



Annual Assessment Report 2020-2021

BS Anthropology: General Anthropology, Applied Anthropology, Archaeology Geography and Anthropology College of Letters, Arts, and Social Sciences

CONTACT

Name of Program Assessment Lead Lin Wu and Kristen Conway Gomez

Name of Person Completing Report Lin Wu

DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ We do not have disciplinary accreditation but drew from our disciplinary/professional organizations, and developed our SLOs as a program/department.
- ☐ We developed them as a program/department using our own knowledge and expertise of the field.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/class/geographyanthropology/about/anthropology-learningoutcomes.shtml>

ASSESSMENT ACTIVITIES IN 2020-2021

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2020-2021**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 2

How many SLOs did your program assess this past year in 2020-2021?

- My program assessed SLOs in AY 2020-2021

Please list the SLOs examined

- SLO #3: Provide Evidence of Cultural Relativity, Carry Out a Case Study

Student Learning Outcome (SLO): SLO 3: Provide Evidence of Cultural Relativity, Carry Out a Case Study

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) 	<ul style="list-style-type: none"> Portfolio/E portfolio of student work 	
<ul style="list-style-type: none"> Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.) Scored and/or analyzed indirect evidence of student learning 	<ul style="list-style-type: none"> Student survey/interview/focus group with self-reports of SLO achievement 	
<ul style="list-style-type: none"> Other: Faculty engaged in pedagogical training including better align program SLOs with course and learning activity SLOs 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2020-2021? Select all that apply.

- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Course-level changes (e.g., syllabus, content, pedagogy)
- Resource allocation changes (e.g., funding for professional development, workshops, etc.)
- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions are ongoing, etc.)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2020-2021? Select all that apply.

- Program/department faculty as whole
- Program/department assessment committee
- College curriculum committee
- College assessment committee
- College Assessment Liaison
- Students

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2020-2021 so that others may learn from your experiences.

Ay 2020-2021 has been a challenging year for us. In addition to the difficulties brought on by the pandemic, we unfortunately lost a valued colleague, which left the department with only two tenured faculty members and five tenure track faculty members between two disciplines, one of them started in 2020. We also lost one of our long-time assessment coordinators to retirement. There was also a pressing task to design and develop new courses for the GE category F courses. Despite of these challenges, we continued our practice in collecting student portfolios as our direct evidence assessment data collection and conducted senior survey. The senior survey was analyzed and shared with students and faculty. The summer funding for faculty development gave the opportunity for many of our faculty members, including part time faculty members, to go through pedagogical training. The training brought more awareness of connecting what we teach to student learning outcomes. These trainings have resulted in redesigning courses and to make our courses more engaging and better align with student learning outcomes.

CPP's GI2025 goals focus on eliminating equity gaps. What plans do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.)

The department faculty members have actively engaged in student success initiatives, including participating in student success coaching programs, actively engaged in college committees including student success, inclusive, and teaching, learning, and assessment committees which brought in a lot of discussions on student success and closing equity gaps. Some of the department faculty participated in the ACEU's Inclusive

Teaching for Equitable Learning training program and initiated discussions in the department on pedagogies in inclusive and equitable teaching and learning. We will explore and include CSU dashboard equity gap information in our future assessment dialogs and explore way to assess equity gap among our majors.

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan No

Curriculum Matrix No