

AWeber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Sociology and Anthropology/ Anthropology
Academic Year of Report: 2014/15
Date Submitted: 16 November 2015
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department 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. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

B. Mission Statement

Please review the Mission Statement 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 date]”. No further information is needed. If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

 Information is current; no changes required.

 XX **Information is not current; updates below.**

Measurable Learning Outcomes – Upper Division courses

At the end of their study at WSU, students in the Anthropology Program will:

- 1) Understand human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories).
- 2) 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.
- 3) Be proficient in basic anthropological concepts and terminology.
- 4) Know the processes of theory formation and how various theories have been developed, applied, and evaluated throughout the history of the discipline of anthropology.
- 5) Be familiar with a variety of anthropological research methods and analytic techniques.
- 6) Be able to apply critical thinking and reasoning skills to anthropological problems and issues.
- 7) Be able to write, speak, and communicate about anthropological issues.
- 8) Be aware of human prejudice and discrimination (e.g., racism, ethnocentrism, sexism, anthropocentrism), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.

Measurable Learning Outcomes – Social Sciences General Education courses

Upon successfully completing ANTH 1000, 2010, and 2030 (i.e., achieving a final grade of C or higher), WSU students will:

- 1) Be able to describe how people influence, and are influenced by, social practices (e.g., kinship systems and post marital residence patterns), the physical environment in which they live, and/or globalization.
- 2) Be able to apply basic anthropological concepts, theories, and/or research methods to a particular cultural practice and identify factors that could effect change in that institution.
- 3) Be able to identify a commonly debated socio-cultural phenomenon (e.g, the origin of religion; the advent of agriculture) and present different explanations for its development or practice.

Measurable Learning Outcomes – Life Sciences General Education course

Upon successfully completing ANTH 1020 (i.e., achieving a final grade of D or higher), WSU students will demonstrate an understanding of:

- 1) The Nature of science – Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific.
- 2) The Integration of science – All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated.
- 3) Science and society – The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the earth's environment.
- 4) Problem solving and data analysis – Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.
- 5) Levels of organization – All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems.
- 6) Metabolism and homeostatis – Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism.

- 7) Genetics and evolution – Shared genetic processes and evolution by natural selection are universal features of all life.
- 8) Ecological interactions – All organisms, including humans, interact with their environment and other living organisms.

Measurable Learning Outcomes – Humanities General Education course

Upon successfully completing ANTH 1040 (i.e., achieving a final grade of D or higher), WSU students will:

- 1) 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.
- 2) Analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.
- 3) Demonstrate their ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.

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) ARCH AEOLOGICAL 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	L-M	L	H	H	H
ANTH 3900 (3) MAGIC, SHAMANISM, AND RELIGION	H	L	M	M	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

KEY: Degree of Social Sciences General Education Learning Outcome Coverage:

- I = introduced in the course**
- U = utilized in the course**
- E = emphasized in the course**

Curriculum Map – Social Sciences General Education courses

	College-specific Learning Outcomes		
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3
Core Courses in Department/Program			
ANTH SS/DV1000 (3) INTRODUCTION TO ANTHROPOLOGY	E	I	E
ANTH SS/DV2010 (3) PEOPLES & CULTURES OF THE WORLD	E	U	U
ANTH SS2030 (3) PRINCIPLES OF ARCHAEOLOGY	E	I	E

KEY: Degree of Science General Education Learning Outcome Coverage:

- I = introduced in the course**
- U = utilized in the course**
- E = emphasized in the course**

Curriculum Map– Life Sciences General Education course

Core Courses in Department/Program	College-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 LS/DV1020 (3) BIOLOGICAL ANTHROPOLOGY	E	E	E	E	E	U	E	E

KEY: Degree of Humanities General Education Learning Outcome Coverage:

- I = introduced in the course**
- U = utilized in the course**
- E = emphasized in the course**

Curriculum Map – Humanities General Education course

Core Courses in Department/Program	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3
	ANTH HU/DV1040 (3) LANGUAGE & CULTURE	E	E

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan:

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 program’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>
<p>1. Course-specific assessment results</p> <p>2. Grade point averages of graduating seniors:</p> <p>A. Anthropology GPA’s</p> <p>B. Cumulative GPA’s</p> <p>3. Grades of graduating seniors:</p> <p>Per course in required courses ANTH 4200 and 4300 in achieving Program Learning Outcomes</p>	<p>1. Exit interviews of graduating seniors</p> <p>2. Alumni surveys: Institutional data on: job placement; graduate and professional school acceptance; other significant accomplishments</p> <p>3. Verbal and written feedback from individual graduates</p>

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.

Assessment Plan Chart:

**STUDENT LEARNING OUTCOMES:
(upper division courses)**

HOW ASSESSED:

1. understanding human biological
& cultural differences & similarities
across time & space

DM: 1 - 3; IM: 1; four courses: ANTH 3100, 3200, 3600, and 3900

2. understanding the four fields

DM: 1 - 3; IM: 1; five courses: ANTH 1000, 1020, 1040, 2010, and 2030

3. proficiency in concepts & terms

DM: 1 - 3; IM: 1 & 2; four courses: ANTH 3100, 3200, 3400, and 4200

4. knowledge of theory & history

DM: 1 - 3; IM: 1 & 2 ; three courses: ANTH 4100, 4200, and 4300

5. familiarity with research methods

DM: 1 - 3; IM: 1; five courses: ANTH 3300, 3400, 4100, 4300, and SOC 3600

6. critical thinking & reasoning

DM: 1 - 3; IM: 1 & 2; seven courses: ANTH 3200, 3500, 3600, 3900, 4100, 4200, and 4300

7. speaking, writing & communication DM: 1 – 3; IM: 1 & 2; seven courses: ANTH 3200, 3400, 3600, 3900, 4100, 4200, and 4300

8. awareness of anthropological values DM: 1 – 3; IM: 1 & 2; three courses: ANTH 3500, 3600, and 3900

**STUDENT LEARNING OUTCOMES:
(Social Sciences General Education
courses)**

HOW ASSESSED:

- | | |
|---|--|
| 1) be able to describe how people influence, and are influenced by, social practices | <u>DM</u> : 1; <u>IM</u> : 1; three courses: ANTH 1000, 2010, and 2030 |
| 2) be able to apply basic anthropological concepts, theories, and/or research methods | <u>DM</u> : 1; <u>IM</u> : 1; three courses: ANTH 1000, 2010, and 2030 |
| 3) be able to identify a commonly debated socio-cultural phenomenon | <u>DM</u> : 1; <u>IM</u> : 1; three courses: ANTH 1000, 2010, and 2030 |

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

HOW ASSESSED:

- | | |
|-------------------------------|--|
| 1) The Nature of science | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1020 |
| 2) The Integration of science | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1020 |
| 3) Science and society | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1020 |

- | | |
|--------------------------------------|--|
| 4) Problem solving and data analysis | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1020 |
| 5) Levels of organization | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1020 |
| 6) Metabolism and homeostatis | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1020 |
| 7) Genetics and evolution | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1020 |
| 8) Ecological interactions | <u>DM</u> : 1; <u>IM</u> : 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. | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1040 |
| 10) Analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures. | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1040 |
| 11) Demonstrate their ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms. | <u>DM</u> : 1; <u>IM</u> : 1; one course – ANTH 1040 |

Assessment Plan Cycle: The Anthropology Program has adopted a 4-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 of learning outcomes will be assessed on a regular basis.

2015 – 2016 AY: three upper division Archaeology Track courses (ANTH 3100, 3200, and 4100)

2016 – 2017 AY: three upper division General Anthropology Track courses (ANTH 3500, 3600, and 3900)

2017 – 2018 AY: General Education courses (ANTH 1000, 1020, 1040, 2010, and 2030)

2018 – 2019 AY: primary Major core courses (ANTH 4200 and 4300; SOC 3600)

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for 'acceptable performance' is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

- a. Evidence of Learning: Courses within the Major
- b. Evidence of Learning: High Impact or Service Learning

If you provide students with high impact or service learning opportunities briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

- c. Evidence of Learning: General Education Courses

Table 1

Evidence of Learning: Social Sciences General Education Courses: ANTH SS/DV 1000 - Introduction to Anthropology					
Measurable Learning 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: Be able to describe how people influence, and are influenced by, social practices, the physical environments in which they live, and/or globalization.	Measure 1: Four questions on exams two and three concerning cross-cultural household organization and economic practices in response to environmental constraints.	Measure 1: 70% of students correctly answering these four questions.	Measure 1: 76% of students correctly answered the four questions concerning household and economic organization.	Measure 1: Most of the students understand, and can describe to some degree, how human behavior is partly structured by culturally-specific social organization and the physical environment.	No curricular or pedagogical changes are needed at this time
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	
Learning Outcome 2: Be able to apply basic anthropological concepts, theories, and/or research to a particular cultural practice and identify factors that could effect change in that institution.	Measure 1: Three questions each on exams 1 and 3 regarding the concepts of ethnocentrism, enculturation, and cultural relativism, as well as theoretical explanations regarding cultural change.	Measure 1: 70% of students correctly answering 6 associated questions.	Measure 1: 80% of students correctly answered the 6 associated questions.	Measure 1: Most of the students understand basic anthropological concepts, and how one uses theory to investigate/explain large-scale cultural change.	No curricular or pedagogical changes for either measure are needed at this time.

Evidence of Learning: Social Sciences General Education Courses: ANTH SS/DV 1000 - Introduction to Anthropology					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	Measure 2: Two 2 to 3 page-long essays concerning cultural adaptive and behavioral changes as explained by anthropological theory and research.	Measure 2: Grades of C (70%) or better, with students demonstrating an understanding of how the application of theory helps researchers understand cultural crises and change.	Measure 2: Grades averaged 78%.	Measure 2: Most students were able to think critically and apply concepts to the problems and challenges posed by genocide, ethnocide, globalization, and culture change.	
Learning Outcome 3: Be able to identify a commonly debated socio-cultural phenomenon and present different explanations for its development and practice.	Measure 1: Two problems each on exams 2 and 3 regarding the practice of polygamy and matrilocal post marital residence.	Measure 1: 70% of students correctly answering 4 associated questions.	Measure 1: 80% of students correctly answered the 4 associated questions.	Measure 1: Most students adequately grasp the reasons for the practice of polygamy and matrilocal post marital residence in some small-scale societies.	No curricular or pedagogical changes for either measure are needed at this time.
	Measure 2: Two short essays concerning the origins of agriculture and urbanism.	Measure 2: Grades of C (70%) or better.	Measure 2: Grades averaged 82%.	Measure 2: Most students were able to discuss alternative explanations for the development of plant and animal	

Evidence of Learning: Social Sciences General Education Courses: ANTH SS/DV 1000 - Introduction to Anthropology					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
				domestication, as well as for the rise of urbanism.	

*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed): Data in this table are based on two sections of the course that were taught by Dr. Ronald Holt in the Spring of 2015.

Table 2 – The evidence of learning table for ANTH 1020 (Biological Anthropology), will be appended within the next few days. Rosemary Conover is producing this table, and her computer hard drive is not functioning properly.

Table 3

<p>Course: ANTH 1040 – Language and Culture - Spring 2014, Fall 2014, and Spring 2015</p> <p>Evidence of Learning: Humanities General Education Courses</p>						
General Education Learning Goal	Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
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.	<p>Learning Outcome 1:</p> <p>Outcomes:</p> <p>A. Comparing and identifying similarities and differences of languages and cultures from around the world and through time.</p> <p>B. Defining and appropriately employing central concepts and terms in Linguistic Anthropology and the humanities.</p>	<p>Measure 1:</p> <p>Measure 1: Weekly graded <u>logs</u> which contain written entries consisting of 3 parts to demonstrate evidence of:</p> <p>a. Completion & comprehension of course reading assignments and in-class activities;</p> <p>b. Daily in-class session reflections; and</p> <p>c. Weekly outside-of-class pertinent observations.</p> <p>These logs require students to engage in critical thinking, problem-solving, and usage of central concepts and terms found within Anthropology, linguistics, and the humanities.</p>	<p>Measure 1:</p> <p>For Measures 1 & 2: Students must perform at the threshold level of 65% (overall grade of D) or higher to demonstrate achievement of these goals/outcomes.</p> <p>*This threshold is in accordance with the institutional general education grading policy.</p> <p>(Grading logs uses a specified grading protocol developed for this course.)</p>	<p>Measure 1:</p> <p><u>315 total students</u> were enrolled and assessed during 3 semesters -- Spring 2014, Autumn 2014, and Spring 2015.</p> <p><u>96.3%</u> achieved cumulative grades of D or better on their logs; of this group, the breakdown was:</p> <p>32% = A (@90-100%)</p> <p>33% = B (@80-89%)</p> <p>28% = C (@70-79%)</p> <p>3% = D (@65-69%)</p> <p>(This left 3.7% of students earning log grades of D-/E/UW/ or W.)</p>	<p>Measure 1:</p> <p>This learning goal is being well-achieved by students as demonstrated through their level of performance in completing these weekly logs which contain entries designed to monitor their degree of proficiency in acquiring the kinds of knowledge described in this goal.</p>	<p>Measure 1:</p> <p>No significant curricular or pedagogical changes appear to be needed or anticipated for this course at this time. Logs seem to be an effective technique for stimulating and demonstrating student learning.</p>

		<p>Measure 2:</p> <p>Seven <u>take-home assignments</u> which require students to define and use terminology and key concepts appropriately and to demonstrate their knowledge of world languages, cultures, and their interrelationships.</p>	<p>Measure 2:</p> <p>See above on the 65% (D grade) threshold.</p>	<p>Measure 2:</p> <p>Of the <u>315 students</u> assessed from Spring 2014 through Spring 2015 (see above), <u>89%</u> achieved cumulative grades of D (65%) or better on their assignments. Score distributions are as follows: 34 % = A (@90-100%) 35 % = B (@80-89%) 16% = C (@70-79%) 5% = D (@65-69%) (10% = D-/E/UW)</p>	<p>Measure 2:</p> <p>The degree of performance on assignments indicates a high level of achievement of this learning goal and its desired outcomes.</p>	<p>Measure 2:</p> <p>No curricular or pedagogical changes appear to be needed or recommended for this course at this time.</p> <p>The continued use of take-home assignments seems to be warranted as an effective way to achieve the desired humanities learning goals/outcomes for students taking this course.</p>
<p>Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.</p>	<p>Learning Outcome 2:</p> <p>Being able to successfully compare linguistic and cultural data (either through observations collected by students or provided in class), and to employ basic methods of analysis (taught in the course) to discover and explain patterns</p>	<p>Measure 1:</p> <p>Weekly graded <u>logs</u> (see above). Entries often require students to do <u>in-class exercises</u> using data from diverse languages and cultures to learn the methods of analysis and pattern recognition (e.g., in phonology, morphology,</p>	<p>Measure 1:</p> <p>Achieve scores of 65% (or a grade of D) or better on graded logs (see above).</p>	<p>Measure 1:</p> <p><u>96.3%</u> of assessed students achieved grades of D or better on their logs (see data on grade distribution provided above).</p>	<p>Measure 1:</p> <p>Although some assignments were more difficult than others and showed a variety of outcomes, in general, this learning goal and outcomes are being well-met using the pedagogical techniques of logs and take-home assignments.</p>	<p>Measure 1:</p> <p>No significant curricular or pedagogical changes are anticipated or recommended for this course at this time.</p>

	and rules of language and cultural behavior.	syntax, semantics, sociolinguistics).				
		<p>Measure 2:</p> <p>Seven <u>take-home assignments</u> (see above). These entail detailed analytic work on specific linguistic topics and/or data derived to demonstrate degree of competence in methodology and comprehension of central concepts.</p>	<p>Measure 2:</p> <p>Achieve scores of 65% (or a grade of D) or better on assignments. (See above.)</p>	<p>Measure 2:</p> <p><u>89%</u> of assessed students achieved scores of 65% (or grades of D) or better on their take-home assignments. (See data on grade distribution above.)</p>	<p>Measure 2:</p> <p>The majority of students demonstrated the ability to discuss and employ basic research methods and analytical techniques that are used in linguistic anthropology.</p>	<p>Measure 2;</p> <p>No significant curricular or pedagogical changes are anticipated or recommended for this course at this time.</p>
Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.	<p>Learning Outcome 3:</p> <p>Writing clearly, logically, and accurately on specified topics and responding appropriately to questions which are central to anthropological linguistics in both logs and assignments (according to a designated grading</p>	<p>Measure 1:</p> <p>Using weekly course <u>logs</u> which require writing-intensive, organized and thoughtful responses to the entries (see above).</p>	<p>Measure 1:</p> <p>See above on the 65% (D grade) threshold.</p>	<p>Measure 1:</p> <p><u>96.3%</u> of assessed students achieved scores of 65% (or grades of D) or better on their logs. (See data on grade distribution provided above.)</p>	<p>Measure 1:</p> <p>The learning goal of attaining effective communication skills appears to be well demonstrated and achieved by using logs in this course. Most students showed marked improvement of their writing skills as the course progressed and also</p>	<p>Measure 1:</p> <p>No significant curricular or pedagogical changes appear to be needed at this time.</p>

	protocol used in the course).				found that writing-to-learn gave them a better grasp of the subject-matter.	
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*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed): ANTH HU/DV1040 appears to fulfill all three of the Humanities General Education Learning Goals to a high degree. The results obtained from the assessment measures used in this course indicate that these goals were satisfactorily achieved by at least 89% of the 315 students enrolled in 6 sections of the course taught across the past 3 semesters. These students attained threshold scores of 65% (grade D) or better. Data in this table are derived from three sections of the course taught by Dr. Rosemary Conover in the spring of 2014, the fall of 2014, and the spring of 2015.

Table 4

Evidence of Learning: Social Sciences General Education Courses: ANTH SS/DV 2010 - Peoples and Cultures of the World					
Measurable Learning 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: Be able to describe how people influence, and are influenced by, social practices (e.g. kinship systems and post marital residence patterns), the physical environments in which they live, and/or globalization.</p>	<p>Measure 1: 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.</p>	<p>Measure 1: Grades based on application of rubric (included): students will demonstrate ability to compare and contrast cultural variables and relate them to adaptive & environmental constraints. Ave. assignment grade should exceed 70%</p>	<p>Measure 1: Ave. performance on assignment was 92%.</p>	<p>Measure 1: Findings demonstrate adequate grasp of interrelationships between cultural variables and environmental constraints in comparative contexts.</p>	<p>Measure 1: No curricular or pedagogical changes are needed at this time.</p> <p>Measure 2: No curricular or pedagogical changes are needed at this time.</p>
	<p>Measure 2: 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.</p>	<p>Measure 2: Grades based on application of rubric (included): students will demonstrate ability to compare and contrast cultural variables and relate them to adaptive & environmental constraints. Ave. assignment grade should exceed 70%</p>	<p>Measure 2: Ave. performance on assignment was 93%.</p>	<p>Measure 2: Findings demonstrate adequate grasp of interrelationships between cultural variables and environmental constraints in comparative contexts.</p>	

Evidence of Learning: Social Sciences General Education Courses: ANTH SS/DV 2010 - Peoples and Cultures of the World					
Measurable Learning 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 2: Be able to apply basic anthropological concepts, theories, and/or research methods to a particular cultural practice and identify factors that could effect change in that institution.	Measure 1: 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.	Measure 1: Grades based on application of rubric (included): students must demonstrate grasp of adaptive, cultural & behavioral challenges posed by climate change; threats & opportunities presented by globalization; propose and justify a likely future outcomes scenario. Ave. assignment grade should exceed 70%	Measure 1: Ave. performance on assignment was 89%.	Measure 1: Findings demonstrate adequate grasp of adaptive, cultural & behavioral challenges posed by climate change; threats & opportunities presented by globalization; proposal and justification of likely future scenarios demonstrates difficulties in conceptualizing abstract socio-cultural, political & economic outcomes in concrete ways	Measure 1: For final section of paper, involving the proposal and justification of likely future scenarios, will attempt to overcome demonstrated difficulties in conceptualizing abstract socio-cultural, political & economic outcomes by inviting students to do so in concrete ways that relate to possible changes in their own communities and lifestyles.
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	
Learning Outcome 3: Be able to identify a commonly debated socio-cultural phenomenon (e.g. the origin of religion; the advent of agriculture) and present different explanations for its development or practice.	Measure 1: 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.	Measure 1: Grades based on application of rubric (included): students will demonstrate knowledge of causes and theories of civilizational collapse. Ave. assignment grade should exceed 70%	Measure 1: Ave. performance on assignment was 98%.	Measure 1: Findings demonstrate adequate grasp of	Measure 1: No curricular or pedagogical changes are needed at this time.

Evidence of Learning: Social Sciences General Education Courses: ANTH SS/DV 2010 - Peoples and Cultures of the World					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	Measure 2: 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.	Measure 2: 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%	Measure 2: Ave. performance on assignment was 93%.	Measure 2: Findings demonstrate adequate grasp of links between the changing nature of immigration, patterns of cultural and societal integration / assimilation, and processes of globalization.	Measure 2: No curricular or pedagogical changes are needed at this time.

*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed): Data in this table are based on one section of the course that was taught by Dr. Mark Stevenson in the Fall of 2014.

Appendix – Evaluation Rubrics.

Rubric 1 – short writing assignment rubric:

All review essays will be graded according to the following criteria:

All parts of question answered (70 points):

Use of detail from article (20 points):

Clarity of writing/grasp of material (10 points):

Total points: 100

Rubric 2 – take-home final exam rubric:

All parts of question answered thoroughly (55 points):

Use of detail from article (35 points):

Clarity of writing/grasp of material (10 points):
 Total points: 100

Table 5

Evidence of Learning: Social Sciences General Education courses: ANTH SS 2030 – Principles of Archaeology					
Measurable Learning 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 be able to describe how ancient peoples changed, and were influenced by, the physical environment.	Measure 1: Several fill-in-blank statements on exam 3.	Measure 1: 70% of students will be able to provide examples of how prehistoric groups altered the natural landscapes in which they lived.	Measure 1: 78% of students correctly answered three problems concerning this topic on exam 3.	Measure 1: Most of the class was aware that some ancient economic practices reduced soil quality and impacted local plant and animal species.	Measure 1: No curricular or pedagogical changes are needed at this time.
	Measure 2: One or two multi sentence definitions on exam 1.	Measure 2: 70% of students will be able to define the term “cultural ecology,” and provide an example of archaeological research done along these lines.	Measure 2: 86% of students correctly responded to a short answer problem concerning this topic on exam 1.	Measure 2: The majority of students are familiar with the field of cultural ecology, and how archaeologists use this orientation to study how people interact with their physical environments.	Measure 2: No curricular or pedagogical changes are needed at this time.
Learning Outcome 2: Be able to apply basic anthropological concepts, theories, and/or research methods to a particular cultural practice and identify factors that could effect change in that institution.	Measure 1: One or two multi sentence definitions on exam 2.	Measure 1: 70% of the class will be able to identify archaeological indicators of Band, Tribe, Chiefdom, and State level socio-political structure.	Measure 1: 64% of students correctly identified archaeological attributes of ancient Bands, Tribes, Chiefdoms, and States.	Measure 1: Only about six of ten students were able to link material remains and archaeological “signatures” with the four basic modes of human political structure.	Measure 1: More in-class time must be devoted to discussing how archaeologists study ancient political organization and the material correlates associated with each one.
	Measure 2: A pop quiz held during week 13.	Measure 2: 70% of students will be familiar with	Measure 2: 78% of the class identified at least one source of	Measure 2: An acceptable percentage of people were	Measure 2: No curricular or pedagogical changes

Evidence of Learning: Social Sciences General Education courses: ANTH SS 2030 – Principles of Archaeology					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will be able to link archaeological data to a particular mode of political organization and identify factors that could modify that system.		internally- and externally-generated phenomena that can cause change in political structure.	internally-generated (e.g., factionalism) and externally-generated (e.g., military conquest) political change among ancient societies.	familiar with the primary archaeological indicators of political structure and processes that can alter a given society's political structure.	are needed at this time.
Learning Outcome 3: Be able to identify a commonly debated socio-cultural phenomenon (e.g. the origin of religion; the advent of agriculture) and present different explanations for its development or practice.	Measure 1: One or two fill-in-blank statements on exam 3.	Measure 1: 70% of the class will be familiar with earlier theories concerning the origins of agriculture, such as the Oasis Theory first defined by V. Gordon Childe.	Measure 1: 86% of students correctly completed two statements concerning earlier archaeological thinking on the origins of Old World agriculture.	Measure 1: Most of the class understood several popular early 20 th century explanations for the origins of agriculture.	Measure 1: No curricular or pedagogical changes are needed at this time.
Students will be familiar with various explanations for the origins of agriculture.	Measure 2: A pop quiz held during week 12.	Measure 2: 70% of students will be familiar with more recent thinking on this topic, such as the impact of the Younger Dryas climatic episode on the distribution of wild, seed-bearing plants in southwest Asia.	Measure 2: 74% of the class correctly identified Terminal Pleistocene climate change as being a likely factor in early attempts to grow plant foods in the Old World.	Measure 2: An acceptable percentage of students were aware of more recent theoretical positions on the primary causes of Old World agriculture, especially that of cereal crops.	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).

Additional narrative (optional – use as much space as needed): Social Sciences General Education (SSGE) learning outcome 1 has a high focus level in this course, whereas SSGE learning outcomes 2 and 3 have a moderate level of focus. Program-specific General Education

learning outcome 4 has a high level of focus. Data in this table are derived from one section of the course that was taught by Dr. Legrande Davies in the spring of 2015.

G. Summary of Artifact Collection Procedure

Artifact	When/How Collected?	Where Stored?
ANTH 1000 3 exams 2 article reviews	Once every 5 weeks/ hard copies Once every 7 weeks/hard copies	Faculty office Faculty office
ANTH 1020 5 quizzes Bone quiz 5 logs	Once every 3 weeks/hard copies Once a semester/hard copies Once every 3 weeks/hard copies	Faculty office Faculty office Faculty office
ANTH 1040 Short writing assignments 15 logs	Variable/hard copies 1 per week/hard copies	Faculty office Faculty office
ANTH 2010 4 quizzes 4 ethnographic case studies	Once every 3 to 4 weeks/Chi tester Once every 3 to 4 weeks/hard copies	Faculty/university electronic system Faculty office
ANTH 2030		

4 quizzes	Once every 3 to 4 weeks/hard copies	Faculty office
2 exams	Once every 7 weeks	
1 notebook	Once a semester/hard copies	Faculty office
1 site report	Once a semester/hard copies	Faculty office

Summary Information – Learning artifacts associated with ANTH 1000, 1020, 1040, 2010, and 2030 consist of hard copy exam scores, professional journal article reviews, log entries, take-home essays, and Chi Tester Outcome Reports, all of which were collected at various times during the fall and spring semester of the 2014 – 2015 academic year. Electronic and hard copies of these artifacts are stored in the appropriate faculty office, on their computers, or within the Chi Tester Warehouse. Four different Anthropology Program faculty members (Drs. Rosemary Conover, Legrande Davies, Ronald Holt, and Mark Stevenson) taught the courses that were assessed for this report, and they can be contacted directly for additional information on the respective learning artifacts that either are in their possession or that can be accessed by them.

Appendix A

Most departments or programs receive a number of recommendations from their Five-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: spring, 2012	Recommendation	Progress Description
Recommendation 1	Text of recommendation	progress
Expand the number of full-time faculty.	“The program is understaffed, hence overworked and unsustainable in the long run. If the program is to continue as successfully as it has so far, expanding the number of full-time faculty is essential.”	The WSU Anthropology Program recently was awarded a new tenure track line through a competitive process within the College of Social and Behavioral Sciences. Last spring, we hired Dr. Kristin De Lucia, an archaeologist who specializes in Mesoamerican prehistory.
Recommendation 2	Text of recommendation	progress
Improve tracking of program graduates.	“Establishing a mechanism to track such information [job and graduate school placement] would enable the program to reflect on its own success in terms of job and/or graduate school placement rates . . . “	The program has improved its graduate tracking system by maintaining a file on the employment and graduate program status of majors, as well as through the Anthropology Club Facebook account.
Recommendation 3	Text of recommendation	progress
Revise program learning outcomes.	“Learning outcomes should be fine-tuned or new ones developed in view of the next re-accreditation site visit.”	Anthropology Program learning outcomes have indeed been revised. We have changed all of the outcomes for the five General Education courses so that they are synchronous with those that have been adopted by the Colleges of Social and Behavioral Sciences, Science, and Arts and Humanities. There are now four different sets of learning

		outcomes – those associated with upper division Anthropology courses, and those associated with lower division Anthropology courses that confer General Education credit in three different colleges.

Additional narrative: The four member review panel ended their program assessment with the following: “Despite the weaknesses outlined above, most of which are based on lack of resources given by the administration of Weber State University, our profound respect goes out to both faculty and adjunct faculty for sustaining what surely must be among the most engaging, vibrant and intellectually challenging majors on the WSU campus. We are deeply impressed.

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	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	11
Full-time Tenured	3
Full-time Non-Tenured (includes tenure-track)	2
Part-time	6
With Master's Degrees	
Full-time Tenured	
Full-time Non-Tenured	
Part-time	1
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	12
Full-time Tenured	3
Full-time Non-tenured	2
Part-time	7

Please respond to the following questions.

- 1) Based on your program's assessment findings, what subsequent action will your program take?

We will do our best to offer more sections of ANTH 1020 (Biological Anthropology) and 1040 (Language and Culture) during the fall and spring semesters because there is high student demand for these courses.

- 2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?

The use of logs, short papers, and journal article reviews in Anthropology general education courses are effective methods for assessing student learning. 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.

Some sections of ANTH 1000 (Introduction to Anthropology) use weekly online reading quizzes to assess student understanding of course material and concepts. Each week, students in these sections must answer 5 questions based on important points from the course reading, which assesses whether or not students understand key concepts.

Appendix C:

ALIGNMENT OF ANTHROPOLOGY PROGRAM LEARNING GOALS WITH LEARNING GOALS OF GENERAL EDUCATION AND DIVERSITY

The learning goals of the Anthropology Program align logically and easily as shared goals or overlapping elements with the goals of the General Education Breadth Areas and of the University Diversity Requirements. The tables in Part II below show the compatibility among these various academic goals and are displayed in several forms to achieve ease of recognition of these alignments. Part I contains the list of learning goals with their coded key for each entity.

I. Learning Goals:

a. Anthropology Program (ANTH) Learning Goals:

Students will attain:

ANTH - #1. 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).

ANTH - #2. 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 across the world and through time.

ANTH - #3. Proficiency in basic anthropological concepts and terminology.

ANTH - #4. 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.

ANTH - #5. Basic knowledge and skills of anthropological research methods and techniques of analysis.

ANTH - #6. Basic abilities in critical thinking and reasoning as applied to anthropological problems and issues.

ANTH - #7. Basic abilities to write, speak, and communicate about anthropological issues.

ANTH - #8. 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.

b. General Education - Natural Sciences Foundation & Life Sciences (LS) Learning Goals:

Students will demonstrate understanding of:

LS - #1. Nature of Science. Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific.

LS - #2. Integration of Science. All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated.

LS - #3. Science and Society. The study of science provides explanations that have significant impact on society, including technological advancements, improvements of human life, and better understanding of human and other influences on the earth's environment.

LS - #4. Problem Solving & Data Analysis. Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.

LS - #5. Levels of Organization. All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems.

LS - #6. Metabolism and Homeostasis. Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism.

LS - #7. Genetics and Evolution. Shared genetic processes and evolution by natural selection are universal features of all life.

LS - #8. Ecological Interactions. All organisms, including humans, interact with their environment and other living organisms.

c. General Education - Humanities (H) Learning Goals

Students will:

H - #1. 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.

H - #2. Analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, times periods, and cultures.

H - #3. Demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.

d. General Education- Social Sciences (SS) Learning Goals

Students will:

SS - #1. 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.

SS - #2. 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.

SS - #3 Diverse perspectives. Students will identify an argument about a social phenomenon and understand alternative explanations.

e. University Diversity Requirement (DV) Learning Goals

Students will:

DV - #1. Describe his/her own perspective as one among many.

DV - #2. Identify values and biases that inform the perspectives of oneself and others.

DV - #3. Recognize and articulate the rights, perspectives, and experiences of others.

II. Tables of Learning Goal Alignments

Table #1: Alignment of Goals Among Anthropology, General Education, & Diversity

<u>Anthropology Goals:</u>	<u>General Education Goals:</u>	<u>Diversity Goals:</u>
ANTH - #1	LS - #1, #2, #3, #4, #7, #8 H - #1, #2 SS - #1, #3	DV - #1, #2
ANTH - #2	LS - #1, #2, #3, #4, #5, #7, #8 H - #1, #2 SS - #1, #3	DV - #1, #2
ANTH - #3	LS - #2, #7, #8 H - #1, #2, (3) SS - #2	DV - (#1), (#2), (#3)
ANTH - #4	LS - #1, #2, #4, #8 H - #2 SS - #2	DV - (#1)
ANTH - #5	LS - #1, #2, #4, (#7) H - #2 SS - #2	DV - (#1)
ANTH - #6	LS - #1, #2, #4, (#7), (#8) H - #2 SS - #1, #2, #3	DV - #1, #2, #3
ANTH - #7	LS - (#2), #3, H - #(2), #3	DV - #3

	SS - #2	
ANTH - #8	LS - (#1), #3 H - #1, #2 SS - #1, #3	DV - #1, #2, #3

Note: Parentheses around goals indicates partial alignment

Table #2: Alignment of Goals Between Gen. Ed. Life Science with Anthropology

<u>General Education Life Science Goals:</u>	<u>Anthropology Goals:</u>
LS - #1	ANTH - #4, #5
LS - #2	ANTH - *(#1), #2, (#7)
LS - #3	ANTH - #7, #8
LS - #4	ANTH - #1, (#4), #5, #6
LS - #5	ANTH - #2
LS - #6	ANTH - #3
LS - #7	ANTH - #1, #2, #3, (#5), #6
LS - #8	ANTH - #1, #2, #3, #4

*Note: Parentheses around goals indicate partial alignment

Table #3: Alignment Between Goals of Gen. Ed. Humanities with Anthropology

General Education Humanities Goals:

Anthropology Goals:

H - #1

ANTH - #1, #2, #3, #8

H - #2

ANTH - #1, #2, #3, #4, #5, #6,
(#7), #8

H - #3

ANTH - (#3), #7

Note: * indicates partial alignment with goal.

Table #4: Alignment Between Goals of Gen. Ed. Social Sciences with Anthropology

General Education Social Sciences Goals:

Anthropology Goals:

SS - #1

ANTH - #1, #2, #6, #8

SS - #2

ANTH - #3, #4, #5, #6, #7

SS - #3

ANTH - #1, #2, #6, (7), #8

Table #5: Alignment Between Goals of Diversity Requirement with Anthropology

Diversity Requirement Goals:

Anthropology Goals:

DV - #1

ANTH - #1, #2, *(#3), (#4), (#5), #6, #8

DV - #2

ANTH - #1, #2, (#3), #6, #8

DV - #3

ANTH - #(3), #6, #7, #8

Note: *indicates partial alignment of goal.