

Program-Level Assessment Plan

Program: Anthropology	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program):
Department: Sociology & Anthropology	College/School: Arts and Sciences
Date (Month/Year): 06/2020	Primary Assessment Contact: Joel Jennings

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods		Use of Assessment data
	<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level (e.g., introduced, developed, reinforced, achieved, etc.) at which student development is expected in each course.</p>		<p>Evaluation Process (How)</p> <ol style="list-style-type: none"> 1. What process will be used to evaluate the student artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? <p>Note: Please include any rubrics as part of the submitted plan documents.</p>	<ol style="list-style-type: none"> 1. How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? 2. How and when will the program evaluate the impact of assessment-informed changes made in previous years?
1	<p>Goal #1: Anthropology majors will demonstrate a broad knowledge base in the subfield of biological anthropology.</p> <p>Learning outcomes:</p>	<p>ANTH 1200: Introduction to Anthropology (Introduced; Developed)</p>	<p>A random sample of six semester papers will be selected from ANTH 2210: Biological Anthropology</p>	<p>A subject appropriate committee of</p>	

<p>a. Understand the complexity of the hominid fossil record, and be able to discuss important 'milestones' in hominid evolution, as well as understand where recent fossil finds fit into the "family tree".</p> <p>b. Articulate how biological anthropology bridges and incorporates both the social sciences (e.g., Anthropology) and the life sciences (e.g., Biology), especially in terms of methodology and theory.</p> <p>c. Assess the diversity of nonhuman primates by examining behavior, ecology and evolution.</p> <p>d. Explain the relationship between evolutionary forces, the environment, and culture in modern human populations.</p>	<p>ANTH 4240: Primate Social Behavior (Developed)</p> <p>ANTH 3280: Forensic Anthropology (Developed and Reinforced)</p> <p>ANTH 2215: Biological Anthropology Lab (Developed and Reinforced)</p> <p>ANTH 2210: Biological Anthropology (Achieved)</p>	<p>In an exit interview (i.e., focus group) with all graduating seniors, we will ask students to report their perceptions of the degree to which they have met these learning outcomes.</p>	<p>Data from the exit interviews and committee will be reviewed by all members of the Division at the beginning of each academic year.</p>	<p>department or instructor levels will be conveyed back to assessment committee. The assessment committee will submit an annual report to the University Assessment Coordinator..</p>
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(c) Demonstrate how archaeologists act as anthropologists when studying human cultures and cultural change

(d) Distinguish the ways archaeologists can detect cultural change in the archaeological record

ANTH 2200: Cultural
Anthropology
(Achieved)

Learning Outcomes:

- a) Demonstrate familiarity with the collection, analysis, and strengths and limitations of quantitative and/or qualitative data related to human behavior and culture.
- b) Use anthropological methods — such as participant-observation, open-ended interview, lab analysis, and excavation — to conduct hands-on research in an ethical fashion
- c) Locate, critically assess, and work with textual sources in the library and on the internet.
- d) Formulate well-organized and convincing written and/or oral arguments supported by evidence.

Urban Ethnography
(Reinforced)

SOC 2000: Research
Methods (Introduced
and Developed)

ANTH 4710: Field
Recovery Methods
(Reinforced)

ANTH 4720:

2020 — Goal 1 (with associated learning outcomes)
2021 — Goal 2 (with associated learning outcomes)
2022 — Goal 3 (with associated learning outcomes)
2023 — Repeat cycle

The anthropology division and undergraduate director, in consultation with the department chair, will create and supervise an assessment committee, charged with (a) collecting and analyzing assessment data, (b) reporting findings, (c) tracking revisions to the curriculum, (d) updating and improving assessment plan, and (e) reporting activities to the University Assessment Coordinator.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

Faculty created all aspects of this plan.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

Rubric for Exit Interviews (2021)

Structured Exit Interview with Graduating Anthropology Seniors

Focus group questions.

1. What was the most interesting question on the questionnaire?
2. What was/were your favorite courses in the major?
3. What elective courses would you suggest we create?
4. Weakness in the curriculum—What required courses would you suggest we create?
5. Do you have a sense of the breadth of knowledge of this discipline?
6. Were courses with hands-on-experience helpful?
7. Do you think you received helpful guidance from you mentor?

Goal #1: Anthropology majors will (can tell us how to) demonstrate a broad knowledge base in the subfield of biological anthropology.

Learning outcomes:

8. Tell us how you understand the complexity of the hominid fossil record, and discuss important ‘milestones’ in hominid evolution, as well as understand where recent fossil finds fit into the “family tree”.
9. Tell us how biological anthropology bridges and incorporates both the social sciences (e.g., Anthropology) and the life sciences (e.g., Biology), especially in terms of methodology and theory.
10. Assess for us the diversity of nonhuman primates by examining behavior, ecology and evolution.
11. Explain the relationship between evolutionary forces, the environment, and culture in modern human populations.

We are investigating ways to reach more students who may be interested in studying anthropology. The next three questions focus on recruiting more anthropology majors.

12. Do you personally know anyone who considered majoring in anthropology at SLU, but chose not to?

13. Do you personally know anyone who declared an anthropology major at SLU, and then dropped the major? If yes, what were the reasons for the student(s) not completing the anthropology program at SLU?

14. What would you say are the top three reasons why students might decide NOT to major in anthropology at SLU?

15. What would you say are the top three things the SLU anthropology program could do or offer to recruit more students to the program? (Wait for suggestions; Then offer the following ideas, if not yet named: What about an internship program? More fieldwork opportunities? More widespread recruiting of first-year students who don't know about anthropology? More electives? Anything else?)

16. Other Issues:

a. Facilities? Lab, lab access...?

b. Research Experience? Did you get the appropriate experience? Where did you get that research experience?

c. Security issues?

17. What additional questions should we be asking?

Notes on responses: