

## Program-Level Assessment: Annual Report

Program Name (no acronyms): Anthropology

Department: Sociology and Anthropology

Degree or Certificate Level: BA

College/School: College of Arts and Sciences

Date (Month/Year): August 2022

Assessment Contact: Joel Jennings, MBA PhD

In what year was the data upon which this report is based collected? 2022

In what year was the program's assessment plan most recently reviewed/updated? 2021

Is this program accredited by an external program/disciplinary/specialized accrediting organization? Yes

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

We assessed learning outcome 2:

### 2. Graduates will demonstrate a broad knowledge base in the subfield of archaeological anthropology.

- a. Assess the nature of the practice of archaeology as a science, including inductive and deductive reasoning, the s

Direct Methods:

1) During June 2022, a committee (Dr. Amy Cooper and Dr. Mary Vermillion) evaluated a sample of final research project presentation slides (5 of 25) using a rubric that focused on the four learning objectives.

Indirect Methods:

A second committee (Dr. Richard Colignon and Dr. Joel Jennings) also conducted focus groups with graduating seniors to identify specific issues with the program's delivery of methods courses and techniques.

5. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

A

3	3	1	1	3	4	5	5	1	4.5
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a) 3.05 / 5

B

2	3	1	2	2	3	5	1	2	4.5
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b) 2.55 / 5

C

2	2	2	2	3	4	4.5	5	1	5
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c) 3.05 / 5

D

3	2	1	3	1	3	4	5	1	5
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d) 2.80 / 5

8

8

9

The committee's scoring of student artifacts was uneven. Much of the diverging assessment has to do with the chosen artifact and



**B. How has this change/have these changes been assessed?**

Anthropology revised its learning outcomes in the past year. This process has provided an opportunity to assess our new learning objectives and has resulted in the further refinement as detailed above (7B). Faculty are evaluating changes to the assessment protocol as assessments are being completed, and changes to the protocol are being implemented for the subsequent cycle.

**C. What were the findings of the assessment?**

The assessment process has pressed the faculty to think more clearly and succinctly about how we articulate our learning objectives so that we can more clearly score them.

**D. How do you plan to (continue to) use this information moving forward?**

Based upon this assessment, we plan to continue to refine our learning objectives and assessment protocol.

Rubric for Assessing Goal #2

Paper # \_\_\_\_\_ Last Name \_\_\_\_\_

A) Is the student able to assess the nature of the practice of archaeology as a science, including inductive and deductive reasoning, the scientific method, and research design

<i>Poor</i>		<i>Adequate</i>		<i>Excellent</i>
<i>The student provides no examples or misunderstands the examples.</i>		<i>The student provides examples, but they are somewhat brief, vague, or insufficiently supported with scholarly citations.</i>		<i>The student provides detailed and insightful examples that are supported with citations to scholarly literature.</i>
1	2	3	4	5

Comments:

B) Can the student explain the role of the environment in the development of human cultures?

<i>Poor</i>		<i>Adequate</i>		<i>Excellent</i>
<i>The student provides no examples or misunderstands the examples.</i>		<i>The student provides examples, but they are somewhat brief, vague, or insufficiently supported with scholarly citations.</i>		
	2	3	4	5

Comments:

C) Does the student demonstrate how archaeologists act as anthropologists when studying human cultures and cultural change?

<i>Poor</i>		<i>Adequate</i>		<i>Excellent</i>
<i>The student provides no examples or misunderstands the examples.</i>		<i>The student provides examples, but they are somewhat brief, vague, or insufficiently supported</i>		<i>The student provides detailed and insightful examples that are supported with citations from scholarly literature.</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

Comments: to1