2 required core courses was offered this past year for Biocultural students. Both Tracks exceeded the benchmark target for improvement that had been set for the group of classes (84% and 100% respectively).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

PhD core course improvement
Established in Cycle: 2011-2012
80% of students will demonstrate at least a 5% improvement on rubric scores between the first and last written assignment in 2...

M 11: Demonstrate advanced competence in designing research project
By the end of their first year in the doctoral program, students will demonstrate advanced competence in their ability to design a research project, gather their own data, use of SPSS statistical package, and apply basic and advanced statistics. Each student's understanding of these and other methodological tools is specifically evaluated at the end of the required course on Advanced Research Methods (ANT 601)

Source of Evidence: Academic direct measure of learning - other

Target:
90% will be competent

Finding (2012-2013) - Target: Met
The methodological competence of doctoral students who take ANT 601 (Advanced Research Methods) is
assessed by Dr. Dressler at the end of the first year of the PhD program in the form of oral and written assignments. 7 of 7, or 100% of students, were assessed as having achieved advanced competence.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**PhD advanced research competence rate**
*Established in Cycle: 2011-2012*
No goals had been set for the 2011-12 year. For 2012-13, by the end of their first year in the doctoral program, 90% of stud...

**M 12: Rubric scores to assess learning gains**
Rubric scores will be used to assess writing competence. As 'little change' can be expected from graduate students who are selected into the program based on superior qualifications and who excel from the beginning of a class, rubric scores to assess learning gains will be calculated as the difference in average scores (time2-time1) divided by the maximum possible gain (max-time1). Also, the data will be collected so that individual as well as class-based averages can be calculated, in order to carry out statistical testing of improvement.

Source of Evidence: Academic direct measure of learning - other

**Target:**
none set

**Finding (2012-2013) - Target: Met**
The difference scores (time2-time1)/max-time1 has been working well to gauge student success in graduate-level classes where there is less range of variability and higher mean scores to start with. For the 2013-14 plan, we will hone our measures further based on progress made.

**SLO 6: Demonstrate proficiency in research design**
The department expects graduate students to demonstrate proficiency in anthropological research design. For the 2011-2012 academic year, we will strive to inch up the percentage of PhD students who submit their research proposals for funding, though the rate of funding should continue to exceed our goals.

**Connected Documents**
Curriculum Map II-Anthropology PhD
Curriculum Maps I-Anthropology PhD

**Relevant Associations:**

**Standard Associations**
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.10 Continue to modernize information technology resources.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

**Related Measures**

**M 13: Submit comprehensive research grant proposal**
Doctoral students must submit a comprehensive research grant proposal to the members of their dissertation committee. 90% will receive approval by the second revision.

Source of Evidence: Academic direct measure of learning - other

**Target:**
90% pass by 2nd try

**Finding (2012-2013) - Target: Met**
For the 2012-13 academic year, of the 6 advanced PhD students in the graduate program who have submitted their research proposal for approval (Briggs, Eubanks, James, Malischke, Thomas, Satcher), all, or 100%, have received approval for it on the first attempt. This exceeds our target goal of 90%

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**approval rate for PhD research proposals**
*Established in Cycle: 2011-2012*
90% of PhD students will receive approval for their research proposal by the second* revision. (*for previous year, this had b...*

**M 14: Grant Funding**
Grant funding is a direct measure of proficiency in research design. 80% of the PhD candidates will submit proposals for funding and 50% of those will be funded.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% submitted, 50% funded

**Finding (2012-2013) - Target: Partially Met**
Of the 15 PhD students who have been active in our graduate program during 2012-13, 8 (53%) have sought funding and 6 (40%) have secured funding for some phase of their dissertation research. The benchmark goals were not met in either case.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**PhD proposal submission and funding rates**
*Established in Cycle: 2011-2012*
75% of the PhD candidates will submit proposals for funding and 50%* of those will be funded. (*this represents a 10% increase...*)

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 1: Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality. PhD students will demonstrate a high quality in those competencies and skills that will enhance their ability to gain employment that will allow them to use the anthropological knowledge that they have acquired.

**Relevant Associations:**

**Standard Associations**

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

**Strategic Plan Associations**

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.10 Continue to modernize information technology resources.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

**Related Measures**

**M 1: Full-time teaching or research position after graduation**
60% of Ph.Ds will secure a full-time teaching or research position at a college or university within two years of receiving their degree.

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**
none set

**Finding (2012-2013) - Target: Met**
OIR will provide data.

**M 2: Full-time applied position after graduation**
30% of Ph.Ds will secure a full-time applied position with a government agency, research institute, contract archaeology firm, hospital or other anthropologically relevant professional occupation within two years of receiving their degree.

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**
none set

**Finding (2012-2013) - Target: Met**
OIR will provide data.

**OthOtcm 2: Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Relevant Associations:**

**Standard Associations**

SACS 3.3.1
3.3.1.2 Administrative support services

**Strategic Plan Associations**

University of Alabama
1.3 Improve communication and increase collaboration among academic and administrative units.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
1.5 Effectively use course offerings and class size to support priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.9 Ensure user-friendly support services for students, faculty, and staff.
3.10 Continue to modernize information technology resources.
3.12 Increase the level of academic scholarship support.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

**Related Measures**

**M 3: Monitor the requested enrollments**
The Chair will monitor the requested enrollments in the PhD-level anthropology classes and make the necessary adjustments to accommodate all eligible students who wish to enroll.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Finding (2012-2013) - Target: Met
OR will provide data.

M 4: PhD degrees awarded within 7 years
90% of students who enter the anthropology doctoral program will graduate from the department with an PhD degree within 7 years of matriculation into the program.

Source of Evidence: Academic indirect indicator of learning - other

Target:
none set

Finding (2012-2013) - Target: Met
OR will provide data.

OthOtcm 3: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves. Satisfaction with the program will be assessed by an anonymous annual on-line survey given to those who have graduated with a PhD in anthropology.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.4 Research within its educational mission

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
1.5 Effectively use course offerings and class size to support priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.9 Ensure user-friendly support services for students, faculty, and staff.
3.10 Continue to modernize information technology resources.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 5: Satisfaction rate of the education
PhD students will rate their satisfaction with the education they received in anthropology at a mean of at least 8.5 on a scale of 1 to 10.

Source of Evidence: Student satisfaction survey at end of the program

Target:
none set

Finding (2012-2013) - Target: Met
OR will provide data.

M 6: Student evaluation of job market preparation
80% of students will agree or strongly agree that their education has adequately prepared them for the job market.

Source of Evidence: Student course evaluations on learning gains made

Target:
none set

Finding (2012-2013) - Target: Met
OR will provide data.

M 7: Online Surveys towards alumni graduated in past 3 years
The online survey will be administered to all students who have graduated within the past 3 years.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
none set

Finding (2012-2013) - Target: Met
OR will provide data.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

approval rate for PhD research proposals
90% of PhD students will receive approval for their research proposal by the second* revision.

(*for previous year, this had been the third revision)

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Submit comprehensive research grant proposal | Outcome/Objective: Demonstrate proficiency in research design

PhD advanced research competence rate
No goals had been set for the 2011-12 year. For 2012-13, by the end of their first year in the doctoral program, 90% of students will demonstrate advanced competence in their ability to design a research project.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Demonstrate advanced competence in designing research project | **Outcome/Objective:** Demonstrate proficiency in written communication and research skill

**PhD core course improvement**  
80% of students will demonstrate at least a 5% improvement on rubric scores between the first and last written assignment in 2** of their core courses.  
(*this represents a 5% increase over)  
(**for the previous year this had been 2 of 3 core courses, and has been changed for the reason explained above)

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Demonstrate improvements in written assignments | **Outcome/Objective:** Demonstrate proficiency in written communication and research skill

**PhD proposal submission and funding rates**  
75% of the PhD candidates will submit proposals for funding and 50%* of those will be funded.  
(*this represents a 10% increase over the previous year)

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Grant Funding | **Outcome/Objective:** Demonstrate proficiency in research design  
**Implementation Description:** The target was increased 5% to 80% in 2012.

**PhD qualifying exam pass rate**  
65%* of PhD students will pass their written qualifying exams on the first attempt.  
(*this represents a 5% increase over the previous year)

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Written qualifying examination | **Outcome/Objective:** Integrated understanding of human diversity

**Publication rate of PhD students**  
90%* will submit and 70%** will publish their work prior to the receipt of the doctoral degree.  
(*this represents a 10% increase over the previous year)  
(**this represents a 5% increase over the previous year)

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Submit Research Results for peer review | **Outcome/Objective:** Integrated understanding of human diversity
Mission / Purpose

1. To enhance general education students’ understanding of others by educating them in those rudiments of anthropology essential for getting beyond an ethnocentric understanding of the history, nature, and functioning of ancient and modern societies. 2. To train undergraduate majors in the broad content and perspectives of the discipline while preparing them to enter the job market or pursue graduate studies. 3. To prepare graduate students with a broad understanding of the discipline, in-depth knowledge of at least one sub-discipline, and detailed comprehension of the research process in Anthropology. 4. To produce original research of such quality that the national stature of the department is enhanced. 5. To fully participate in the activities of academic citizenship at the department, college, university, regional, and national level.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 4: Integrated understanding of human diversity
Student Learning Outcome 1. (Discipline Knowledge) Our graduate curriculum is designed to inculcate in students an integrated understanding of human diversity. Upon completing the program, doctoral students will be expected to demonstrate an in-depth comprehensive knowledge of the concepts, theories, methods, techniques, and findings of an area of research within one of two tracks: biocultural medical anthropology or archaeology of complex societies. Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). The Anthropology Department will continue to expect and encourage students to perform at a high level in their doctoral work.

Connected Documents
Curriculum Map II-Anthropology PhD
Curriculum Maps I-Anthropology PhD

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
1.5 Effectively use course offerings and class size to support priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 8: Written qualifying examination
Students must pass a rigorous written qualifying examination within a specific sub-field on a specific research topic. 60% will pass on the first attempt. A common qualifying exam rubric will be used in the evaluation.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
60% on 1st attempt

Finding (2011-2012) - Target: Met
This year we had 7 PhD students (Read, Thomas, Satcher, Groves, Eubanks, James, Malishke) take one or more of their 3 PhD qualifying exams, for a total of 15 exams. 11 of 15, or 73%, of these exams were passed on the first attempt. All passed by the 2nd attempt. This exceeds our benchmark goal of 60% by 13%.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

PhD qualifying exam pass rate
Established in Cycle: 2011-2012
65% of PhD students will pass their written qualifying exams on the first attempt. (*this represents a 5% increase over the ..."

M 9: Submit Research Results for peer review
Doctoral students will submit the results of their research to peer review, either in the form of refereed abstracts or journal articles. Submission and acceptance of articles is a direct measure of the extent to which students know a research area. 80% will submit and 65% will succeed prior to the receipt of the doctoral degree.

Source of Evidence: Academic direct measure of learning - other

Target:
75% submitted, 40% accepted

Finding (2011-2012) - Target: Met
Our doctoral students continue to have an admirable record of scholarly activity prior to receiving their degrees. For those for whom we have completed their PhD (n=18) since the beginning of our program in 2003, all have submitted, as well as had published, abstracts of work they presented at...
professional conferences. Additionally, 12 of 18, or 67%, have submitted articles or books, and 10 of these, or 56%, have had them accepted for publication. Thus, 100% of our PhD recipients have been published prior to graduation. This far exceeds our benchmark expectation of an 80% submission rate and a 65% acceptance rate.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Publication rate of PhD students
Established in Cycle: 2011-2012
90%** will submit and 70%*** will publish their work prior to the receipt of the doctoral degree. (**this represents a 10% increase...)

SLO 5: Demonstrate proficiency in written communication and research skill
Demonstrate proficiency in written communication and research skills. Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report). We are rethinking our measures of our students’ communication skills. We have found that a more realistic percentage improvement on rubric scores would be 5% rather than 10%. Peer-review of student writing did not seem to work well with the pedagogy of these core classes.

Connected Documents
Curriculum Map II-Anthology PhD
Curriculum Maps I-Anthology PhD

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.10 Continue to modernize information technology resources.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 10: Demonstrate improvements in written assignments
75% of students will demonstrate at least a 5% improvement on rubric scores between the first and last written assignment in 2 of their 3 core courses.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
75% with 5% improvement

Finding (2011-2012) - Target: Partially Met
Archaeology Track
ANT 603 (Blitz) 75% of students demonstrated at least a 5% improvement
ANT 604 *** (not offered spring 2012)

Biocultural Medical Track
ANT 610 *** (not offered fall 2011)
ANT 612 (Dressler) 100% of students demonstrated at least a 5% improvement

The target measurement was misstated for the 2011-12 Assessment Plan. It should have read “improvement... in both of their 2 cores courses with written assignments.” The third core course, common to both tracks, is the advanced methods course, ANT 601 (see following Measure 11). In addition, as a response to the issue about low enrollment doctoral seminars, Ant 610 Theory and Method in Medical Anthropology (one of the biocultural PhD core courses) was not taught this fall and Ant 604 Seminar in Complex Societies (one of the anthropology PhD core courses) was not taught this spring. In the future, depending on demand, these courses may be offered every other year. Therefore, only 1 of the 2 required core courses per PhD track was offered this year. Both classes, individually, met or exceeded the benchmark target for improvement that had been set for the group of classes.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

PhD core course improvement
Established in Cycle: 2011-2012
80%* of students will demonstrate at least a 5% improvement on rubric scores between the first and last written assignment in 2*...

M 11: Demonstrate advanced competence in designing research project
By the end of their first year in the doctoral program, students will demonstrate advanced competence in their ability to design a research project, gather their own data, use of SPSS statistical package, and apply basic and advanced statistics. Each student’s understanding of these and other methodological tools is specifically evaluated at the end of the required course on Advanced Research Methods (ANT 601)

Source of Evidence: Academic direct measure of learning - other

Target:
none set

Finding (2011-2012) - Target: Met
The methodological competence of doctoral students who take ANT 601 (Advanced Research Methods) is assessed by Dr. Dressler at the end of the first year of the PhD program in the form of oral and written assignments. 2 of 2, or 100% of students, were assessed as competent.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**PhD advanced research competence rate**
*Established in Cycle: 2011-2012*
No goals had been set for the 2011-12 year. For 2012-13, by the end of their first year in the doctoral program, 90% of stud...

**M 12: Rubric scores to assess learning gains**
To address the problem of ‘little change’ in students who excel from the beginning of a class, rubric scores to assess learning gains will be calculated as the difference in average scores (time1 – time2) divided by the maximum possible gain (max-time1). Also, the data will be collected so that individual as well as class-based averages can be calculated, in order to carry out statistical testing of improvement.

Source of Evidence: Academic direct measure of learning - other

**Target:**
none set

**Finding (2011-2012) - Target: Met**
The difference scores (time2-time1)/max-time1 worked well to gauge student success in graduate-level classes where there is less range of variability and higher mean scores to start with. For the 2012-13 plan, we will hone our measures further.

**SLO 6: Demonstrate proficiency in research design**
The department expects graduate students to demonstrate proficiency in anthropological research design. Student Learning Outcome #3 improvement Action(s) to be advanced (copied from 2010-11 report). For the 2011-2012 academic year, we will strive to inch up the percentage of PhD students who submit their research proposals for funding, though the rate of funding should continue to exceed our goals.

**Connected Documents**
Curriculum Map II-Anthropology PhD
Curriculum Maps I-Anthropology PhD

**Relevant Associations:**

**Standard Associations**
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.10 Continue to modernize information technology resources.
3.4 Produce scholars who will become academic and civic leaders in their disciplines.

**Related Measures**

**M 13: Submit comprehensive research grant proposal**
Doctoral students must submit a comprehensive research grant proposal to the members of their dissertation committee. 90% will receive approval by the third revision.

Source of Evidence: Academic direct measure of learning - other

**Target:**
90% pass by 3rd try

**Finding (2011-2012) - Target: Met**
Of the advanced PhD students in the graduate program who have submitted their research proposal for approval, all (12/12, or 100%) have received approval for it by the 3rd attempt.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**approval rate for PhD research proposals**
*Established in Cycle: 2011-2012*
90% of PhD students will receive approval for their research proposal by the second* revision. *(for previous year, this had b...*

**M 14: Grant Funding**
Grant funding is a direct measure of proficiency in research design. 75% of the PhD candidates will submit proposals for funding and 40% of those will be funded.

Source of Evidence: Academic direct measure of learning - other

**Target:**
75% submitted, 40% funded

**Finding (2011-2012) - Target: Met**
Of the 21 PhD students who have been active in our graduate program during 2011-12, 18 (86%) have sought funding and 17 (81%) have secured funding for some phase of their dissertation research. The benchmark
goals were exceeded in both cases.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

PhD proposal submission and funding rates
Established in Cycle: 2011-2012
75% of the PhD candidates will submit proposals for funding and 50%* of those will be funded. (*this
represents a 10% increase...)

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality. PhD students will demonstrate a high quality in
those competencies and skills that will enhance their ability to gain employment that will allow them to use the
anthropological knowledge that they have acquired.

Relevant Associations:

Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
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3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
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3.14 Provide career preparation and employment services that lead graduates to satisfying and
productive careers and professions.
4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through
research and outreach activities.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 1: Full-time teaching or research position after graduation
60% of PhDs will secure a full-time teaching or research position at a college or university within two years of
receiving their degree.

Source of Evidence: Job placement data, esp. for career/tech areas

Target:
none set

Finding (2011-2012) - Target: Met
OIRA will provide data

M 2: Full-time applied position after graduation
30% of PhDs will secure a full-time applied position with a government agency, research institute, contract
archaeology firm, hospital or other anthropologically relevant professional occupation within two years of receiving
their degree.

Source of Evidence: Job placement data, esp. for career/tech areas

Target:
none set

Finding (2011-2012) - Target: Met
OIRA will provide data

OthOtcm 2: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Relevant Associations:

Standard Associations

SACS 3.3.1
3.3.1.2 Administrative support services

Strategic Plan Associations

University of Alabama
1.3 Improve communication and increase collaboration among academic and administrative units.
1.4 Align resources to most effectively support academic, scholarship, and research excellence
priorities.
1.5 Effectively use course offerings and class size to support priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.9 Ensure user-friendly support services for students, faculty, and staff.
3.10 Continue to modernize information technology resources.
3.12 Increase the level of academic scholarship support.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.

Related Measures

M 3: Monitor the requested enrollments
The Chair will monitor the requested enrollments in the PhD-level anthropology classes and make the necessary adjustments to accommodate all eligible students who wish to enroll.

Source of Evidence: Academic indirect indicator of learning - other

Target:

Finding (2011-2012) - Target: Met
OIRA will provide data

M 4: PhD degrees awarded within 7 years
90% of students who enter the anthropology doctoral program will graduate from the department with an PhD degree within 7 years of matriculation into the program.

Source of Evidence: Academic indirect indicator of learning - other

Target:

none set

Finding (2011-2012) - Target: Met
OIRA will provide data

OthOtm 3: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves. Satisfaction with the program will be assessed by an anonymous annual on-line survey given to those who have graduated with a PhD in anthropology.

Relevant Associations:

Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.4 Research within its educational mission

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
1.5 Effectively use course offerings and class size to support priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.9 Ensure user-friendly support services for students, faculty, and staff.
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Related Measures

M 5: Satisfaction rate of the education
PhD students will rate their satisfaction with the education they received in anthropology at a mean of at least 8.5 on a scale of 1 to 10.

Source of Evidence: Student satisfaction survey at end of the program

Target:

none set

Finding (2011-2012) - Target: Met
OIRA will provide data

M 6: Student evaluation of job market preparation
80% of students will agree or strongly agree that their education has adequately prepared them for the job market.

Source of Evidence: Student course evaluations on learning gains made

Target:

none set

Finding (2011-2012) - Target: Met
OIRA will provide data

M 7: Online Surveys towards alumni graduated in past 3 years
The online survey will be administered to all students who have graduated within the past 3 years.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:

none set

Finding (2011-2012) - Target: Met
OIRA will provide data

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Approval rate for PhD research proposals
90% of PhD students will receive approval for their research proposal by the second* revision.

(*for previous year, this had been the third revision)
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Submit comprehensive research grant proposal | Outcome/Objective: Demonstrate proficiency in research design

PhD advanced research competence rate
No goals had been set for the 2011-12 year. For 2012-13, by the end of their first year in the doctoral program, 90% of students will demonstrate advanced competence in their ability to design a research project.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Demonstrate advanced competence in designing research project | Outcome/Objective: Demonstrate proficiency in written communication and research skill

PhD core course improvement
80% of students will demonstrate at least a 5% improvement on rubric scores between the first and last written assignment in 2** of their core courses.
(*this represents a 5% increase over)
(**for the previous year this had been 2 of 3 core courses, and has been changed for the reason explained above)

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Demonstrate improvements in written assignments | Outcome/Objective: Demonstrate proficiency in written communication and research skill

PhD proposal submission and funding rates
75% of the PhD candidates will submit proposals for funding and 50%* of those will be funded.
(*this represents a 10% increase over the previous year)

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Grant Funding | Outcome/Objective: Demonstrate proficiency in research design

PhD qualifying exam pass rate
65%* of PhD students will pass their written qualifying exams on the first attempt.
(*this represents a 5% increase over the previous year)

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Written qualifying examination | Outcome/Objective: Integrated understanding of human diversity

Publication rate of PhD students
90%* will submit and 70%** will publish their work prior to the receipt of the doctoral degree.
(*this represents a 10% increase over the previous year)

(**this represents a 5% increase over the previous year)

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Submit Research Results for peer review | Outcome/Objective: Integrated understanding of human diversity
Curriculum Maps #1 (In which courses or in what activities or assignments are Student Learning Outcomes Addressed)

Use “Introduce” when outcome is first address; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered. Note that you do not need to obtain a measure from every course in which an outcome is addressed (see Map #2)

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Student Learning Outcome 1: Biocultural knowledge</th>
<th>Student Learning Outcome 2: Archaeological knowledge</th>
<th>Student Learning Outcome 3: Writing Skills</th>
<th>Student Learning Outcome 4: Methods Competence</th>
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Required Task Qualifiers: M = Master

Activity 1: Proposal
- M
- M
- M

Activity 2: Fieldwork
- M
- M

Activity 3: Diss Defense
- M
- M
- M

M = Master
## Curriculum Map II
(What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)

Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2 ½ year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
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