



(Due: May 1, 2019)

Date report completed: May 2019

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Please describe the 2018-2019 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at <https://www.csueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

Brief statement of Program mission and goals:

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 2018-2019 based on the assessment process.

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 <u>last</u> 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 <u>program</u> are planned based on this assessment?
SLO 1 Demonstrate an understanding and	NA (new SLOs developed as part of program)	Exam developed by Anthro faculty [Rubric used for evaluating	Graduating seniors, spring 2019 = 3 minors	80% of students are expected to score 80% or higher on	Part 1: Student scores were 84%, 92%, and 96%	While satisfied with student performance overall, a more in-depth review of	Add writing assignments at the end of each class that allow students to show holistic understanding, critical thinking, and application.

appreciation of human biological, archaeological, linguistic, and cultural diversity	and curriculum revision completed over the past 3 years	the students' essay answers is included at the end of this report]		both parts of the assessment exam	Part 2: Two evaluators scored all written essays at 88% or higher	the written portion of the exam suggests a need for students to show more application of concepts, theories, and methods and more evidence of critical thinking	The assessment test may also be revised, asking students more directly for more specific examples or application.
SLO 2 Demonstrate 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.	NA (see note for SLO1)	Exam developed by Anthro faculty	Graduating seniors, spring 2019 = 3 minors	80% of students are expected to score 80% or higher on both parts of the assessment exam	Part 1: Student scores were 84%, 92%, and 96% Part 2: Two evaluators scored all written essays at 88% or higher	While satisfied with student performance overall, a more in-depth review of the written portion of the exam suggests a need for students to show more application of concepts, theories, and methods and more evidence of critical thinking	Add writing assignments at the end of each class that allow students to show holistic understanding, critical thinking, and application.
SLO 3 Demonstrate the ability to understand, describe, and critically assess anthropological /archaeological theories, principles, concepts, and	NA (see note for SLO1)	Exam developed by Anthro faculty	Graduating seniors, spring 2019 = 3 minors	80% of students are expected to score 80% or higher on both parts of the assessment exam	Part 1: Student scores were 84%, 92%, and 96% Part 2: Two evaluators scored all written essays at 88% or	While satisfied with student performance overall, a more in-depth review of the written portion of the exam suggests a need for students to show more application of concepts, theories,	Add writing assignments at the end of each class that allow students to show holistic understanding, critical thinking, and application.

research methods					higher	and methods and more evidence of critical thinking	
SLO 4 Demonstrate an ability to understand, describe, and critically assess the role of culture and social structure in shaping individual lives	NA (see note for SLO1)	Exam developed by Anthro faculty	Graduating seniors, spring 2019 = 3 minors	80% of students are expected to score 80% or higher on both parts of the assessment exam	Part 1: Student scores were 84%, 92%, and 96% Part 2: Two evaluators scored all written essays at 88% or higher	While satisfied with student performance overall, a more in-depth review of the written portion of the exam suggests a need for students to show more application of concepts, theories, and methods and more evidence of critical thinking	Add writing assignments at the end of each class that allow students to show holistic understanding, critical thinking, and application.
SLO 5 Demonstrate an ability to critically write and verbally present ideas, critiques, and research with the discipline	NA (see note for SLO1)	Exam developed by Anthro faculty	Graduating seniors, spring 2019 = 3 minors	80% of students are expected to score 80% or higher on both parts of the assessment exam	Part 1: Student scores were 84%, 92%, and 96% Part 2: Two evaluators scored all written essays at 88% or higher	While satisfied with student performance overall, a more in-depth review of the written portion of the exam suggests a need for students to show more application of concepts, theories, and methods and more evidence of critical thinking	Add writing assignments at the end of each class that allow students to show holistic understanding, critical thinking, and application.

Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2018-2019 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 the outcome(s) verbatim from the assessment plan.	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?
All 5 program SLOs listed in part I of this report	NA	Develop an in-house assessment exam to use with first group of students meeting revised Anthropology minor requirements	An assessment test was developed and implemented; the test was administered to 3 senior Anthropology minors	Results met expectations as all the students who took part in the program's assessment performed at the expected level.

Comments on part II:

Anthropology Assessment Student Learning Outcomes

	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.	Excellent Comprehensive understanding using many anthropological terms, concepts and examples	Good Overall understanding using several anthropological terms, concepts and examples	Fair Basic understanding using a few anthropological terms, concepts and examples	Poor 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.	Excellent Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis.	Good Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis.	Fair Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis.	Poor 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	Excellent Considered critically, stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Good Considered critically, stated, described, and clarified so that understanding is not seriously impeded by omissions	Fair Considered somewhat critically, stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown	Poor 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.

Excellent
Same as SLO3

Good

Fair

Poor

SLO 5

Shows an ability to critically write and verbally present ideas, critiques, and research within the discipline

Excellent

Ideas and conclusions are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

Good

Ideas and conclusions are logically tied to a range of information, related outcomes are identified

Fair

Ideas and conclusions are somewhat tied to information; some related outcomes are mentioned but simplified

Poor

Ideas and conclusions are inconsistently tied to some of the information discussed; related outcomes are oversimplified.