



Annual Assessment Report 2023-2024

BS Anthropology

Department of Geography & Anthropology

College of Letters, Arts, & Social Sciences

CONTACT

Name of Program Assessment Lead Katherine Kinkopf

Name of Person Completing Report Katherine Kinkopf

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/geography-anthropology/programs/anthropology-learning-outcomes.shtml>
- Course Syllabi
- Brochures or other printed material

ASSESSMENT ACTIVITIES IN 2023-2024

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2023-2024**. 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?

- 5

How many SLOs did your program assess this past year in 2023-2024?

- My program assessed SLOs in AY 2023-2024 (e.g., artifact collection, scoring, closing the loop, etc.).

Please list the SLOs examined

- SLO #1: PLO1: Students will apply the scientific method, either by descriptive, qualitative, or quantitative means in anthropological research design and study SLO 1a: Students will generate hypotheses or research apply questions SLO 1b: Students will identify appropriate anthropological methods in research design SLO 1c: Students will implement multiple anthropological methods in research study

Student Learning Outcome (SLO): PLO1: Students will apply the scientific method, either by descriptive, qualitative, or quantitative means in anthropological research design and study SLO 1a: Students will generate hypotheses or research apply questions SLO 1b: Students will identify appropriate anthropological methods in research design SLO 1c: Students will implement multiple anthropological methods in research study

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected/Analyzed/Developed/Modified/Discussed assessment tools 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework (Direct) 	<ul style="list-style-type: none"> Used rubric or scoring guide Used professional judgement (no rubric or scoring guide)

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
20	Proportion of students with score above 2.0 on a 3.0 scale	Yes	Last year, we implemented closing the loop strategies to improve our assessment plan and coordinate the rubrics students access for assignments with the rubrics used for assessment. Therefore, the assignment used for this years' assessment was well suited to assessing SLO 1a, 1b, 1c. In our assessment, we found that some students who had more sophisticated projects and more complex hypotheses scored lower on our rubric than students who had more simple and straightforward research questions. It is difficult to account for how students challenge themselves in our courses and assessing creativity is not possible given our current rubric. We were pleased that a majority of our students achieved mastery in SLO 1.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2023-2024? 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)
- Program curricular changes (e.g., course sequencing, changes to required curriculum, added or deleted courses)
- Personnel changes (e.g., faculty, laboratory staff, academic advisors etc.)
- Students' out-of-course changes (e.g., advising, co-curricular experiences, mentoring, program website, workshops, brown bag lunches, etc.)
- Resource allocation changes (e.g., funding for professional development, workshops, etc.)
- Results indicated no action needed because students met expectations
- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions are ongoing, etc.)
- Other, please explain:
- Other, please explain:

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2023-2024? Select all that apply.

- A committee of program/department faculty
- Program/department assessment committee

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 2023-2024 so that others may learn from your experiences.

Last year, department faculty in the Anthropology program used our assessment findings to revise our SLOs and PLOs to reflect the current culture of the department. Since implementing these new SLOs, students have a better understanding of the learning outcomes. We have also implemented (this year) strategies in our capstone course to make learning outcomes more transparent and straightforward for students.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, [CPP's GI2025 markers](#), [CSU Dashboard](#), CPP's [Student Success Dashboard](#) on Tableau, [CPP's Graduating Senior Survey](#) on Tableau, course evaluations, etc.

Individual faculty in courses with wider equity gaps monitor their courses for changes and trends in these metrics using the CSU dashboards on Tableau. These findings are shared with the faculty as a whole and courses with equity gaps are targeted especially to be taught by tenure track faculty. We have also implemented more high impact practices, such as PolyX and service-learning components to these courses.

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

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 - Yes

Curriculum Matrix - Yes