



2021 Academic Program Assessment Report	Program current assessment plan here: https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/anthropology-assessment-plan-2019.pdf
Anthropology Minor	Program prior assessment report here: https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/assessment-plans/anthropology-minor-assessment-2019.pdf

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Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals:
 The Anthropology minor program provides a rigorous course of study for students seeking to understand the human cultural and biological experience. Students in the program will have an understanding of the cultural diversity evident in human societies and the concepts by which anthropologists explain cultural dynamics. The Anthropology minor program emphasizes a holistic awareness of the relationships of all the parts of social and cultural systems and prepares students to understand anthropological methods and theories and to apply them to academic as well as to life experiences.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
SLO 1. An understanding and appreciation of human biological, archaeological, linguistic, and cultural diversity.	Spring 2019	Exam developed by Anthro faculty [Rubric used for evaluating the students' written essay answers to part I of the exam is posted in this folder] Part I is comprised of written essay responses, scored by anthropology faculty. This year one person scored the three exams. Part II consists of multiple choice questions, also scored by anthropology faculty.	3 2021 graduates took exam	80% of students are expected to score 80% or higher on Part II of the assessment exam and receive a score of 3 or higher on Part I.	Part II: Student scores were 84%, 88%, and 92% (100% were proficient); Part I: 3 of 3 essays were scored at 3 or higher	Student performance exceeded expectations for SLO 1 with all students who completed the assessment showing an appreciation and understanding of the four subfields of anthropology.	No changes are planned related to SLO 1 based on this year's assessment.
2. An understanding of the three main anthropological approaches to the study of humanity: cross-cultural comparison, holism, and evolutionary theory, and the uses of each.	Spring 2019	Exam developed by faculty	3 2021 graduates took exam	80% of students are expected to score 80% or higher on Part II of the assessment exam and receive a score of 3 or higher on Part I.	Part II: Student scores were 84%, 88%, and 92% (100% were proficient); Part I: 2 of 3 essays were scored at 3 or higher	Student performance on SLO 2, although only representing three minors, fell slightly below expectations on part I, the essay portion of the exam.	Program faculty will re-visit program curriculum map, course assignments, and re-assess writing component in each course, specific to understanding the three main anthropological approaches to studying humanity. We will begin collecting assessment data in both fall and spring semesters to try to increase the number of minors who complete the assessment.
3. An ability to understand, describe, and critically assess anthropological/archaeological theories, principles, concepts, and research methods.	Spring 2019	Exam developed by faculty	3 2021 graduates took exam	80% of students are expected to score 80% or higher on Part II of the assessment exam and receive a score of 2 or higher on Part II.	Part II: Student scores were 84%, 88%, and 92% (100% were proficient); Part I: 2 of 3 essays were scored 3 or higher	Student performance on SLO 3, although only representing three minors, fell slightly below expectations on part I, the essay portion of the exam.	Program faculty will re-visit program curriculum map, course assignments, and re-assess writing component in each course, specific to anthropological/archaeological theories, principles, concepts, and research methods. We will begin collecting assessment data in both fall and spring semesters to try to increase the number of minors who complete the assessment.

4. An ability to understand, describe, and critically assess the role of culture and social structures in shaping individual lives.	Spring 2019	Exam developed by faculty	3 2021 graduates took exam	80% of students are expected to score 80% or higher on Part II of the assessment exam and receive a score of 3 or higher on Part I.	Part II: Student scores were 84%, 88%, and 92% (100% were proficient); Part I: 2 of 3 essays were scored at 3 or higher	Student performance on SLO 4, although only representing three minors, fell slightly below expectations on part I, the essay portion of the exam.	Program faculty will re-visit program curriculum map, course assignments, and re-assess writing component in each course, specific to the role of social and cultural factors in shaping individual lives. We will begin collecting assessment data in both fall and spring semesters to try to increase the number of minors who complete the assessment.
5. An ability to critically write and verbally present ideas, critiques, and research within the discipline.	Spring 2019	Exam developed by faculty	3 2021 graduates took exam	80% of students are expected to score 80% or higher on Part II of the assessment exam and receive a score of 2 or higher on Part II.	Part II: Student scores were 84%, 88%, and 92% (100% were proficient); Part I: 3 of 3 essays were scored at 3 or higher	Student performance exceeded expectations* for SLO 5 with all students who completed the assessment demonstrating an ability to critically write and present ideas, critiques, and research within the discipline.	SLO 5 also addresses verbal skills* which were not part of this year's assessment. Faculty will discuss how to implement this in next year's assessment.
Comments on part I:							
II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.							
A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?			
SLO 1. An understanding and appreciation of human biological, archaeological, linguistic, and cultural diversity.	Spring 2019	Add writing assignments at the end of each class that allow students to show holistic understanding, critical thinking, and application.	The syllabus for 50% of anthropology courses offered fall 2019-spring 2021 was revised and writing assignments were modified or added to course requirements.	It is difficult to draw conclusions with a high level of confidence based on the performance of three students, but overall performance did not change significantly from the previous assessment period. Since all 5 SLOs are assessed each year, the recommendations in column H in part I of this report apply here as well. In addition we have made the decision to change program requirements so students will be required to take 3 of the 4 courses introducing one of the four sub-fields in anthropology. This will provide a stronger base foundation in the discipline so upper level coursework taken as electives can be more effective in helping students develop proficiency in the program SLOs. Minors are currently required to take only Cultural Anthropology.			

<p>SLO 5. An ability to critically write and verbally present ideas, critiques, and research within the discipline.</p>	<p>Spring 2019</p>	<p>Add writing assignments at the end of each class that allow students to show holistic understanding, critical thinking, and application.</p>	<p>The syllabus for 50% of anthropology courses offered fall 2019-spring 2021 was revised and writing assignments were modified or added to course requirements.</p>	<p>It is difficult to draw conclusions with a high level of confidence based on the performance of three students, but overall performance did not change significantly from the previous assessment period. Since all 5 SLOs are assessed each year, the recommendations in column H in part I of this report apply here as well. In addition we have made the decision to change program requirements so students will be required to take 3 of the 4 courses introducing one of the four sub-fields in anthropology. This will provide a stronger base foundation in the discipline so upper level coursework taken as electives can be more effective in helping students develop proficiency in the program SLOs. Minors are currently required to take only Cultural Anthropology.</p>			
<p>Comments on part II:</p>	<p>Due to the retirement of one of our anthropology instructors in 2019 and the delayed curriculum approval cycle caused by the Banner implementation, the change to minor requirements discussed here will be proposed in fall 2021 for implementation in fall 2022.</p>						

Anthropology				
Minor Assessment				
Short Essay Rubric				
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pts
SLO 1 Shows an understanding and appreciation of human biological, archaeological, linguistic, and cultural diversity	Comprehensive understanding using many anthropological terms, concepts and examples	Overall understanding using several anthropological terms, concepts and examples	Basic understanding using a few anthropological terms, concepts and examples	Little understanding using no anthropological terms, concepts and examples
SLO 2 Shows an understanding of the three main anthropological approaches to the study of humanity: cross-cultural comparison, holism, and evolutionary theory, and the uses of each.	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis.	Information is taken from source(s) without any interpretation/evaluation.

SLO 3 Shows an ability to understand, describe, and critically assess anthropological/archaeological theories, principles, concepts, and research methods	Considered critically, stated clearly and described comprehensively, delivering all relevant information necessary for full understanding .	Considered critically, stated, described, and clarified so that understanding is not seriously impeded by omissions	Considered somewhat critically, stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown	Not considered critically, stated without clarification or description.
SLO 4 Shows an ability to understand, describe, and critically assess the role of culture and social structures in shaping individual lives.	Considered critically, stated clearly and described comprehensively, delivering all relevant	Considered critically, stated, described, and clarified so that understanding is not	Considered somewhat critically, stated but description leaves some terms undefined,	Not considered critically, stated without clarification or description.
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	information necessary for full understanding .	seriously impeded by omissions	ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown	

SLO 5 Shows an ability to critically write and verbally present ideas, critiques, and research within the discipline	Ideas and conclusions are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Ideas and conclusions are logically tied to a range of information, related outcomes are identified	Ideas and conclusions are somewhat tied to information; some related outcomes are mentioned but simplified	Ideas and conclusions are inconsistently tied to some of the information discussed; related outcomes are oversimplified.
April 2019				