

Weber State University  
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Anthropology  
Academic Year of Report: 2018/19 (covering Summer 2017 through Spring 2019)  
Date Submitted:  
Report author: Ronald L. Holt, PhD

Contact Information:  
Phone: 6955  
Email: [rholt2@weber.edu](mailto:rholt2@weber.edu)

**A. Brief Introductory Statement:**

Please review the Introductory Statement and contact information for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed.

**Information is current; no changes required.**

Update if not current:

**B. Mission Statement**

Please review the Mission Statement for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the mission statement is current, please place an 'X' below.; If the information is not current, please provide an update:

**Information is current; no changes required.**

Update if not current:

**C. Student Learning Outcomes**

Please review the Student Learning Outcomes for your academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html>. In particular, review in light of recent strategic reporting and indicate any needed updates. If the outcomes are current, mark below.

**Information is current; no changes required.**

**D. Curriculum**

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as "Last Reviewed: [current data]". No further information is needed. If the curriculum grid is not current, please provide an update:

**Information is current; no changes required.**

**Information is not current; updates below**

**KEY: LEVEL OF PROGRAM LEARNING OUTCOMES :**

- L** = Low level of the program objective is achieved in the course
- M** = Moderate level of the program objective is achieved in the course
- H** = High level of the program objective is achieved in the course
- V** = Varies with course content

**Curriculum Map - Upper Division courses**

Core Courses in Department/Program	Program-specific Learning Outcomes							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7	Learning Outcome 8
ANTH 3100 (3) PREHISTORY OF NORTH AMERICA	H	M	H	L	L	M	M	L
ANTH 3200 (3) ARCHAEOLOGY OF EARLY CIVILIZATIONS	H	M	M	M	L	H	H	L
ANTH 3300 (3-6) ARCHAEOLOGICAL FIELD TECHNIQUES	L	L	M	L	H	M	M	L
ANTH 3400 (3) ARCHAEOLOGICAL LABORATORY TECHNIQUES	L	L	H	L	H	H	H	L
ANTH 3500 (3) ADVANCED CULTURAL ANTHROPOLOGY	H	L	H	H	M	H	H	H
ANTH 3600 (1-3) CULTURE AREA STUDIES	H	L - M	M	M	M	H	H	H
ANTH 3900 (3) MAGIC, SHAMANISM, AND RELIGION	H	L	M	H	L	H	H	H
ANTH 4100 (3) ARCHAEOLOGICAL METHOD, THEORY, AND CULTURAL RESOURCE MANAGEMENT	L	M	M	H	H	H	H	L
ANTH 4200 (3) ANTHROPOLOGICAL THEORY	L	M	H	H	M	H	H	L
ANTH 4300 (3) ANTHROPOLOGICAL RESEARCH METHODS	L	M	M	H	H	H	H	L
SOC 3600 (3) SOCIAL STATISTICS	L	L	L	M	H	H	M	L

## Curriculum

*“A collection of courses is not a program. A curriculum has coherence, depth, and synthesis.”*

(Linda Suskie; presentation at NWCCU Assessment Fellowship, June 19, 2019)

Please review the Curriculum Grid for your department or academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html>.

Indicate in the curriculum grid where graduating student performance is assessed for each program outcome. In the ‘additional information’ section, please provide information about these assessments (e.g., portfolios, presentations, projects, etc.) This information will be summarized at the college and institutional level for inclusion in our NWCCU reporting on student achievement.

## E. Assessment Plan

Please update the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html>.

Persons Responsible for Collecting and Analyzing the Data: The full-time faculty of the anthropology program will serve as the Assessment Committee to oversee and implement the department’s assessment plan, with the Coordinator of Anthropology serving as the committee chair.

Assessment Measures to be used: The Anthropology assessment plan examines student outcomes for majors using the following direct and indirect measures. (To increase reliability and ensure validity at least two measures will be used for each outcome.)

<u>DIRECT MEASURES (DM):</u>	<u>INDIRECT MEASURES (IM):</u>
1. Course-specific assessment results	1. Student course evaluations: For core and specific courses with High ratings in achieving central Program Learning Outcomes
2. Grade point averages of graduating seniors: A. Anthropology GPA’s B. Cumulative GPA’s	2. Periodic focus groups of majors
3. Grades of graduating seniors: A. Per course in required courses ANTH 4200 and 4300 in achieving Program Learning Outcomes	3. Exit interviews of graduating seniors
	4. Alumni surveys: Institutional data on: job placement; graduate and professional school acceptance; other significant accomplishments
	5. Verbal and written feedback from individual graduates

B. Cumulative grade patterns of those courses with High ratings in achieving central Program Learning Outcomes	
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Schedule of Assessment: Data from direct measures (DM) will be collected and compiled for several Anthropology courses each year. For data pertaining to indirect measures (IM), exit interviews will be collected annually, but data from alumni surveys will be gathered on a rotational basis with each measure examined every two to three years. Analysis of the data will typically occur during autumn semester with any needed changes to the program to be identified and addressed as soon as possible. Our goal is to assess each Anthropology course that is offered on a regular basis (and that receives sufficient enrollments) at least once every five years.

STUDENT LEARNING OUTCOMES:

HOW ASSESSED:

(required Anthropology Major and/or Minor courses)

1. Understanding human biological & cultural differences & similarities across time & space	<u>DM</u> : 1 – 3; <u>IM</u> : 1 & 3; four courses: ANTH 3100, 3200, 3600, and 3900
2. Understanding the four fields	<u>DM</u> : 1 – 3; <u>IM</u> : 1 & 3; five courses: ANTH 1000, 1020, 1040, 2010, and 2030
3. Proficiency in concepts & terms	<u>DM</u> : 1 – 3; <u>IM</u> : 1 & 3; four courses: ANTH 3100, 3200, 3400, and 4200
4. Knowledge of theory & history	<u>DM</u> : 1 – 3; <u>IM</u> : 1 - 5 ; three courses: ANTH 4100, 4200, and 4300
5. Familiarity with research methods	<u>DM</u> : 1 - 3; <u>IM</u> : 1 – 5; five courses: ANTH 3300, 3400, 4100, 4300, and SOC 3600
6. Critical thinking & reasoning	<u>DM</u> : 1 – 3; <u>IM</u> : 1 & 3; seven courses: ANTH 3200, 3500, 3600, 3900, 4100, 4200, and 4300
7. Speaking, writing & communication	<u>DM</u> : 1 – 3; <u>IM</u> : 1 & 3; seven courses: ANTH 3200, 3400, 3600, 3900, 4100, 4200, and 4300
8. Awareness of anthropological values	<u>DM</u> : 1 – 3; <u>IM</u> : 1 – 5; three courses: ANTH 3500, 3600, and 3900

Assessment Plan Cycle: The Anthropology Program will implement a 5-year course assessment cycle in order to evaluate its success in achieving the eight above-listed student learning outcomes. Only those courses with explicit levels for learning outcomes will be assessed on a regular basis. The use of logs, short papers, and journal article reviews in Anthropology courses are effective methods for assessing student learning. Bottom Line Up front (BLUF) power point slide presentations increase students' ability to be concise and clear and give informative oral presentations. These

assignments are strong indicators of how well students understand basic anthropological concepts, as well as their ability to apply relevant terminology and theory to short writing assignments as well as longer final research papers.

**Social Science General Education courses:**

**How Assessed:**

1) Be able to describe how people influence, and are influenced by, social practices

DM:1;IM:1 Anth 1000, 2010, and 2030

2) be able to apply basic anthropological concepts, theories, and/or research methods

DM: 1; IM: 1; three courses: ANTH 1000, 2010, and 2030

3) be able to identify a commonly debated socio-cultural phenomenon

DM: 1; IM: 1; three courses: ANTH 1000, 2010, and 2030

**STUDENT LEARNING OUTCOMES:  
(Life Sciences General Education course)**

**HOW ASSESSED:**

1) The nature of science

DM: 1; IM: 1; one course – ANTH 1020

2) The integration of science

DM: 1; IM: 1; one course – ANTH 1020

3) Science and society

DM: 1; IM: 1; one course – ANTH 1020

4) Problem solving and data analysis

DM: 1; IM: 1; one course – ANTH 1020

5) Levels of organization

DM: 1; IM: 1; one course – ANTH 1020

6) Metabolism and homeostatis

DM: 1; IM: 1; one course – ANTH 1020

7) Genetics and evolution

DM: 1; IM: 1; one course – ANTH 1020

8) Ecological interactions

DM: 1; IM: 1; one course – ANTH 1020

## **STUDENT LEARNING OUTCOMES:**

## **HOW ASSESSED:**

### **(Humanities General Education course)**

9) Demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines.

DM: 1; IM: 1; one course – ANTH 1040

10) Analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.

DM: 1; IM: 1; one course – ANTH 1040

11) Demonstrate their ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.

DM: 1; IM: 1; one course – ANTH 1040

### **Proposed Course-specific Assessment Cycle:**

Spring 2020 – Fall 2022: Anthropology Program required Upper Division courses – ANTH 4200 (Anthropological Theory), ANTH 4300 (Anthropological Research Methods), ANTH 4900 (Senior Capstone), and SOC 3600 (Social Statistics).

Spring 2023 – Fall 2025: key Archaeology Track required Upper Division courses – ANTH 3200 (Archaeology of Early Civilizations), ANTH 3300 (Archaeological Field Techniques), ANTH 3400 (Archaeological Laboratory Techniques), and ANTH 4100 (Archaeological Method, Theory, and Cultural Resource Management).

Spring 2026 – Fall 2027: the five Anthropology General Education courses (ANTH 1000, 1020, 1040, 2010, and 2030)

### **Report of assessment results:**

There are varieties of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) learning outcome being assessed, 2) method(s) of measurement used, 3) threshold for 'acceptable – that is, the target performance, 4)

actual results of the assessment, 5) interpretation/reflection on findings 6) the course of action to be taken based upon the interpretation, and 7) how that action will be evaluated.

**TABLE 1**

Evidence of Learning: <b>Social Sciences General Education courses: ANTH SS/DV 1000 – Introduction to Anthropology, Spring 2019</b>						
Measurable Learning Outcome	Course-specific measurable outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1:  Students will describe how individuals and groups influence, and are influenced, by social contexts, institutions, physical environments, and/or global processes.	Students will be able to identify how cultural traditions tailor their social organization and economic systems to the environment in which they live.	Measure 1:  Three questions on exam four concerning subsistence practices, social contexts, and cultural institutions in relation to the environment and/or global processes.	Measure 1:  At least a combined 70% of students will be able to correctly answer three questions concerning subsistence practices, social contexts, and cultural institutions in relation to the environment and/or global processes.	Measure 1:  _80_% of students correctly answered the associated questions.	Measure 1:  The majority of students understood how groups' subsistence practices, social contexts, and cultural institutions are influenced by the environment and/or global processes.	Measure 1:  No curricular or pedagogical changes are needed at this time.
Learning Outcome 2:  Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Students will be able to identify the key anthropological concepts of ethnocentrism and cultural relativism.	Measure 1:  One question on exam 1 and one question on exam 3 concerning the key concepts of ethnocentrism and cultural relativism.	Measure 1:  At least a combined 70% of students will be able to correctly answer the two questions concerning the key concepts of ethnocentrism and cultural relativism.	Measure 1:  _79_% of students correctly answered the associated questions.	Measure 1:  The majority of students understand the key anthropological concepts of ethnocentrism and cultural relativism.	Measure 1:  No curricular or pedagogical changes are needed at this time.
	Students will be able to identify the key anthropological concepts of enculturation and acculturation.	Measure 2:  One question on exam 3 and one question on exam 4 concerning the key concepts of enculturation and acculturation.	Measure 2:  At least a combined 70% of students will be able to correctly answer the two questions concerning the key concepts of	Measure 2:  _86_% of students correctly answered the associated questions.	Measure 2:  The majority of students understand the key anthropological concepts of enculturation and acculturation.	Measure 2:  No curricular or pedagogical changes are needed at this time.



Evidence of Learning: Social Sciences General Education courses: ANTH SS/DV 1000 - Introduction to Anthropology, Spring 2019						
Measurable Learning Outcome	Course-specific measurable outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
			enculturation and acculturation.			
Learning Outcome 3:  Students will identify an argument about a social phenomenon and understand alternative explanations.	Students will be able to identify binary and non-binary conceptions of gender.	Measure 1:  One question on exam 3 concerning the social phenomenon of gender.	Measure 1:  At least a combined 70% of students will be able to correctly answer the question concerning the social phenomenon of gender.	Measure 1:  81_% of students correctly answered the associated question.	Measure 1:  The majority of students understood the social phenomenon of gender.	Measure 1:  No curricular or pedagogical changes are needed at this time.
	Students will be able to identify multiple forms of marriage relationships practiced by cultures around the world.	Measure 2:  Three questions on exam 3 concerning the multiple forms of marriage relationships practiced by cultures around the world.	Measure 2:  At least a combined 70% of students will be able to correctly answer the three questions concerning multiple forms of marriage relationships.	Measure 2:  _84_% of students correctly answered the associated questions.	Measure 2:  The majority of students understood the multiple forms of marriage practiced by cultures around the world.	Measure 2:  No curricular or pedagogical changes are needed at this time.

\*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Data in this table are derived from \_2\_\_ sections of the course, ONE taught by Dr. David Yoder and one by Dr. Ron Holt in the \_Spring\_\_ of \_2019\_\_.

**TABLE 2**

Evidence of Learning: Life Sciences General Education courses: ANTH LS/DV 1020 – Biological Anthropology, Spring 2019						
Measurable Learning Outcome	Course-specific measurable outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Learning Outcome 1:</p> <p>Students will attain a general understanding of human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories).</p>	<p>Students will be able to demonstrate learning about a <u>biocultural approach</u> to describing and explaining human similarities, variation, and evolution.</p>	<p>Measure 1:</p> <p>Four questions on Exam Two concerning human biological and cultural differences across the world. These examine modern human biological variation from an evolutionary perspective and how that variation effects cultural practices.</p>	<p>Measure 1:</p> <p>At least a combined 70% of students will be able to correctly answer four questions concerning human biological and cultural differences across the world and how modern human variation impacts cultural practices across space and time.</p>	<p>Measure 1:</p> <p>77% of students correctly answered the associated questions.</p>	<p>Measure 1:</p> <p>The majority of students understood how modern human biological variation impacts cultural practices across space and time</p>	<p>Measure 1:</p> <p>No curricular or pedagogical changes are needed at this time.</p>
<p>Learning Outcome 2:</p> <p>A student will attain a fundamental understanding of the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to understanding human differences and similarities</p>	<p>Students will be able to identify the relationships among biology, culture, and ecology and how to integrate the knowledge contributed from the 4 fields of anthropology into this holistic perspective.</p>	<p>Measure 1:</p> <p>One quiz containing an essay question and several multiple choice questions and one question on Exam One concerning integration of the 4 field holistic perspective</p>	<p>Measure 1:</p> <p>At least a combined 70% of students will be able to correctly answer the quiz questions and the question on Exam One</p>	<p>Measure 1:</p> <p>82% of students correctly answered the associated questions.</p>	<p>Measure 1:</p> <p>The majority of students understand the nature of the holistic 4-field approach to anthropology</p>	<p>Measure 1:</p> <p>No curricular or pedagogical changes are needed at this time.</p>

**Evidence of Learning: Life Sciences General Education courses: ANTH LS/DV 1020 – Biological Anthropology, Spring 2019**

Measurable Learning Outcome	Course-specific measurable outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
across the world and through time.						
Learning Outcome 3:  Students will achieve proficiency in basic anthropological concepts and terminology.	Students will be able to define and recognize key concepts and terminology used in anthropology and the life sciences.	Measure 1:  Three quizzes containing essay and multiple choice questions on key concepts and terminology.	Measure 1:  At least a combined 70% of students will be able to show ability to command these concepts and terms.	Measure 1:  76% of students correctly answered the associated question.	Measure 1:  The majority of students successfully achieved proficiency of the key concepts and terms.	Measure 1:  No curricular or pedagogical changes are needed at this time.
Learning Outcome 4:  Students will gain a basic knowledge of the processes of theory formation and how various theories have been developed, applied and evaluated throughout the history of the discipline of anthropology.	Students will recognize and demonstrate knowledge of the fundamental issues, theories, challenges, and processes explaining biological variation and evolution derived from such studies as human genetics, primatology, and paleoanthropology.	Measure 1:  Two quizzes across the semester pertaining to evolutionary theory and scientific explanations of human variation.	Measure 1:  At least a combined 70% of students will be able to answer the quiz questions correctly.	Measure 1:  80% of students correctly answered the associated questions.	Measure 1:  The majority of students successfully achieved proficiency of evolutionary theory and scientific explanations of human variation.	Measure 1:  No curricular or pedagogical changes are needed at this time.
		Measure 2:  Three exams across the semester pertaining to evolutionary theory and scientific explanations of human variation.	Measure 2:  At least a combined 70% of students will be able to answer the quiz questions correctly.	Measure 2:  75% of students correctly answered the associated question.	Measure 2:  The majority of students demonstrated proficiency on evolutionary theory and scientific explanations of human variation.	Measure 2:  No curricular or pedagogical changes are needed at this time.
		Measure 3:  Three exam study guides across the semester requiring	Measure 3:  At least a combined 70% of students will	Measure 3:  82% of students satisfactorily completed the	Measure 3:  The majority of students demonstrated proficiency on	Measure 3:  No curricular or pedagogical changes are

**Evidence of Learning: Life Sciences General Education courses: ANTH LS/DV 1020 – Biological Anthropology, Spring 2019**

Measurable Learning Outcome	Course-specific measurable outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		students to write explanations of processes underlying biological variation in humans, hominin fossil species, and non-human primates	satisfactorily complete the three study guides.	three study guides.	evolutionary theory and scientific explanations of human variation.	needed at this time.
<p>Learning Outcome 5:</p> <p>Students will be able to demonstrate basic knowledge and skills of anthropological research methods and techniques of analysis.</p>	<p>Students will be able to comprehend the roles of the scientific method used in fieldwork, lab research, and analysis in areas of human genetics, primatology, paleoanthropology, and forensics in describing and explaining human variation and evolution.</p>	<p>Measure 1:</p> <p>Eleven questions on Exam Two pertaining to anthropological research methods and techniques of analysis specific to biological anthropology.</p>	<p>Measure 1:</p> <p>At least a combined 70% of students will answer the exam questions correctly.</p>	<p>Measure 1:</p> <p>83% of students correctly answered the associated questions.</p>	<p>Measure 1:</p> <p>The majority of students demonstrated proficiency on basic knowledge and skills of anthropological research methods and techniques of analysis.</p>	<p>Measure 1:</p> <p>No curricular or pedagogical changes are needed at this time.</p>
<p>Learning Outcome 6:</p> <p>Students will employ basic abilities in critical thinking and reasoning as applied to anthropological problems and issues.</p>	<p>Students will be able to engage in critical thinking about the paradigm of biological evolution and arguments against biological race and racism.</p>	<p>Measure 1:</p> <p>Two quizzes during the semester with questions pertaining to the fallacy of biological race.</p>	<p>Measure 1:</p> <p>At least a combined total of 70% of students will answer the quiz questions correctly.</p>	<p>Measure 1:</p> <p>78% of students correctly answered the associated questions.</p>	<p>Measure 1:</p> <p>The majority of students demonstrated proficiency on basic abilities in critical thinking as applied to anthropological problems and issues.</p>	<p>Measure 1:</p> <p>No curricular or pedagogical changes are needed at this time.</p>
<p>Learning Outcome 7:</p> <p>Students will demonstrate a basic ability to write, speak and communicate about</p>	<p>Students will be able to write about and discuss issues pertaining to biological anthropology.</p>	<p>Measure 1:</p> <p>Three exam study guides across the semester requiring students to write and communicate about</p>	<p>Measure 1:</p> <p>At least a combined 70% of students will satisfactorily complete the three study guides.</p>	<p>Measure 1:</p> <p>82% of students satisfactorily completed the three study guides.</p>	<p>Measure 1:</p> <p>The majority of students demonstrated proficiency in communication about anthropological issues.</p>	<p>Measure 1:</p> <p>No curricular or pedagogical changes are needed at this time.</p>

Evidence of Learning: Life Sciences General Education courses: ANTH LS/DV 1020 – Biological Anthropology, Spring 2019						
Measurable Learning Outcome	Course-specific measurable outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
anthropological issues.		anthropological issues.				
<p>Learning Outcome 8:</p> <p>Students will demonstrate a fundamental awareness of the existence of human prejudice and discrimination (e.g., racism, ethnocentrism, anthropocentrism, sexism), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.</p>	<p>Students will understand the issues and anthropological arguments against such prejudices as racism, anthropocentrism, sexism, and antievolutionism.</p>	<p>Measure 1:</p> <p>13 questions on three exams across the semester addressing ethnocentrism and discrimination, and the validity of evolutionary theory.</p>	<p>Measure 1:</p> <p>At least a combined 70% of students will answer the exam questions correctly.</p>	<p>Measure 1:</p> <p>76% of students correctly answered the associated questions.</p>	<p>Measure 1:</p> <p>The majority of students demonstrated proficiency in understanding of anthropological arguments against prejudice and antievolutionism.</p>	<p>Measure 1:</p> <p>No curricular or pedagogical changes are needed at this time.</p>

\*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

The course also fulfills Life Science General Education requirements and complies with the Natural Sciences General Education Program's Mission Statement. Data in this table are derived from sections of the course that were taught by Dr. Joanna Gautney in the Spring of 2019. "ANTH 1020 was assessed against the eight Anthropology Program Learning Outcomes, as a new faculty member, Dr. Joanna Gautney, is now teaching the course. As such, the course has changed. The course also fulfills Life Science General Education requirements and complies with the Natural Sciences General Education Program's Mission Statement.

**TABLE 3**

Evidence of Learning: General Education, Humanities Courses  
**Course\_ANTH 1040 LANGUAGE AND CULTURE**

**SPRING 2019**

**CRN#30965**

<b>Gen Ed Learning Goal</b> Students will:	<b>Measurable Learning Outcome</b> Students will demonstrate their understanding by:	<b>Method of Measurement</b> Direct and Indirect Measures*	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines.	<b>Learning Outcome 1.</b> To explore human language in general-- its structure, functions, and characteristics as a form of human behavior and communication -- by using comparative data and analyses derived from linguistics.	<b>Measure 1:</b> Quiz question which gauges understanding concept of linguistic competence, a mental construct which is at the basis of the innate human ability to subconsciously master the systems of a language (phonological, morphological, syntactic, lexical) Quiz 1: Q4	Ave. performance on quiz question should exceed 70%	<b>Measure 1:</b> Ave. performance on question was 91%	<b>Measure 1</b> Findings demonstrate strong grasp of concept, given choice of distractors which require understanding difference between subconscious linguistic competence, and empirically observable linguistic performance.	<b>Measure 1:</b> No curricular or pedagogical changes are needed at this time.
		<b>Measure 2:</b> Quiz question testing knowledge of significant subdisciplines of linguistics such as historical linguistics. Quiz 2: Q41	Ave. performance on quiz question should exceed 70%	<b>Measure 2:</b> Ave. performance on question was 56%	<b>Measure 2:</b> Findings demonstrate adequate grasp of concept, but success rate could be stronger. Students asked to identify primary assumption of family tree model of language relationships.	<b>Measure 2:</b> Additional class time will be spent on this part of the module in lecture and guided discussion.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
<p>Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.</p>	<p>To develop an understanding of the field of anthropological linguistics and its approach to understanding human language as embedded in human cultures.</p>	<p><b>Measure 1:</b> Quiz question testing understanding of theoretical assumptions shared within the "Americanist" tradition of linguistic anthropology  Quiz 1: Q27</p>	<p>Ave. performance on quiz question should exceed 70%</p>	<p>Ave. performance on question was 61%</p>	<p><b>Measure 1:</b> Students were asked to identify the distractor which was NOT one of the core theoretical assumptions. Findings demonstrate adequate grasp of concept, but success rate could be stronger.</p>	<p>Additional class time will be spent on this part of the module in lecture and guided discussion.</p>
		<p><b>Measure 2:</b> Quiz question testing understanding of field methods in linguistic anthropology for eliciting data about language communities.  Quiz 3: Q28</p>	<p>Ave. performance on quiz question should exceed 70%</p>	<p>Ave. performance on question was 90%</p>	<p>Findings demonstrate strong grasp of concept, given choice of distractors which identify other fieldwork contexts and potential research subjects.</p>	<p>No curricular or pedagogical changes are needed at this time.</p>

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.	To explore the social and cultural roles and connections of language, and to examine language continuity and variation through time, and across geographical and sociocultural contexts and groups.	Measure 1: Speech ethnography paper – students gather data on a speech event and write an extensive analysis of the social interactions observed using Hymes’ SPEAKING framework in a 5 page paper	Ave. performance on the assignment should exceed 70%	Ave. performance on writing assignment was 95%	Findings demonstrate strong grasp of analytical framework and application of class concepts to data analysis.	No curricular or pedagogical changes are needed at this time.

\*At least one



**Table 4 –**

**Course data from Spring 2018 – 1 online section (N=36)**

**Evidence of Learning: Social Sciences General Education Courses: ANTH SS/DV 2010 - Peoples and Cultures of the World**

Measurable Learning Outcome	Course-specific Measurable Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p><b>Gen ED SS Outcome 1:</b> “Interactions between individuals and society” Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.</p>	<p>Be able to describe how cultural traditions tailor their social organization and economic systems according to the ecosystems in which they live.</p>	<p><b>Measure 1:</b> Short writing assignment (2-3 pgs.) based on comparison of two ethnographies concerning pastoralist cultures, relating adaptive strategies for subsistence to gender roles, marriage practices and sexual division of labor. <b>Essay #3</b></p>	<p><b>Measure 1:</b> Grades based on application of rubric (included): students will demonstrate ability to compare and contrast cultural variables and relate them to adaptive &amp; environmental constraints.  Ave. assignment grade should exceed 70%</p>	<p><b>Measure 1:</b> Ave. performance on assignment was 96%.</p>	<p><b>Measure 1:</b> Findings demonstrate strong grasp of interrelationships between cultural variables and environmental constraints in comparative contexts.</p>	<p><b>Measure 1:</b> No curricular or pedagogical changes are needed at this time.</p>
	<p>Be able to describe how cultural traditions tailor their social organization and economic systems according to the ecosystems in which they live.</p>	<p><b>Measure 2:</b> Short writing assignment (2-3 pgs.) based on comparison of two ethnographies concerning hunter-gatherer cultures, relating adaptive strategies for subsistence to gender roles, marriage practices and sexual division of labor. <b>Essay #1</b></p>	<p><b>Measure 2:</b> Grades based on application of rubric (included): students will demonstrate ability to compare and contrast cultural variables and relate them to adaptive &amp; environmental constraints.  Ave. assignment grade should exceed 70%</p>	<p><b>Measure 2:</b> Ave. performance on assignment was 91%.</p>	<p><b>Measure 2:</b> Findings demonstrate strong grasp of interrelationships between cultural variables and environmental constraints in comparative contexts.</p>	<p><b>Measure 2:</b> No curricular or pedagogical changes are needed at this time.</p>

Measurable Learning Outcome	Course-specific Measurable Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p><b>Gen ED SS Outcome 2:</b>  “Application of concepts, theories, and methods”. Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.</p>	<p>Be able to define key anthropological concepts such as cultural relativism, enculturation, ethnocentrism, globalization, theories of culture change, and be familiar with ethnographic research methods.</p>	<p><b>Measure 1:</b>  Take-home final exam - 5 pg. paper based on analysis of a list of readings on adaptive challenges to global civilization posed by climate change.</p>	<p><b>Measure 1:</b>  Grades based on application of rubric (included): students must demonstrate grasp of adaptive, cultural &amp; behavioral challenges posed by climate change; threats &amp; opportunities presented by globalization; propose and justify a likely future outcomes scenario.</p> <p>Ave. assignment grade should exceed 70%</p>	<p><b>Measure 1:</b>  Ave. performance on assignment was 94%.</p>	<p><b>Measure 1:</b>  Findings demonstrate satisfactory grasp of adaptive, cultural &amp; behavioral challenges posed by climate change; threats &amp; opportunities presented by globalization; proposal and justification of likely future scenarios demonstrates difficulties in conceptualizing abstract socio-cultural, political &amp; economic outcomes in concrete ways</p>	<p><b>Measure 1:</b>  No curricular or pedagogical changes are needed at this time.</p>
	<p>Be able to define key anthropological concepts such as cultural relativism, enculturation, ethnocentrism, globalization, theories of culture change, and be familiar with ethnographic research methods.</p>	<p><b>Measure 2:</b>  Multiple choice question on 4<sup>th</sup> quiz – administered in testing centers through Chi-Tester</p>	<p><b>Measure 2:</b>  Students should demonstrate understanding of impact of globalization on global cultural diversity and indigenous cultures.</p> <p>Ave. success rate on question should exceed 70%</p>	<p><b>Measure 2:</b>  Ave. performance on assignment was 90% (Spring 2017 section only: N=38).</p>	<p><b>Measure 2:</b>  Findings demonstrate adequate understanding of impacts of globalization, adaptive value in the preservation of indigenous cultures</p>	<p><b>Measure 2:</b>  No curricular or pedagogical changes are needed at this time.</p>

Measurable Learning Outcome	Course-specific Measurable Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Gen ED SS Outcome 3:</b> “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.	Students will demonstrate knowledge of and be able to critically assess competing explanations for cultural change in complex social systems.	<b>Measure 1:</b> Short writing assignment (2-3 pgs.), based on analysis of assigned readings, on causes and theories for civilizational collapse, based on analysis of a case study on the Classic Maya collapse. <b>Essay #2</b>	<b>Measure 1:</b> Grades based on application of rubric (included): students will demonstrate knowledge of causes and theories of civilizational collapse.  Ave. assignment grade should exceed 70%	<b>Measure 1:</b> Ave. performance on assignment was 96%.	<b>Measure 1:</b> Findings demonstrate satisfactory understanding of likely and posited scenarios for collapse of complex state systems, including interrelation of ecological and sociopolitical stressors.	<b>Measure 1:</b> No curricular or pedagogical changes are needed at this time.
	Students will demonstrate knowledge of and be able to critically assess competing explanations for cultural change in complex social systems.	<b>Measure 2:</b> Short writing assignment (2-3 pgs.), based on analysis of assigned readings, on the links between the changing nature of immigration, patterns of cultural and societal integration / assimilation, and processes of globalization. <b>Essay #4</b>	<b>Measure 2:</b> Grades based on application of rubric (included): students will demonstrate knowledge of causes and theories of immigration and integration into host societies.  Ave. assignment grade should exceed 70%	<b>Measure 2:</b> Ave. performance on assignment was 94%.	<b>Measure 2:</b> Findings demonstrate adequate grasp of links between the changing nature of immigration, patterns of cultural and societal integration / assimilation, and processes of globalization.	<b>Measure 2:</b> No curricular or pedagogical changes are needed at this time.

Data from this table are derived from sections of the course that were taught by Dr. Mark Stevenson in the fall and spring of 2018

**TABLE 5**

<b>Evidence of Learning: Social Sciences General Education courses: ANTH SS 2030 – Principles of Archaeology</b>						
Measurable Learning Outcome	Course-specific measurable outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Learning Outcome 1:</p> <p>Students will describe how individuals and groups influence, and are influenced, by social contexts, institutions, physical environments, and/or global processes.</p>	<p>Be able to describe how ancient peoples changed, and were influenced by, the physical environment.</p>	<p>Measure 1: One site definition on Exam 1.</p>	<p>Measure 1: At least 70% of students defining the topic correctly.</p>	<p>Measure 1: All students (n=17) scored at least 75% of possible points on a problem concerning ancient volcanism.</p>	<p>Measure 1: The entire class understood completely or near-completely how a Roman era population (at Pompeii, Italy) was impacted by a massive volcanic episode.</p>	<p>Measure 1: No curricular or pedagogical changes are needed at this time.</p>
	<p>Be able to describe how ancient peoples changed, and were influenced by, the physical environment.</p>	<p>Measure 2: Two problems concerning adaptations to marshland and alpine ecosystems on Exam 2.</p>	<p>Measure 2: At least 70% of students will be able to describe evidence for building structures in marshes, and for making clothing suitable for alpine and glacial settings.</p>	<p>Measure 2: 62.5% (10/16) of students scored at least 75% of possible points on a problem concerning ancient houses and foot bridges in England. Similarly, 68.8% (11/16) of them scored 75% or higher on a problem concerning the production of durable, tailored skin clothing in the Italian Alps during the late Neolithic period.</p>	<p>Measure 2: More than 60% of students were either adequately or very familiar with how pre industrial peoples developed techniques for exploiting the lush resource bases within marshland environments, and how they made specialized clothing for hunting in, and crossing over, alpine and glacial zones.</p>	<p>Measure 2: More in-class time should be devoted to the study of how pre industrial peoples adapted to permanently wet living areas and seasonal or continual occupation of very cold environments.</p>
<p>Learning Outcome 2:</p> <p>Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors</p>	<p>Students will be familiar with contemporary archaeological theory and how some orientations reflect social concerns/movements</p>	<p>Measure 1: One essay problem on Exam 1.</p>	<p>Measure 1: At least 70% of the class will be able to adequately (score at least 70% of possible points) describe a contemporary theoretical school</p>	<p>Measure 1: 88.2% (15/17) of students scored at least 70% of possible points in defining post processualism, and in identifying a few of the contemporary social movements/philosophies</p>	<p>Measure 1: Most students were quite familiar with a major theoretical orientation that is especially common among historical archaeologists, as well as those who study pre</p>	<p>Measure 1: No curricular or pedagogical changes are needed at this time.</p>

Evidence of Learning: <b>Social Sciences General Education courses: ANTH SS 2030 – Principles of Archaeology</b>						
Measurable Learning Outcome	Course-specific measurable outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
that influence change.	within our modern society.		of archaeological thought and how it reflects concerns within contemporary society.	that have guided this approach to studying the past such as feminism, Marxism, and the societal contributions of ethnic minorities.	literate indigenous groups whose homelands were colonized by Europeans.	
	Students will be familiar with archaeological research methods for identifying different levels of socio-technic organization.	Measure 2: One short answer problem on Exam 1.	Measure 2: At least 70% of students will be familiar with how archaeologists distinguish between small-scale, decentralized and more complex, centralized socio-political cultural traditions.	Measure 2: 76.5% (13/17) of the class was able to define the Archaic and Classic Stages, and the major economic, social, and political traits that are associated with each.	Measure 2: An acceptable number of students understood how archaeologists infer aspects of ancient socio-political and economic organization from technological and architectural data, as well as habitation site layout, complexity, and size.	Measure 2: No curricular or pedagogical changes are needed at this time.
Learning Outcome 3:  Students will identify an argument about a social phenomenon and understand alternative explanations.	Students will be familiar with different perspectives concerning the evolution of technology and intellectual growth among ancestral humans and early humans.	Measure 1: Essay problem on Exam 2.	Measure 1: At least 70% of the class will be familiar with the debate concerning the possible interplay between the development of technology and intellectual growth among hominin and early human populations.	Measure 1: All class members (n=15) scored at least 70% of possible points in discussing the notion of a positive correlation between the evolution of chipped stone tool technologies and increased cognitive skills as well as increased cultural complexity among ancestral human and early human groups.	Measure 1: All students demonstrated an adequate-to-high level of understanding concerning the likelihood that increasingly complex tool traditions from ca. 2.5 million to 20,000 years ago were important factors in the intellectual growth of proto- and early humans, as well as their different levels of group organization and cooperation.	Measure 1: No curricular or pedagogical changes are needed at this time.
	Students will be familiar with various	Measure 2: Essay problem on Exam 3.	Measure 2: At least 70% of the class will be familiar	Measure 2: All class members (n=15) scored at least 73.3% of possible	Measure 2: All students demonstrated an adequate-to-high level	Measure 2: No curricular or pedagogical

Evidence of Learning: <b>Social Sciences General Education courses: ANTH SS 2030 – Principles of Archaeology</b>						
Measurable Learning Outcome	Course-specific measurable outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	explanations for the origins of agriculture.		with more recent explanations for the origins of plant and animal domestication in the Near East.	points in correctly identifying the Younger Dryas Cooling Event as a probable major factor in laying the foundations of agriculture in some parts of the Old World, especially in the Near East.	of understanding concerning how high precision radiocarbon sequences and comprehensive paleoenvironmental data indicate that many pre Neolithic Near Eastern populations cultivated stands of seed-bearing grasses in valley bottoms as the cool, but dry, Younger Dryas climatic regime displaced these native plants into higher elevation zones.	changes are needed at this time.

\*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Data in this table are derived from one section of the course that was taught by Dr. Brooke Arkush in the Fall of 2017.

**TABLE 6**  
Statistics 3600

Evidence of Learning Worksheet: **Courses within the Major – Copy as needed (see appendix for alternative format) Submitted by Rob Reynolds**

Course: SOC 3600 Social Statistics

Semester taught: 2017 Fall

Sections included: 1

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
<b>Learning Outcome 1:</b> Understand human biological and	This goal/outcome is not a goal of SOC 3600 and was not assessed.					

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories).						
<b>Learning Outcome 2:</b> Understand the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to documenting human differences and similarities across the world and through time.	This goal/outcome is not a goal of SOC 3600 and was not assessed.					
<b>Learning Outcome 3:</b> Be proficient in basic anthropological concepts and terminology.	This goal/outcome is not a goal of SOC 3600 and was not assessed.					
<b>Learning Outcome 4:</b> Know the processes of theory formation and how various	Learning outcome 4.A: Students will be able to form hypotheses and	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 0% and 100% on the 5 questions, with an	Measure 1: Most students correctly analyzed the data using descriptive and inferential statistics.	Measure 1: No curricular or pedagogical changes needed at this time.	Discuss with other ANTH program faculty these results.

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
theories have been developed, applied, and evaluated throughout the history of the discipline of anthropology.	critically analyze hypotheses.		average of 85.6%. 75.0% of students scored 80% or above.			
<b>Learning Outcome 5:</b> Be familiar with a variety of anthropological research methods and analytic techniques.	Measure 1.: Students will be able to analyze data using descriptive and inferential statistics.	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 0% and 100% on the 5 questions, with an average of 85.6%. 75.0% of students scored 80% or above.	Measure 1: Most students correctly analyzed the data using descriptive and inferential statistics.	Measure 1: No curricular or pedagogical changes needed at this time.	Discuss with other ANTH program faculty these results. Will continue to update course materials as needed to keep them current.
<b>Learning Outcome 6:</b> Be able to apply critical thinking and reasoning skills to anthropological problems and issues.	Measure 1: Students will be able to select the correct statistical test for the level of measurement.	Measure 1: Five questions on the final exam.	Measure 1: Students answered between 40% & 100% of the questions correctly. Over 80% of students averaged at least 80%.	Measure 1: Most students could correctly select the correct statistical test.	Measure 1: No curricular or pedagogical changes needed at this time.	Results will be discussed with ANTH program faculty.
<b>Learning Outcome 7:</b> Be able to write, speak, and communicate about anthropological issues.	Measure 1.: Students will be able to write up analysis of descriptive and inferential statistics from SPSS printouts.	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 0% and 100% on the 5 questions, with an average of 85.6%. 75.0% of students scored 80% or above.	Measure 1: Most students correctly analyzed the data using descriptive and inferential statistics.	Measure 1: No curricular or pedagogical changes needed at this time.	Discuss with other ANTH program faculty these results.
<b>Learning Outcome 8:</b> Be aware of human prejudice and discrimination (e.g., racism, ethnocentrism, sexism, anthropocentrism),	This goal/outcome is not a goal of SOC 3600 and was not assessed.					



Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.						

## Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: 15 Nov, 2019	Recommendation	Progress Description
Recommendation 1-4	Basically increased funding and another tenure track position	#### +1 progress we have no control over money
		#### +2 progress
		#### +3 progress
		#### +4 progress
Recommendation 5	Develop at least two upper-level courses in biological anthropology	Done; Forensics and Evolutionary Biology
Recommendation 6	Seek to enhance the linguistics component of the program	Have taught more linguistics classes by hiring new adjunct instructors
Recommendation 7	Develop assessment procedures and measures beyond grades	Done; pre and post-tests, portfolios, essays; questions to GELOs

## Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2017-18	2018-19
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)		
Full-time Tenured	2	3
Full-time Non-Tenured (includes tenure-track)	3	3
Part-time and adjunct	6	6
With Master's Degrees		
Full-time Tenured		
Full-time Non-Tenured		
Part-time and adjunct	1	1
With Bachelor's Degrees		
Full-time Tenured		
Full-time Non-tenured		
Part-time and adjunct		
Other		
Full-time Tenured		
Full-time Non-tenured		
Part-time		
<b>Total Headcount Faculty</b>		
Full-time Tenured	2	3
Full-time Non-tenured	3	3
Part-time	6	6

**Appendix C – alternative format for Evidence of Learning Reporting N/A**

**Please respond to the following questions.**

- 1) First year student success is critical to WSU’s retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program’s support of new students:
- a. Any first-year students taking courses in your program(s).  
 The bulk of our students are first year students taking gen ed classes. We see this body of students as being very important as Utah has no Anthropology in the high schools. We are having the college advisors make a presentation to the 1000 classes on how to manages the complex routes through gen ed.

Students declared in your program(s), whether or not they are taking courses in your program(s)  
 Majors 89  
 Minors 38  
 BIS 1
- 2) A key component of sound assessment practice is the process of ‘closing the loop’ – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to ‘close the loop’.
- We make extensive use of the Starfish system. The number of Advisement sessions with majors and Dr. Holt has increased 50%.

Anthropology Program goals 2018	Increase efforts at community outreach, particularly AP high school students and Anthropology as an attractive major and minor. Continue our experiential learning opportunities in archaeology and internships	Revise and update curriculum offering more flexible offerings, with special attention to our service classes, a new capstone class has been submitted to Curriculog	Increase advising interactions, internships and study abroad opportunities as we increase the number of our minor and BIS students
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In the fall we joined the National Anthropology Honorary Lambda Alpha as part of alumni effort. (8 inducted) and Added a Capstone Anthropology Class and revised and updated our curriculum to fit with the new Capstone. We have had several faculty and student presentations in 1-12 schools.

We offer a large number of general education classes including four different colleges/ categories (social science, life science, humanities and diversity), and we will be reevaluating our classes to include the addition of content regarding career application of disciplinary knowledge. Pursuant to revisions to the WSU Gen Ed curriculum, our General Education courses are also being revised to include signature assignments which feature the application of disciplinary knowledge to the solution of 'wicked problems' such as climate change (e.g. ANTH 2010 – Stevenson)