



## Academic Program Assessment Report for AY 2023-2024

Program: Anthropology Minor

(Due: June 1, 2024)

Date report completed: May 1, 2024

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Please describe the 2023-2024 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., B.A.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 Executive Director for Assessment as an email attachment by June 1, 2023. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

**Brief statement of Program mission and goals:** The Anthropology minor program provides a rigorous course of study for students seeking to understand the humancultural 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 2023-2024 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO <u>last</u> reported on prior to this cycle? <b>(semester and year)</b>	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	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 An understanding and appreciation of human biological, archaeological, linguistic, and cultural diversity.	Spring 2022	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 faculty. This year, one person scored student exams. Part II consists of multiple choice questions	2023-2024 graduates	80% of students are expected to receive a score of 3 or higher on Part I of the exam and score 80% or higher on Part II.	Part 1: All three essays received a score of 3 or higher; Part II: 100% of student scores were over 80%	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 specifically related to SLO 1 based on this year's assessment, but minor requirements have been changed so that all minors will take more classes in each of the four subfields in Anthropology.
SLO 2 An understanding of the three main anthropological approaches to the study of humanity: cross-cultural comparison,	Spring 2022	Exam developed by Anthro faculty	2023-2024 graduates	80% of students are expected to receive a score of 3 or higher on 80% of students are expected to	Part 1: All three essays received a score of 3 or higher; Part II: 100% of student scores were over 80%	Student performance met expectations for SLO 2	No changes are planned specifically related to SLO 2 based on this year's assessment, but minor requirements have been changed so that all minors will take more classes in each of the four subfields in Anthropology.

holism, and evolutionary theory, and the uses of each.				receive a score of 3 or higher on Part I of the exam and score 80% or higher on Part II.			
SLO 3 An ability to understand, describe, and critically assess anthropological /archaeological theories, principles, concepts, and research methods.	Spring 2022	Exam developed by Anthro faculty	2023-2024 graduates	80% of students are expected to receive a score of 3 or higher on Part I of the exam and score 80% or higher on Part II.	Part 1: All three essays received a score of 3 or higher; Part II: 100% of student scores were over 80%	Student performance exceeded expectations for SLO 3	No changes are planned specifically related to SLO 3 based on this year's assessment, but minor requirements have been changed so that all minors will take more classes in each of the four subfields in Anthropology.
SLO 4 An ability to understand, describe, and critically assess the role of culture and social structures in shaping society and individual lives.	Spring 2022	Exam developed by Anthro faculty	2023-2024 graduates	80% of students are expected to receive a score of 3 or higher on Part I of the exam and score 80% or higher on Part II.	Part 1: All three essays received a score of 3 or higher; Part II: 100% of student scores were over 80%	Student performance exceeded expectations for SLO 4	No changes are planned specifically related to SLO 4 based on this year's assessment, but minor requirements have been changed so that all minors will take more classes in each of the four subfields in Anthropology.
SLO 5 An ability to critically write and	Spring 2022	Exam developed by Anthro	2023-2024 graduates	80% of students are expected to	Part 1: All three essays received	Student performance met	No changes are planned specifically related to SLO 5 based on this year's

verbally present ideas, critiques, and research within the discipline		faculty		receive a score of 3 or higher on Part I of the exam and score 80% or higher on Part II.	a score of 3 or higher; Part II: 100% of student scores were over 80%	expectations for SLO 5	assessment, but for online classes which addresses verbal skills, faculty are including more student video presentations online to assess this issue.
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Comments on part I:

**II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2023-2024 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? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	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	Spring 2022	Re-visit some course assignments particularly for the online classes, and re-assess verbal and writing component in each course. Also try to increase the number of minors who complete the assessment.	Minor students are now required to take 3 of the 4 classes introducing the four subfields within Anthropology. Some course assignments have been revised so that students, especially online students are better able to engage with material.	There has been improvement in students proficiency in all of the SLOs, partly due to changes in some course assignments (interview papers). Students now take 3 of the 4 introductory subfields within anthropology and this has assisted with their overall comprehension in the discipline. Two upper division courses in the Anthropology of Food and the Anthropology of Beer and Wine have been added to the curriculum to broaden student engagement in the discipline.
SLO 2	Spring 2022	Re-visit some course assignments particularly for the online classes, and re-assess verbal and writing component in each course. Also try to increase the number of minors who complete the assessment.	Minor students are now required to take 3 of the 4 classes introducing the four subfields within Anthropology. Some course assignments have been revised so that students, especially online students are better able to engage with material.	

SLO 3	Spring 2022	Re-visit some course assignments particularly for the online classes, and re-assess verbal and writing component in each course. Also try to increase the number of minors who complete the assessment.	Minor students are now required to take 3 of the 4 classes introducing the four subfields within Anthropology. Some course assignments have been revised so that students, especially online students are better able to engage with material.	
SLO 4	Spring 2022	Re-visit some course assignments particularly for the online classes, and re-assess verbal and writing component in each course. Also try to increase the number of minors who complete the assessment.	Minor students are now required to take 3 of the 4 classes introducing the four subfields within Anthropology. Some course assignments have been revised so that students, especially online students are better able to engage with material.	
SLO 5	Spring 2022	Re-visit some course assignments particularly for the online classes, and re-assess verbal and writing component in each courses. Also try to increase the number of minors who complete the assessment.	Minor students are now required to take 3 of the 4 classes introducing the four subfields within Anthropology. Some course assignments have been revised so that students, especially online students are better able to engage with material.	

Comments on part II:

## Anthropology Assessment Student Learning Outcomes

	<b>Excellent 4 pts</b>	<b>Good 3 pts</b>	<b>Fair 2 pts</b>	<b>Poor 1 pts</b>
<b>SLO 1</b> Shows an understanding and appreciation of human biological, archaeological, linguistic, and cultural diversity	<b>Excellent</b>  Comprehensive understanding using many anthropological terms, concepts and examples	<b>Good</b>  Overall understanding using several anthropological terms, concepts and examples	<b>Fair</b>  Basic understanding using a few anthropological terms, concepts and examples	<b>Poor</b>  Little understanding using no anthropological terms, concepts and examples
<b>SLO 2</b> 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.	<b>Excellent</b>  Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis.	<b>Good</b>  Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis.	<b>Fair</b>  Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis.	<b>Poor</b>  Information is taken from source(s) without any interpretation/evaluation.
<b>SLO 3</b> Shows an ability to understand, describe, and critically assess anthropological/archaeological	<b>Excellent</b>  Considered critically, stated clearly and	<b>Good</b>  Considered critically, stated,	<b>Fair</b>  Considered somewhat critically,	<b>Poor</b>  Not considered critically, stated without

theories, principles, concepts, and research methods	described comprehensively, delivering all relevant information necessary for full understanding.	described, and clarified so that understanding is not seriously impeded by omissions	stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown	clarification or description.
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<b>SLO 4</b> Shows an ability to understand, describe, and critically assess the role of culture and social structures in shaping individual lives.	Excellent	Good	Fair	Poor
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<b>SLO 5</b> Shows an ability to critically write and verbally present ideas, critiques, and research within the discipline	Excellent	Good	Fair	Poor
	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.