

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program:

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The Institutional Effectiveness website hosts a page for each program that displays assessment reports and information. All available biennial assessment and program review reports are located at the bottom of the program's page on our site. As a part of the biennial report process, we ask that you please review your page for completeness and accuracy, and indicate below the changes that need to be made in sections A-E.

Program page link: <https://www.weber.edu/ie/Results/Anthropology.html>

A. Mission Statement

Information is current; no changes required: Yes **No**

[wording of the program mission statement was revised in conjunction with 2021 program review – current version below]

The overall mission of the Weber State University Anthropology Program is grounded in the disciplinary body of knowledge which provides students with a holistic, comparative understanding of human behavior, human biological and cultural variation across a variety of temporal and geographic scales. The program aims to produce students versed in anthropologically-grounded methods in research, analysis, and interpretation, and a strong sense of anthropology's relevance to the world today. Students are taught to question and examine the significance of beliefs, attitudes and prejudices toward human differences and similarities, and to be informed of the anthropological position of relativism and valuing cultural and biological variation. The program prepares students for a broad range of both public and private sector employment in anthropology-related fields or to enter professional or graduate schools appropriate to their interests.

B. Student Learning Outcomes

Information is current; no changes required: Yes **No**

Program learning outcomes have been substantially revised. The process of putting together our recent Five-Year Program Review report and the feedback from the review team served as a catalyst for the alignment of our program goals moving forward. This included a revision of our program assessment plan, focusing on fewer and better-defined program learning outcomes, which we feel will reinforce our goal of preparing students for academic and non-academic careers by emphasizing these outcomes across the curriculum, particularly in upper division courses. The new program learning outcomes and curriculum grid were revised in Spring Semester 2022, reducing the number of outcomes from 8 to 4.

PREVIOUS LEARNING OUTCOMES:

- *Understanding human biological & cultural differences & similarities across time & space*
- *Understanding the four fields*
- *Proficiency in concepts & terms*
- *Knowledge of theory & history*
- *Familiarity with research methods*

- *Critical thinking & reasoning*
- *Speaking, writing & communication*
- *Exhibit awareness of anthropological values*

NEW LEARNING OUTCOMES:

Students will understand and/or be able to apply:

1. the four-field approach of anthropology;
2. anthropological theory and methods;
3. critical thinking and communication skills;
4. human cultural and biological diversity across time and space.

C. Curriculum Grid

(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc. You may request access to the Google Sheet on our site if that is easiest, or we can make the updates. Please reach out to ois@weber.edu if you wish to have access)

Information is current; no changes required: Yes **No**

The Curriculum Grid was revised in Spring 2022 and again in Fall 2023 in order to reflect the new program learning outcomes (see below).

Students will understand and/or be able to apply:

1. the four-field approach of anthropology;
2. anthropological theory and methods;
3. critical thinking and communication skills;
4. human cultural and biological diversity across time and space.

Anthro Program Learning Outcomes - Assessment Curriculum Map

The Anthropology Program has two tracks: the General Anthropology Track and the Archaeology Track. The shared core curriculum common to both tracks, and which all majors are required to take, consists of the following courses:

- ANTH 1000 SS/EDI - Introduction to Anthropology **Credits: (3)**
- ANTH 4200 - Anthropological Theory **Credits: (3)**
- ANTH 4300 CRE - Anthropological Research Methods **Credits: (3)**
- ANTH 4900 CRE - Senior Capstone Seminar **Credits: (3)**
- SOC 3600 - Social Statistics **Credits: (3)** *or equivalent as approved by the program coordinator*

In addition, courses required for students pursuing the Archaeology Track include the following, which can also serve as elective choices for students on the General Anthropology Track:

- ANTH 1020 LS/SUS - Biological Anthropology **Credits: (3)**
- ANTH 2030 SS EDI - Principles of Archaeology **Credits: (3)**
- ANTH 3100 - North American Archaeology **Credits: (3)**
- ANTH 3200 - Archaeology of Early Civilizations **Credits: (3)**
- ANTH 3300 - Archaeological Field Techniques **Credits: (3-6)** (must complete 6 credit hours)
- ANTH 3400 CRE - Archaeological Laboratory Techniques **Credits: (3)**
- ANTH 4100 - Archaeological Method, Theory, and Cultural Resource Management **Credits: (3)**

Given that not all students in the program take the courses required for the Archaeology Track, our Program Learning Outcomes Assessment Plan will focus on the shared required core for the program, although we may consider adding a required Archaeology Track course (e.g. ANTH 3400 or ANTH 4100) in the future. ANTH 1000 Intro to Anthropology is included here to indicate the initial point at which these outcomes are introduced, although as a Gen Ed course enrollments are largely comprised of largely non-majors, and the course is assessed for Social Science Gen Ed Learning Outcomes, not Program Learning Outcomes.

| Core Courses in Department/Program | Program Learning Outcomes | | | |
|--|---------------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| ANTH 1000 Introduction to Anthropology | H | L | L | H |
| ANTH 4200 Anthropological Theory | H | H | H | H |

| | | | | |
|--|---|---|---|---|
| ANTH 4300 Anthropological Research Methods | M | H | H | H |
| ANTH 4900 Senior Capstone Seminar | M | H | H | L |

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

Students will understand and/or be able to apply:

1. the four-field approach of anthropology;
2. anthropological theory and methods;
3. critical thinking and communication skills;
4. human cultural and biological diversity across time and space.

D. Program and Contact Information

Information is current; no changes required: Yes No

Program Information:

Anthropology takes a holistic approach to describing and explaining human differences and similarities around the world and throughout time. The program offers a holistic, four-field approach to anthropology with its subfields of Archaeology, Biological Anthropology, Cultural Anthropology and Linguistic Anthropology. The program offers both Bachelor of Arts and Bachelor of Science degrees in Anthropology with tracks in General Anthropology and Archaeology. General Anthropology prepares students for public and private sector careers in anthropology-related fields or to enter professional or graduate schools. Students in this track complete a series of introductory and advanced courses in the four subfields of Anthropology, as well as various elective classes suited to student interests. In addition, a Minor in Anthropology, as well as an Anthropology BIS emphasis are also offered. Through participation in a required archaeological field school and Archaeological Laboratory Techniques class in our state-of-the-art lab and collections curation and storage facility, students in the BA or BS Archaeology Track provides students with the knowledge and experience to enter graduate programs and obtain part- and full-time, entry-level positions with cultural resource management firms, environmental consulting firms and public land-managing agencies at the state or federal level. The Anthropology Program also serves students seeking general education, diversity credits, or who wish to take anthropology courses for interest, offering five General Education

courses across a range of Gen Ed Learning Outcomes.

Contact Information:

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E. Assessment Plan

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan should include:

- a timeline (which courses or which outcomes will be assessed each year),
- an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.)
- information about how you will collect and review data
- information about how the department/program faculty are engaged in the assessment review.

Information is current; no changes required: Yes _____ No

At present we plan to continue with a course-based assessment approach. Given the challenges of finding common assessment points for students in both tracks in our program beyond the shared core, discussion about moving to an outcome-based assessment approach is ongoing. The tenure-track faculty of the anthropology program serve as the Assessment Committee to oversee and implement the program's assessment plan, with the Anthropology Program Coordinator serving as the committee chair. At the end of each academic year (in advance of submitting an annual strategic plan update), the faculty convene to review the assessment plan, assign responsibility for course-based Gen Ed and Program Learning outcome assessment for the coming academic year, and discuss assessment findings.

In the wake of the most recent program review, we have substantially revised our Learning outcomes, reducing them in number from 8 to 4. We have also reduced the number of courses in which these are assessed to the shared core of classes common to students enrolled in both the General Anthropology and Archaeology Tracks in the program (see Sections B. and C. above).

In the process of revising Program Learning Outcomes, the Anthropology Program faculty have decided to synchronize PLO assessment with General Education assessment. Moving forward, the program will synchronize General Education and Program Learning Outcomes assessment on a biennial cycle, assessing PLOs in two required, shared core courses per biennial report.

- Fall 2023 - program faculty have undertaken assessment of both General Education and Program Learning outcomes. PLOs in this report have been assessed in ANTH 4200 Anthropological Theory and ANTH 4300 Anthropological Research Methods. Both courses utilize direct assessment measures (see Section G. below).
- Fall 2025 - next round of biennial course assessment (Gen Ed and Program Learning Outcomes), including ANTH 4900 Senior Capstone Seminar, ANTH 4200 Anthropological Theory and one additional required course for the Archaeology Track (TBD). PLOs are assessed in ANTH 4900 using a combination of direct and indirect assessment measures.

F. Student Achievement

Please come back to this section later. The dashboard is being updated and is not yet on Site Manager. OIE will send out an email when it is ready.

Percent and number of students completing degrees within 2 years of achieving 90+ credit hours (or just time to graduation for graduate programs) and a reflection on that metric.

Here are instructions on how to access this information:

1. Log into the eWeber portal
2. Search for, and select the app, "Report Gallery"
3. Agree to the FERPA warning
4. In the Report Gallery search for Program Review Undergraduate - you can enter that text into the search bar or you can scroll down the list of dashboards until you find it.
5. Select the tab at the top labeled "Time to Grad" at the top of the page.
6. Select your Program Unit and Program Level on the right side
7. Select Priority 1 under Priority

You should now be in the right settings for understanding your program's time to graduation. Please reflect on what you are seeing, discuss any highlights or concerns, and outline what initiatives the program is doing to address the numbers shown. If you require assistance or have questions, please email oie@weber.edu. You may use a screenshot of the information shown in the dashboard as a part of your report.

G. Evidence of Learning

Evidence of Learning: General Education Courses

Overview.

Gen Ed course offerings by the Anthropology Program include courses with four different General Education course attributes, EDI (formerly DV), and the High Impact Educational Experience (HIEE) attribute SUS (sustainability). These courses are taught by a mix of tenure-track and adjunct faculty:

- ANTH 1000 Introduction to Anthropology (SS/DV)
- ANTH 1020 Biological Anthropology (LS/SUS/DV)
- ANTH 1040 Language and Culture (HU/DV)
- ANTH 2010 Peoples & Cultures of the World (SS/SUS/DV)
- ANTH 2030 Principles of Archaeology (SS)

1. Social Science General Education courses: The following SS Gen Ed courses are taught within the Anthropology Program:

- a. ANTH 1000 Introduction to Anthropology
- b. ANTH 2010 Peoples & Cultures of the World
- c. ANTH 2030 Principles of Archaeology

| SS Evidence of Learning: ANTH 1000 – Introduction to Anthropology, Fall 2022 | | | | | | |
|--|--|--|--|--|---|---|
| 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 |
| GELO 1: Content Knowledge SS Learning Outcome 1: Interactions between individuals and society | Students will attend and participate in a discussion about readings focused on different marriage systems and kinship in three different settings. | Measure 1: Student attendance and participation in Discussion 2 on Social Relationships Measure 2: Students will correctly identify different marriage systems in an exam question. | Measure 1: At least 70% of students will participate in a Discussion 2. Measure 2: At least 70% of students will correctly identify different marriage systems in Exam 1. | Measure 1: 73% of students participated (and 92% attended) Discussion 2. Measure 2: 87% of the class correctly answered a question about different marriage systems on Exam 1 | Measure 1: The majority of students understood that marriage can take many forms and how culture and environment connect to different structures of marriage. | Measure 1: Increase approachability of the discussion to improve student participation in Discussion 2. Measure 2: Increase communication to try to improve the student's rate of correct answers. |

| SS Evidence of Learning: ANTH 1000 – Introduction to Anthropology, Fall 2022 | | | | | | |
|--|---|--|---|--|--|--|
| 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 |
| GELO 1: Content Knowledge SS Learning Outcome 2: Application of concepts, theories, and methods | Students will apply basic social science concepts, theories, and methods to understand the consequences of the domestication of plant and animal species. | Measure 1: Students will correctly identify two consequences of domestication in Exam 4. | Measure 1: At least 70% of students will receive full points on the short answer question asking to name and describe at least two consequences of domestication. | Measure 1: 72% of students received full points on the domestication short answer question | Measure 1: The majority of students were able to apply basic social science theories to understand how subsistence shifts can influence other aspects of life. | Measure 1: Increase communication with students to try and increase the percentage scoring full points. Particularly an emphasis on fully explaining answers as many students received partial credit because they did not describe their answer adequately. |
| GELO 1: Content Knowledge SS Learning Outcome 3: Diverse perspectives | Students will attend and participate in a discussion about readings focused on different marriage systems and kinship in three different settings/cultures. | Measure 1: Student attendance and participation in Discussion 2 on Social Relationships | Measure 1: At least 70% of students will participate in a Discussion 2. | Measure 1: 73% of students participated (and 92% attended) Discussion 2. | Measure 1: The majority of students understood that marriage can take many forms and how culture and environment connect to different structures of marriage. | Measure 1: Increase approachability of the discussion to improve student participation in Discussion 2. |

Data in this table are derived from three sections of the course that was taught by Dr. Madeline Mackie in the Fall of 2022.

| SS Evidence of Learning: ANTH 2010 Peoples & Cultures of the World-Online, Fall 2021 [N=33] | | | | | | |
|---|---|---|--|--|---|---|
| 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>GELO 1: Content Knowledge</p> <p>SS Learning Outcome 1: Interactions between individuals and society</p> | <p>Through cross-cultural comparisons of cultures widely separated in time and space, to answer the question, how do humans use culture to adapt in a sustainable way to a variety of environments?</p> | <p>Measure 1: Signature Assignment on Cultural Adaptation and Climate Change requires students to engage with the IPCC-defined framework for climate action (mitigation, adaptation, sustainable development) in terms of climate impacts on indigenous peoples, while also reflecting on its impacts on their own community.</p> | <p>Measure 1: Grades based on application of rubric: students must demonstrate grasp of adaptive, cultural & behavioral challenges posed by climate change to indigenous cultures profiled in a NY Times series, and be able to provide an adaptive challenge posed by climate change to their own community.</p> <p>Ave. assignment grade should exceed 70%, as students need to integrate several different sources and interpretive frameworks to the material.</p> | <p>Measure 1: Ave. performance on assignment was 89%</p> | <p>Some students lose substantial points because they fail to address all five parts of the essay prompt, while others struggle to apply the adaptation framework supplied in the assignment to the selected indigenous cultures in the NY Times series. Depending on which case study they selected, some of the articles did a better job than others in their exposition regarding the challenges and responses to climate change by the indigenous community in question.</p> | <p>Reduce the number and complexity of the prompts, and perhaps look for other source articles which more clearly focus on climate challenges and responses by particular indigenous communities.</p> |

| SS Evidence of Learning: ANTH 2010 Peoples & Cultures of the World-Online, Fall 2021 [N=33] | | | | | | |
|--|--|---|---|--|---|--|
| 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 will be able to comprehend the interconnection between environmental, social, and economic systems in relation to sustainability. | Measure 1: Essay 3: Short writing assignment (2 pgs.) in response to an ethnographic account of the adaptive and ecological consequences of symbolic beliefs among small-scale farmers in New Guinea. | Ave. assignment grade should exceed 70%, based on complexity of source article, which relates principles of cultural ecology to symbolic and material practices. | Ave. performance on assignment was 92% | Student responses to the essay prompt exceeded expectations. Students responded well to the ways that the article drew out multiple concrete examples relating specific beliefs and behaviors to environmental constraints. | No changes are needed at this time, although an added component to the prompt will elicit student examples of the same cultural ecology dynamics from their own community. |
| GELO 1: Content Knowledge SS Learning Outcome 2: Application of concepts, theories, and methods | To develop an understanding of the anthropological perspective on human behavior and the qualitative methods upon which ethnographic inquiry is based. | Measure 1: Essay 2: Short writing assignment (2 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. | Measure 1: Grades based on demonstration of ability to compare and contrast cultural variables and relate them to adaptive & environmental constraints. Ave. assignment grade should exceed 70% | Measure 1: Ave. performance on assignment was 92% | Findings demonstrate strong grasp of interrelationships between cultural variables (material culture, social stratification, gender roles) and environmental constraints in comparative contexts. | No changes are needed at this time. |

| SS Evidence of Learning: ANTH 2010 Peoples & Cultures of the World-Online, Fall 2021 [N=33] | | | | | | |
|---|---|---|--|--|--|---|
| 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>GELO 1: Content Knowledge</p> <p>SS Learning Outcome 3: Diverse perspectives</p> | To broaden students' understanding of the forces that shape their own lives, including cultural practices, family, gender, work, and education. | Measure 1: Essay 1: Short writing assignment (2 pgs.) based on course readings in which students apply concepts of ethnocentrism and cultural relativism to their own experiences and cultural frameworks. | Measure 1: Ave. assignment grade should exceed 75%, since assignment calls for students to apply two concepts to their own experiences. | Measure 1: Ave. performance on assignment was 98% | Measure 1: Overall, essays reflect student ability to relate concepts to their own experiences, although some responses frame cultural difference and cultural relativism in rather superficial terms that do not elicit deeper understanding of their own cultural biases. | <p>Raise performance threshold to 80%</p> <p>Modify essay prompt to apply concepts in a way which elicits deeper understanding of their own cultural biases, perhaps through the use of a case study to which they must react, as well as more explicit call for self-reflection regarding their own beliefs.</p> |

Data in this table are derived from one online section of the course that was taught by Dr. Mark Stevenson in the Fall of 2021.

SS Evidence of Learning: ANTH 2030 – Principles of Archaeology, Fall 2022

| 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 |
|--|---|---|--|--|---|---|
| GELO 1: Content Knowledge SS Learning Outcome 1: Interactions between individuals and society | Students will understand how the physical environment and global processes influenced the decisions made by individuals and groups during the colonization of Iceland. | Measure 1: Reading Quiz #5. Students will take a quiz on the article “The First Settlers of Iceland: An isotopic approach to colonization.” | Measure 1: At least 70% of students will score a C+ or above on Reading Quiz #5. | Measure 1: 75% of the class scored a C+ or above on Reading Quiz #5. | Measure 1: A majority of students understood how the physical environment and global processes influenced the decisions made by individuals and groups during the colonization of Iceland. | Measure 1: Increase communication with students to try and increase the percentage scoring C+ or above. |
| GELO 1: Content Knowledge SS Learning Outcome 2: Application of concepts, theories, and methods | Students will apply basic social science concepts, theories, and methods to understand the migration, subsistence, and settlement patterns of early Iceland. | Measure 1: Reading Quiz #5. Students will take a quiz on the article “The First Settlers of Iceland: An isotopic approach to colonization.” | Measure 1: At least 70% of students will score a C+ or above on Reading Quiz #5. | Measure 1: 75% of the class scored a C+ or above on Reading Quiz #5. | Measure 1: A majority of the students were able to apply basic social science concepts, theories, and methods to understand the migration, subsistence, and settlement patterns of early Iceland. | Measure 1: Increase communication with students to try and increase the percentage scoring C+ or above. |
| GELO 1: Content Knowledge SS Learning Outcome 3: Diverse perspectives | Students will identify the multiple theories of what ‘graffiti’ in Tikal represented, who created it, and what it can teach us about the construction of cultural identity. | Measure 1: Reading Quiz #6. Students will take a quiz on the article “The Art of Becoming: The Graffiti of Tikal, Guatemala.” | Measure 1: At least 70% of students will score a C+ or above on Reading Quiz #6. | Measure 1: 84% of the class scored a C+ or above on Reading Quiz #6. | Measure 1: A majority of students were able to correctly identify various theories on the construction of cultural identity. | Measure 1: Increase communication with students to try and increase the percentage scoring C+ or above. |

SS Evidence of Learning: ANTH 2030 – Principles of Archaeology, Fall 2022

| 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 |
|--|---|--|---|---|--|---|
| GELO 2: Intellectual Tools. | Students will provide evidence of their ability to construct knowledge, evaluate claims, solve problems, and/or communicate effectively through the signature assignment 'Budget Activity'. | Measure 1: Signature Assignment 'Budget Activity'. Students will prepare a budget for an archaeological project utilizing the Intellectual Tools of GELO 2 and effectively communicate their findings through writing. | Measure 1: At least 70% of students will score a C+ or above on the signature assignment. | Measure 1: 66% of the class scored a C+ or above on the Signature assignment. | Measure 1: 19% of the class did not complete the assignment, resulting in the previous low finding. For those that did complete the assignment, the average score was a B, suggesting positive evidence of student learning. | Measure 1: Re-emphasis the importance of the assignment and extend the deadline for submission. |
| GELO 3: Responsibility to Self and Others. | Students will provide evidence of their ability to relate course content to issues of responsibility through the signature assignment 'Budget Activity'. | Measure 1: Signature Assignment 'Budget Activity'. Students will prepare a budget for an archaeological project and evaluate how cultural constructs privilege some communities and interpretations over others. | Measure 1: At least 70% of students will score a C+ or above on the signature assignment. | Measure 1: 66% of the class scored a C+ or above on the Signature assignment. | Measure 1: 19% of the class did not complete the assignment, resulting in the previous low finding. For those that did complete the assignment, the average score was a B, suggesting positive evidence of student learning. | Measure 1: Re-emphasis the importance of the assignment and extend the deadline for submission. |
| GELO 4: Connected & Applied Learning. | Students will demonstrate the integration and application of course content through the signature assignment 'Budget Activity'. | Measure 1: Signature Assignment 'Budget Activity'. Students will integrate the course content into the creation of a budget for an archaeological project and explore how cultural constructs, method, and theory affect the interpretation of the past. | Measure 1: At least 70% of students will score a C+ or above on the signature assignment. | Measure 1: 66% of the class scored a C+ or above on the Signature assignment. | Measure 1: 19% of the class did not complete the assignment, resulting in the previous low finding. For those that did complete the assignment, the average score was a B, suggesting positive evidence of student learning. | Measure 1: Re-emphasis the importance of the assignment and extend the deadline for submission. |

Data in this table are derived from one section of the course that was taught by Dr. David Yoder in the Fall of 2022.

2. Humanities General Education courses: The following HU Gen Ed courses are taught within the Anthropology Program:

- ANTH 1040 Language and Culture

| HU Evidence of Learning: 2 Sections of ANTH 1040 Language and Culture-Online, Spring 2023 [N=90] | | | | | |
|--|---|--|---|---|---|
| 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>GELO 1: Content Knowledge</p> <p>HU Learning Outcome 1: 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> | <p>Measure 1: Quiz #1 question gauges student understanding of the distinction between linguistic competence vs. linguistic performance</p> | <p>Ave. performance on quiz question should exceed 70%, given importance of concepts as the basis for understanding the innate human ability to subconsciously master the systems of a language, and the methods by which languages are studied.</p> | <p>Ave. performance on question was 70% [+0.36 Discrimination Index]</p> | <p>Findings demonstrate room for improvement in students' grasp of concept, given choice of distractors which require understanding difference between subconscious linguistic competence, and empirically observable linguistic performance.</p> | <p>Enhance lecture emphasis on distinction between linguistic competence & linguistic performance, supplemented by additional in-class / online exercise to identify specific examples.</p> |
| | <p>Measure 2: Quiz #2 question gauges understanding of family tree model, fundamental to historical linguistics and understanding of how languages change over time.</p> | <p>Ave. performance on quiz question should exceed 70%, given importance of tree model for understanding historical processes of linguistic change.</p> | <p>Ave. performance on question was 36% [+0.15 Discrimination Index].</p> | <p>Poor performance and low Discrimination Index score indicate need for additional reinforcement of material on language change, and the distinction between language evolution and dialect variation.</p> | <p>Enhance lecture material on topic.</p> |

| HU Evidence of Learning: 2 Sections of ANTH 1040 Language and Culture-Online, Spring 2023 [N=90] | | | | | |
|---|--|--|---|--|---|
| 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>HU Learning Outcome 2: Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.</p> | <p>Short essay (2 pgs.) on Writing and Technological change, which asks students to reflect on the impact of new technologies on their reading and writing habits and abilities. Additionally, students are asked to address their impact on the larger society.</p> | <p>Given the subjective nature of the essay prompt, which does not require mastery of specific course material, ave. performance on quiz question should exceed 80%,</p> | <p>Ave. performance on question was 97%</p> | <p>Students did well in reflecting on their own study, work and leisure habits in relation to the use of digital and analog, literacy-related technologies, while their discussions of larger society impacts indicated many struggled to find specific reference points.</p> | <p>Modify essay prompt to solicit specific domains of societal impact, such as work, education, and to reflect on issues of access to new writing and reading technologies.</p> |
| <p>HU Learning Outcome 3: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.</p> | <p>Signature Assignment - speech ethnography paper in which students gather data on a speech event and write an extensive analysis of the social interactions observed using Hymes' SPEAKING framework in a 3-5 page paper</p> | <p>Ave. performance on the assignment should exceed 70%</p> | <p>Ave. performance on question was 94%</p> | <p>Findings demonstrate good grasp of SPEAKING analytical framework and ability to apply it to novel speech events. Anecdotally, some essays recount students acquired a new understanding of gender and social dynamics in their relationships. Conclusion section still shows some students struggled to apply some class concepts to data analysis.</p> | <p>Refine essay prompt regarding conclusion section, to provide more explicit direction for students to apply concepts from earlier course units (gender, pragmatics, sociolinguistics) to their data analysis.</p> |

Data in this table are derived from two online sections of the course that was taught by Dr. Mark Stevenson in the Spring of 2023 (N=90).

3. Life Science General Education courses: The following HU Gen Ed courses are taught within the Anthropology Program:

- ANTH 1020 Biological Anthropology

| LS Evidence of Learning: ANTH 1020 – Biological Anthropology, Fall 2022 | | | | | | |
|--|---|---|---|--|---|--|
| 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 |
| GELO 1: Content Knowledge LS Learning Outcome 1: Levels of Organization | Students will understand that all life shares an organization that is based on molecules and cells and extends to organisms and ecosystems. | Measure 1: Two exam questions on Exam 1 pertaining to levels of organization. | Measure 1: At least 70% of students will correctly answer questions pertaining to levels of organization on Exam 1. | Measure 1: 83% and 63% of students correctly answered the two questions, respectively. | Measure 1: A majority of students were able to correctly answer both exam questions, but the second question was answered correctly by only 63% of students, which is under the desired 70% threshold. This indicates that either the second question was poorly worded, or that more emphasis is needed in that area in lecture. | Measure 1: Revise the wording of the second exam question to make its meaning clearer, and increase emphasis in lecture on levels of organization. |
| GELO 1: Content Knowledge LS Learning Outcome 2: Metabolism and Homeostasis | Students will understand that living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism. | Measure 1: InQuizitive Chapter 5 Interactive Quiz: “Biology in the Present: Living People” quiz questions on Life History: Growth and Development | Measure 1: At least 70% of students will correctly answer the questions pertaining to Life History: Growth and Development in the “Biology in the Present: Living People” interactive quiz. | Measure 1: 85% of students correctly answered the quiz questions pertaining to Life History: Growth and Development in the “Biology in the Present: Living People” interactive quiz. | Measure 1: A majority of students were able to correctly answer quiz questions about Life History: Growth and Development in the “Biology in the Present: Living People” interactive quiz. | Measure 1: Increase communication with students to try to increase the percentage of students correctly answering the quiz questions. |

LS Evidence of Learning: ANTH 1020 – Biological Anthropology, Fall 2022

| 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 |
|--|--|--|---|---|--|---|
| GELO 1: Content Knowledge LS Learning Outcome 3: Genetics and Evolution | Students will understand shared genetic processes and evolution by natural selection are universal features of all life. | Measure 1: InQuizitive Chapter 4 Interactive Quiz: “Genes and Their Evolution: Population Genetics” | Measure 1: At least 70% of students will score a C+ or above on the quiz. | Measure 1: 98% of the class scored a C+ or above on quiz. | Measure 1: A majority of students were able to correctly answer quiz questions about principles of population genetics. | Measure 1: Students performed at an excellent level, no intervention is needed. |
| | | Measure 2: “Evolving Evolution” reading and responses. | Measure 2: At least 70% of students will score a C+ or above on the assignment. | Measure 2: 71% of the class scored a C+ or above on the assignment. | Measure 2: A majority of students were able to correctly summarize and discuss evolutionary concepts presented in the article. | Measure 2: Increase communication with students to try and increase the percentage scoring C+ or above. |
| GELO 1: Content Knowledge LS Learning Outcome Ecological Interactions | Students will understand all organisms, including humans, interact with their environment and other living organisms | Measure 1: Signature Assignment addressing course Big Question: <i>Given your knowledge of evolutionary processes and humans as biological organisms, what do you think our evolutionary future looks like in the face of climate change and other phenomena unique to modern times?</i> | Measure 1: At least 70% of students will score a C+ or above on the Signature Assignment. | Measure 1: 85% of the class scored a C+ or above on the Signature Assignment. | Measure 1: A majority of students were able to meaningfully discuss the Signature Assignment prompt in essay form. | Measure 1: Increase communication with students to try and increase the percentage scoring C+ or above. |

Data in this table are derived from one section of the course that was taught by Dr. Joanna Gautney in the Fall of 2022.

Evidence of Learning: Courses within the Major

| Evidence of Learning: ANTH 4200 - Anthropological Theory, Spring 2023 | | | | | | |
|---|---|--|--|--|---|---|
| Program 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 understand and/or be able to apply the four-field approach of anthropology. | Students will complete an Autoethnographic Keyword Research Portfolio in which they will engage the four-field approach and apply theory from each of the subfields as appropriate over the course of completing portfolio assignments including 1) An etymological “keywords” essay in which they explore the history of a key concept as it has been used in anthropological inquiry. | Measure 1: Completion of the Keyword Essay in which they survey relevant theory across the subfields to engage the development of a key concept in anthropological theory. Measure 2: Completion of the Autoethnographic Research Portfolio in which they mobilize their research in the Keyword essay to apply a key anthropological concept or term to autoethnographic data – including interviews with friends, family, and analysis of personal artifacts. | Measure 1: The average student score will be at least a C (75%) on the Keyword Essay Measure 2: The average student score will be at least a C (75%) on the entire Autoethnographic Portfolio | Measure 1: As a class, students averaged a 75% on this assignment. 50% of the class scored a 90% or more. Measure 2: Students averaged 78% on the overall portfolio assessment. 50% of the class scored a 90% or higher on the total assignment | A large portion of the lower scores in this project involved students who were not consistently present in class or completing assignments. Those students who did complete assignments scored at least a B (85%) or higher. With regards to Learning Outcome 1, I believe students would benefit from more hands-on workshops that clearly engage data analysis and theory from each of the four-fields. | 1: In the first four weeks of class have students complete practice essays and workshops in order to zero in on the challenges they face reading, engaging, applying, and appreciating the value of a theoretical practice rooted in the four-fields approach. 2. Integrate data workshops throughout the semester so that students have greater comfort in engaging and applying theory from across the four-subfields. |

Evidence of Learning: ANTH 4200 - Anthropological Theory, Spring 2023

| Program 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 2: Students will understand and/or be able to apply anthropological theory and methods.</p> | <p>Students will complete an Autoethnographic Keyword Portfolio in which they trace the history and development of a keyword or concept in anthropological theory and then apply this concept to autoethnographic data collected over the course of the semester.</p> | <p>Measure 1: Completion of the Keyword Essay in which they survey relevant theory across the subfields to engage the development of a key concept in anthropological theory.</p> <p>Measure 2: Completion of the Autoethnographic Research Portfolio in which they mobilize their research in the Keyword essay to apply a key anthropological concept or term to autoethnographic data – including interviews with friends, family, and analysis of personal artifacts.</p> | <p>Measure 1: The average student score will be at least a C (75%) on the Keyword Essay</p> <p>Measure 2: The average student score will be at least a C (75%) on the entire Autoethnographic Portfolio</p> | <p>Measure 1: As a class, students averaged a 75% on this assignment. 50% of the class scored a 90% or more.</p> <p>Measure 2: Students averaged 78% on the overall portfolio assessment. 50% of the class scored a 90% or higher on the total assignment</p> | <p>As stated above, many of the lower scores on this assignment were due to student’s presence and participation in class, which was necessary for their successful completion of the portfolio.</p> <p>With regards to understanding and applying theory and methods, I believe students would benefit from greater attention to their reading practices early on in the semester.</p> | <p>1. The first four weeks of class will be dedicated to building the necessary skills for reading theoretical texts, strategic reading, and analysis alongside writing workshops.</p> |
| <p>Learning Outcome 3: Students will understand and/or be able to apply critical thinking and</p> | <p>Alongside the autoethnographic portfolio project students completed weekly reading notes, which were used in class to moderate discussion.</p> | <p>Measure 1: Completion of the Autoethnographic Research Portfolio</p> <p>Measure 2: Completion of</p> | <p>Measure 1: The average student score will be at least a C (75%) on the entire Autoethnographic Portfolio</p> | <p>Measure 1: Students averaged 78% on the overall portfolio assessment. 50% of the class scored a 90% or higher on the total assignment</p> | <p>Student learning outcomes were effected by the formatting of the assignment and the degree to which students actively participated in class.</p> | <p>1. The reading notes assignment will be refined by adjusting the due dates to the middle of the week, changing the submission process on Canvas, and by giving students specific</p> |

Evidence of Learning: **ANTH 4200 - Anthropological Theory, Spring 2023**

| Program 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 |
|---|---|---|--|---|---|---|
| communication skills. | Another indirect measurable outcome relates to in-class "Check-In/Check-Outs" in which students were tasked with reflecting on course materials and discussion | Weekly Reading Notes In-direct Measure 1: Check-In/Check-Out reflections | Measure 2: The average student score for Reading Notes (cumulatively) will be at least a C (75%) In-Direct Measure 1: Students regularly attended class and completed their Check-In/Check-Outs | Measure 2: The average student score for Reading Notes was 73.33%, failing to meet the threshold for evidence of student learning. Adjusting for those students who received a "UW" in the class, the average score was 82% | | formats for the reading notes to prevent confusion. 2. Each week, at least two students will be tasked with presenting on readings and offering a discussion question for the class. 3. In addition to Starfish reporting for attendance and reaching out to students individually, I will work with the academic advisors to ensure clear communication with students who are failing to attend class. |
| Learning Outcome 4: Students will understand and/or be able to apply human cultural and biological diversity across time and space. | Measure 1: Students will complete reading notes and participate in class discussion on reading assignments that address both cultural and biological diversity across time and space Measure 2: Students will apply what they have learned in the Autoethnographic Assignment which necessitates that students engage in cross-cultural comparative practices as they apply theory developed in specific | Measure 1: Completion of Weekly Reading Notes Measure 2: Completion of the Autoethnographic Research Portfolio | Measure 1: The average student score for Reading Notes (cumulatively) will be at least a C (75%) Measure 2: The average student score will be at least a C (75%) on the entire Autoethnographic Portfolio | Measure 1: The average student score for Reading Notes was 73.33%, failing to meet the threshold for evidence of student learning. Adjusting for those students who received a "UW" in the class, the average score was 82% Measure 2: Students averaged 78% on the overall portfolio assessment. 50% of the class scored a 90% or higher on the total assignment. | The primary obstacle in achieving learning outcomes in this class is student attendance and participation. Success in this class depends a great deal on these factors. | 1. As discussed above, two to three students will be assigned each week to present on our course readings and offer a discussion question on the readings for their peers. This amendment to the reading notes assignment will ensure that students have practice not only in synthesizing the materials individually in their notes but also in discussion with their classmates. 2. Students will receive better scaffolding on the Autoethnographic |

| Evidence of Learning: ANTH 4200 - Anthropological Theory, Spring 2023 | | | | | | |
|--|--|-----------------------|--|--------------------------------------|----------------------------|---|
| Program 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 |
| | fieldwork contexts to their own lives. | | | | | Assignment with writing workshops and mandatory office hour check-ins throughout the second half of the semester. |

Data in this table are derived from one section of the course that was taught by Dr. Abigail Mack in the Spring of 2023.

| Evidence of Learning: ANTH 4300 - Anthropological Research Methods, Fall 2022 | | | | | | |
|---|---|--|--|---|---|--|
| Program 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 understand and/or be able to apply the four-field approach of anthropology. | <p>Provide students with a working knowledge of:</p> <p>Ethical issues involved in qualitative anthropological research.</p> <p>Mixed methods research design and research proposal writing.</p> <p>Qualitative data analysis informed by anthropological theory.</p> | <p>Measure 1: Fieldwork Research Grant Proposal (Section H. Research Narrative). Students produce an original research proposal which consists of a set of research questions on a topic of interest, review the relevant literature, and identify appropriate methods and research sites for data collection. Section H. requires students to situate their project within appropriate subdisciplinary scholarly literature in anthropology, based in part on a previously compiled annotated bibliography assignment.</p> | <p>Measure 1: average student score will be at least a 75% (C). Somewhat lower threshold reflects the novel challenge of contextualizing student's own projects within the scholarly literature, rather than merely synthesizing existing scholarship.</p> | <p>Measure 1: Ave. performance on the Research Narrative portion of the final project was 79%</p> | <p>There was a somewhat bimodal distribution of scores, with most students earning full points, having scaffolded their literature review through the annotated bibliography assignment. Those who scored poorly either failed to complete this section, or merely strung together previous annotations without relating them to each other or to their research topic.</p> | <p>In future semesters, I plan on modifying the earlier Annotated Bibliography assignment which asks students to develop a narrative which compares and critically assesses their sources, rather than considering them as isolated annotations.</p> |

| Evidence of Learning: ANTH 4300 - Anthropological Research Methods, Fall 2022 | | | | | | |
|--|---|--|--|--|---|---|
| Program 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 2: Students will understand and/or be able to apply anthropological theory and methods. | <p>Provide students with a working knowledge of:</p> <p>Ethical issues involved in qualitative anthropological research.</p> <p>Mixed methods research design and research proposal writing.</p> <p>Ethnographic research methods.</p> <p>Qualitative data analysis informed by anthropological theory.</p> | Measure 1: Fieldwork Research Grant Proposal (Sections C., D., E.). Students produce an original research proposal, identifying a detailed list of primary & secondary data sources , research sites, and appropriate ethnographic methods for data collection. | Measure 1: average student score will be at least a 80% (B-). This higher threshold reflects the extensive scaffolding work which students have completed prior to the final project, requiring them to identify research sites, sources of data, and matching appropriate data collection methods to each. | Measure 1: Ave. performance on the Research Narrative portion of the final project was 86% | Student performance exceeded expectations on these sections of the final project, reflecting the extensive scaffolding work which students have completed prior to the final project. Students select topics based on their interests identified in Autoethnographic Inventory assignment, which aids in familiarity with potential research sites. | No curricular or pedagogical changes needed at this time. Students do a good job of matching potential data collection sites and research populations with appropriate research methods. |
| Learning Outcome 3: Students will understand and/or be able to apply critical thinking and communication skills. | <p>Provide students with a working knowledge of:</p> <p>Ethical issues involved in qualitative anthropological research.</p> <p>Ethnographic research methods.</p> | Measure 1: Wk. 3 Writing Prompt - Working with Secondary Sources. Students must identify and critically assess an anthropological monograph related to their research topic, identifying key arguments, sources of evidence, and situate the work within the context of the literature and the author's positionality within the field. | Measure 1: average student score will be at least a 80% (B-). | Measure 1: Ave. performance was 100% | Excellent student performance reflects ability to identify and critically assess research questions, data collection methods of ethnographic articles. | <p>Threshold for Evidence of Learning will be raised to 90%.</p> <p>More work could be done in class exercises to discern subdisciplinary positionality of authors, and critically assess theoretical assumptions on basis of cited literature in articles.</p> |

| Evidence of Learning: ANTH 4300 - Anthropological Research Methods, Fall 2022 | | | | | | |
|---|---|--|---|--------------------------------------|--|--|
| Program 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 4: Students will understand and/or be able to apply human cultural and biological diversity across time and space. | Provide students with a working knowledge of: Ethical issues involved in qualitative anthropological research. Mixed methods research design and research proposal writing. | Measure 1: Multi-sited Ethnography Exercise. Based on their interests & experiences documented in an Autoethnographic Inventory, students engage in the first steps of formative theory building to frame research questions in terms of its potential contribution to basic and applied research in the discipline, and to develop concept maps of their topics. This assignment draws on advanced readings by G. Marcus and A.L. Tsing which problematize the traditional boundaries of ethnographic field sites. | Measure 1: average student score will be at least a 75% (C). Somewhat lower threshold reflects challenge of conceptual framework used to frame assignment. | Measure 1: Ave. performance was 87%. | Performance reflects students ability to situate their research topics and sites across multiple social, institutional, face-to-face and virtual contexts. Some did struggle with the concept maps, despite class exercises prior to assignment. | Some students find it difficult to 'map' a research question in terms of variables or domains, which indicated the need to spend more time on concept mapping in the previous class exercise. However, subsequent class modules do develop this conceptual work further. |

Data in this table are derived from one section of the course that was taught by Dr. Mark Stevenson in Fall 2022; N=13.

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 enacting.

| Date of Program Review: 02/25/2022 | Recommendation | Progress Description |
|---------------------------------------|--|--|
| Recommendation 1 | <p>Once again, we were impressed to see the addition of the Senior Capstone Seminar (ANTH 4900), although as stated above, the faculty admit to a lack of an agreed-upon curriculum for this course that represents all faculty who teach or will teach it. We suggest that the faculty collaborate to determine several learning outcomes specific to this course. We also suggest that some type of program-level assessment be implemented (e.g., exit survey, graduation sign off, etc.) as part of this course, in order to assure that the program's learning outcomes are met by the time students complete this course (which should be completed at or near the time of graduation). This would provide an efficient means to gather program-level feedback from virtually all graduates.</p> | <ul style="list-style-type: none"> • Since most capstone projects are based on qualitative research design produced in required prerequisite course (ANTH 4300), teaching responsibility for ANTH 4900 will rotate between two faculty members with specialties in cultural anthropology (Stevenson & Mack). Students wishing to pursue projects in other topics (i.e. archaeology or biological anthropology) are mentored by relevant anthropology faculty • Curriculum for the course has been established, which combines ongoing mentoring and peer review in developing and executing research projects, as well as a substantial component on career development skills for academic and non-academic post-undergraduate careers. This includes guest lectures on career opportunities in anthropological subfields outside cultural anthropology by other anthropology faculty. • Course learning objectives align with program-level learning outcomes and program-level, summative assessments are being developed. |
| Recommendation 2 | <p>The department has been working toward balancing faculty emphases in the various subdisciplines within the field of anthropology. The addition of a biological anthropologist partly fulfilled this goal. It will be important to continue to monitor the distribution of students in the different subdisciplines and hire future faculty with student enrollments in mind. For example, presently there is a large number of general anthropology students, thus the plan and approval to hire a cultural anthropologist in 2022 aligns well with a goal to balance the faculty emphases with student demand.</p> | <ul style="list-style-type: none"> • The department was successful in hiring a replacement for Dr. Ron Holt, who retired in June 2022. Dr. Abigail Mack, who began teaching in the program in Spring 2023, has a strong background in linguistic, medical and applied anthropology. Dr. Mack has developed a new cultural anthropology elective course (Anthropology of Religion), and is planning to develop additional elective course in applied anthropology, which will enhance the career preparedness of students on the General Anthropology Track. |

| | | |
|------------------|---|---|
| Recommendation 3 | <p>The present situation in which faculty coordinate and teach the field school by dedicating substantial un-compensated time to the effort seems counter-productive for long term sustainability of the program curriculum and for providing time for faculty scholarship, etc. Although we recognize this may be a difficult area to address given limited resources and potential options as well as the fact that the faculty are committed to maintaining a field school <i>and</i> a diverse program curriculum, we suggest it will be important for the program to recognize this dilemma and begin to work toward a more equitable and sustainable solution so that faculty loads across the program are as equivalent as possible and consistent with reasonable expectations for tenure-track faculty.</p> | <ul style="list-style-type: none"> • Responsibility for conducting the archaeological field school in summer semester (6 cr. hrs.) is rotated between the two archaeology faculty, Dr. Mackie and Dr. Yoder. • Currently we are making do by teaching the field school through study abroad, which provides additional compensation for the faculty member teaching the course commensurate with what is expected within the discipline. However, this compensation is dependent on student enrollment and fluctuating program costs, so that it varies year to year and is not guaranteed. This, in combination with the loss of guaranteed funding from the college previously dedicated to field school expenses, only complicates the "dilemma" noted by the previous program review and moves us in the wrong direction for the reviewer's concern of a "more equitable and sustainable solution." This is an issue that will need to be addressed by the college. |
| Recommendation 4 | <p>Faculty and staff indicated that there are several courses that are no longer taught due to the retirement of former instructors or other factors. In order to reduce confusion among students who may see these courses in the catalog and desire to enroll, we suggest these courses should be removed if, in fact, they will not be offered in the foreseeable future. On the other hand, the present biological electives are all temporary, special-topic courses. If these are to be taught regularly, from now on, we suggest that these should be added to the catalog course offerings in place of those that are no longer taught. Additionally, we were informed that two unit programs have been discontinued and students are no longer able to graduate with an emphasis in <i>Archaeological Technician Associate of Applied Science</i> or with an <i>Archaeological Technician Institutional Certificate</i>. In consultation with faculty, it was agreed that these should also be removed from any department informational outlets (e.g., department website, course catalog, advisement materials, etc.).</p> | <p>Non-substantive changes have been put through the university curriculum approval process to do the following:</p> <ul style="list-style-type: none"> • Forensic Anthropology and Human Osteology have been entered in the university catalog with permanent course designations. • One course on 'Sex Roles', which had not been taught for years, has been deleted from the catalog. • Dr. Holt's Magic, Shamanism and Religion elective will be renamed in the coming academic year to reflect new course content developed by Dr. Mack • The Archaeological Technician AAS and Institutional Certificate programs have been put through the program discontinuation process, and were approved for discontinuance in Fall 2023. • Advising and other materials have been updated to reflect the above changes. |
| Recommendation 5 | <p>Faculty in the Department of Anthropology are involved in very engaging research, much of which includes student involvement. Public outreach, on both the campus and community levels, can</p> | <p>The Anthropology Program has undertaken two substantial public outreach initiatives during the 2023-24 academic year:</p> <ul style="list-style-type: none"> • Our program collaborated with the Weber County |

| | | |
|--|--|---|
| | <p>highlight these wonderful accomplishments. It can also bring attention to the strengths of the program and its goals. Various forms of outreach can also be a useful tool to increase future enrollments in general education courses and encourage more students to declare anthropology as their major. We suggest that the department work towards developing various avenues of outreach that will allow them to increase their public persona.</p> | <p>Library system in hosting an exhibit and lecture series related to the topic of human migration (World on the Move: 250,000 Years of Human Migration), a traveling exhibition offered through a partnership between the American Anthropological Association (AAA), the Smithsonian Center for Folklife and Cultural Heritage and the American Library Association (ALA) Public Programs Office (Nov. 9 - Dec. 6, 2023). In conjunction with the exhibit, the Anthropology Program coordinated a series of public lectures on migration related themes on the WSU campus and a branches of the Weber County Library which were open to the public and well-attended. In addition to three anthropology faculty, presentations also included faculty from the Department of History and the Department of Geography, Environment & Sustainability. The schedule can be viewed here: https://www.weber.edu/socanthro/WOTM.html</p> <ul style="list-style-type: none">• The Anthropology Program has selected the 2024 speaker for the College of Social & Behavioral Sciences Distinguished Lecture series, in partnership with the Browning Presents series of the Lindquist College of Arts & Humanities. Anthropologist and MacArthur Fellow, Jason De León, author of the award-winning book 'The Land of Open Graves: Living and Dying on the Migrant Trail'. He will discuss his work in the Sonoran Desert, collecting artifacts left behind by migrants trying to gain entry to the United States. De León is Executive Director of the Undocumented Migration Project, a research, arts, and education collective that seeks to raise awareness about migration issues globally while also assisting families of missing migrants to be reunited with their loved ones.• A series of research presentations has been initiated, beginning with a presentation by BYU archaeologist Michael Searcy in Spring 2023, and continuing with another presentation to be held in Spring 2024. |
|--|--|---|

Additional narrative:

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 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|----------------|----------------|----------------|----------------|
| With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution) | | | | |
| Full-time Tenured | 2 | 2 | 1 | 1 |
| Full-time Non-Tenured (includes tenure-track) | 3 | 3 | 4 | 4 |
| Part-time and adjunct | 3 | 3 | 3 | 4 |
| | | | | |
| With Master's Degrees | | | | |
| Full-time Tenured | | | | |
| Full-time Non-Tenured | | | | |
| Part-time and adjunct | 3 | 3 | 2 | 2 |
| | | | | |
| 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 | | | | |
| Total Headcount Faculty | | | | |
| Full-time Tenured | 2 | 2 | 1 | 1 |
| Full-time Non-tenured | 3 | 3 | 4 | 4 |
| Part-time | 6 | 6 | 5 | 6 |

Appendix C

Please respond to the following questions.

- 1) Looking back at your previous biennial report where you identified strategies for improvement, what progress has been made in implementing improvements?

As outlined above, substantial improvements have been made in terms of curriculum changes and our assessment plan moving forward. These include:

- implementation of the new capstone course ANTH 4900, including the development of a substantial career development component for the course;
- ongoing development of summative program assessment measures embedded in the capstone course;
- enabled by the hire of a new cultural anthropologist, the further development of an applied, career-oriented component in the curriculum for General Anthropology Track students in the form of a new elective course under development;
- substantial revision and simplification of program learning outcomes, as well as ongoing revision of the program assessment plan moving forward.

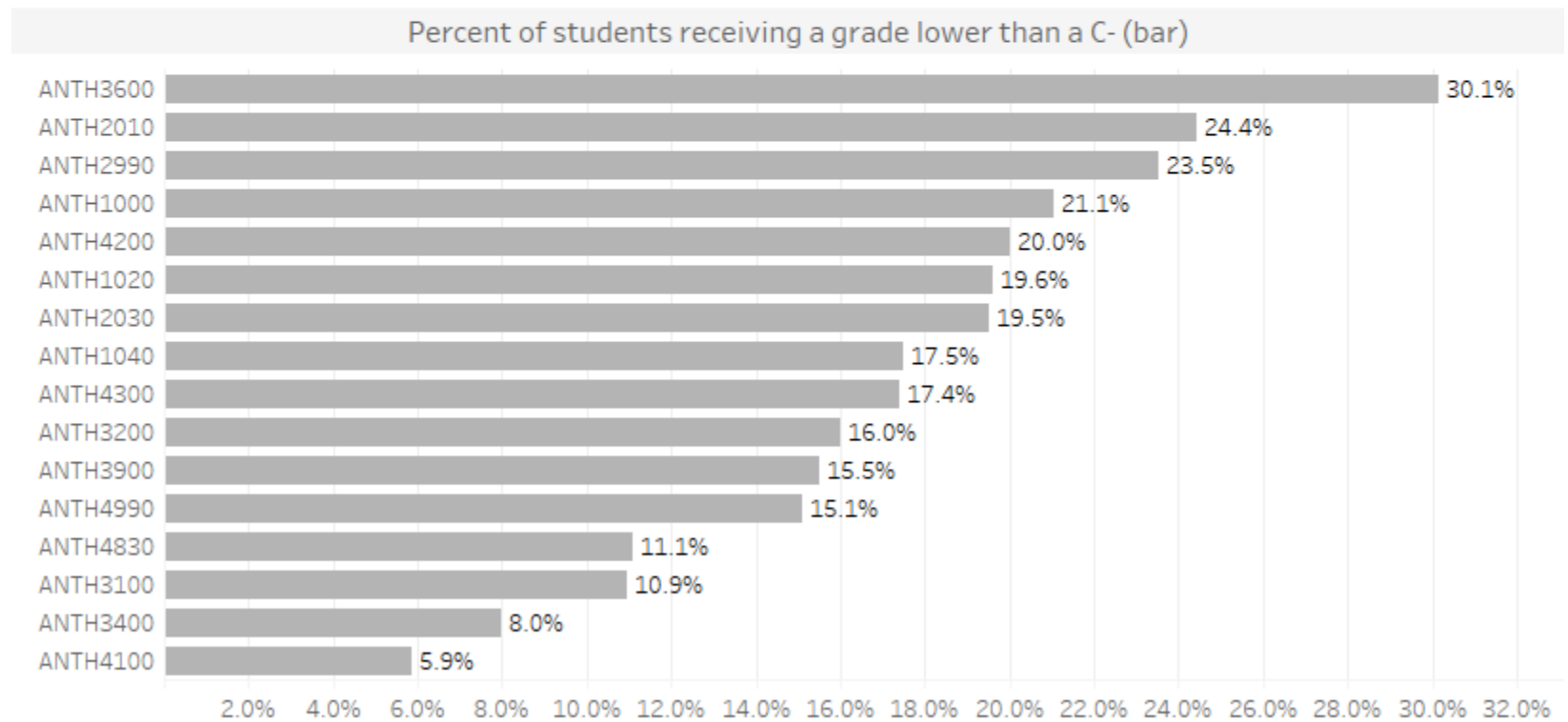
- 2) Please take a few minutes to review the new DFWI dashboard in the Report Gallery. This dashboard allows you to see the percentage of students in each course who earn a D+, D, D-, E, W, UW, or NC grade. The data can be filtered by several parameters. Reflect on the DFWI rates overall and of your underserved minority students versus your Caucasian students:

- a. What are you seeing?

DFWI grade rates were filtered for academic years 2019-2023, including all lower- and upper-division courses. The percentages for all Anthropology courses (lower and upper division, all teaching formats) are as follows:

DFWI Grade Rates (D+ or Lower)

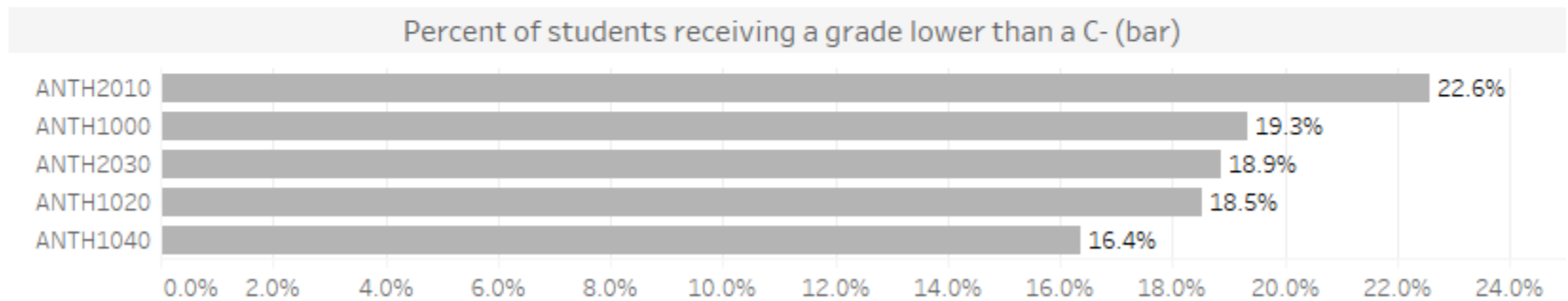
| | | | |
|----------------------------------|--|-------------------------------|------------------------------|
| Academic Year Multiple values | Semester All | College All | Instructional Method All |
| Subject ANTH | Course Number All | Course Grouping All | Concurrent Not Concurrent |
| General Education All | 'W' Grade Filter Include 'W' Grades | Student Count 25 to 13,835 | |



When filtered to considered only lower-division, Gen Ed courses (F2F, Online, Virtual & Hybrid), DFWI rates are shown below:

DFWI Grade Rates (D+ or Lower)

| | | | |
|----------------------------------|--|-------------------------------|------------------------------|
| Academic Year Multiple values | Semester All | College All | Instructional Method All |
| Subject ANTH | Course Number Multiple values | Course Grouping All | Concurrent Not Concurrent |
| General Education All | 'W' Grade Filter Include 'W' Grades | Student Count 25 to 13,835 | |



When filtered for Ethnicity, DFWI rates in Anthropology Gen Ed courses over the 2019-2023 period are as follows:

DFWI Grades (D+ or lower) by Race/Ethnicity Grouping

| | | | |
|----------------------------------|--|---------------------------------|-------------------------------|
| Academic Year Multiple values | Semester All | College All | Instructional Method All |
| Subject ANTH | Course Number Multiple values | Course Grouping All | Concurrent Not Concurrent |
| General Education All | 'W' Grade Filter Include 'W' Grades | Demographic Filter Ethnicity | Student Count 25 to 13,835 |

Percent of students receiving a grade lower than a C-

| | Asian | Black or African Ameri.. | Hispanic Latino | Native Hawaiian or O.. | White | Two or more races | International | Unknown |
|----------|-------|-----------------------------|--------------------|---------------------------|-------|----------------------|---------------|---------|
| ANTH2010 | | | 31.3% | | 18.6% | 41.2% | | 25.0% |
| ANTH1000 | 28.8% | 32.4% | 28.9% | 28.9% | 17.0% | 22.2% | 18.5% | 14.2% |
| ANTH2030 | | | | | 18.6% | | | |
| ANTH1020 | 28.1% | 41.9% | 24.1% | | 16.6% | 24.4% | 19.5% | 16.7% |
| ANTH1040 | 22.7% | 6.1% | 18.1% | | 15.5% | 23.0% | 18.4% | 16.0% |

b. What concerns you?

When sorted for ethnicity, several of our Gen Ed courses (ANTH 2010, 1000, 1020) show higher DFWI rates for Asian, African American, Hispanic/Latino, Pacific Islander students than Caucasian students, even when removing the 'W' grades. We would like to further explore the correlation between these rates and instructional method.

c. What additional data could be beneficial?

It would be useful if the dashboard calculated the percentage point difference between DFWI rates and rates which exclude all 'W' grades (assuming these also include all UW grades). Additionally, university-wide averages by course type and over time (Gen Ed, course grouping, instructional format) would provide a useful benchmark.

3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

As mentioned above, we have revised and simplified our program learning outcomes to better align with our curricular content. Our 5-year Program Review, completed in Spring 2022, provided the impetus and opportunity to rethink our learning outcomes and assessment plan moving forward, and to consider ways of incorporating summative assessments into the new capstone course. These include the use of ePortfolios and indirect assessment measures requiring students to reflect on their learning and skills acquisition in the program in the context of post-undergraduate career development goals.

As mentioned in Section E. above, at present we plan to continue with a course-based assessment approach. Given the challenges of finding common assessment points for students in both tracks in our program beyond the shared core, discussion about moving to an outcome-based assessment approach is ongoing, including ways to incorporate required courses for students in the Archaeology Track, even though not all majors in the program take these courses.