



## Annual Assessment Report 2022-2023

### BS Anthropology – Applied Anthropology, Archeology, General Anthropology Geography & Anthropology College of Letters, Arts, & Sciences

#### CONTACT

**Name of Program Assessment Lead** Lin Wu and Katherine Kinkopf

**Name of Person Completing Report** Lin Wu and 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/geographyanthropology/about/anthropology-learningoutcomes.shtml>
- Published in alternative place. Please specify: Printed SLOs department entrance flyer rack near Bldg. 5- 150

#### ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023**. 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?**

- 1

**How many SLOs did your program assess this past year in 2022-2023?**

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

**Please list the SLOs examined**

- SLO #1: SLO 5a: Students will be able to utilize social science literature, SLO 5b: Students will be able to demonstrate understanding of principles.

**Student Learning Outcome (SLO): SLO 5a: Students will be able to utilize social science literature, SLO 5b: Students will be able to demonstrate understanding of principles.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)</li> </ul>		
<ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>Scored direct evidence of student learning</li> <li>Interpreted and made meaning of findings for direct evidence</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework</li> <li>Capstone product (e.g., project, senior thesis, etc.)</li> <li>Portfolio/E portfolio of student work</li> </ul>	<ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> </ul>
<ul style="list-style-type: none"> <li>Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.)</li> <li>Scored indirect evidence of student learning</li> <li>Interpreted and made meaning of findings for indirect evidence</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/interview/focus group with self-reports of SLO achievement</li> <li>Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement</li> </ul>	
<ul style="list-style-type: none"> <li>Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)</li> <li>Implemented closing the loop improvement strategies to improve SLO achievement</li> </ul>		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
26	The proportion of students reaching M, D, I levels, as scored by each faculty (and averaged for a single score) following a rubric with criteria for each SLO (5a, 5b).	Yes	Our students are meeting the Mastery and Developing Mastery levels in each of the criteria assessed; these criteria were developed for assessing SLO 5a and 5b based on the American Association of Colleges and University’s rubrics for problem solving and critical thinking which are closely related to ANT SLO 5 (a,b). We found that while more students reached developing and mastery levels for SLO 5a, less student reached developing or mastery levels for SLO 5b. This led to a discussion amongst ANT faculty to revise our PLOs and SLOs to reflect shifts in disciplinary norms and training, as well as to reflect the specializations of our new faculty who can offer these trainings for our students. SLO 5b no longer reflects norms or values in our discipline and was not taught or emphasized in our teaching. Through indirect assessment (student exit interviews) we also learned that many students did not understand the wording or language used in the PLOs and SLOs for our program. To remedy this directly, we revised our PLOs and SLOs to reflect the changes in the discipline and used student-friendly and learner-centered language that clearly describes what students will be able to do with their anthropology degree at the end of our program. We updated PLO 5 to “Students will communicate how anthropological concepts help us understand the world” and SLO 5a now reads “Students will summarize relevant social science and anthropological literature for diverse audiences” and SLO 5b reads “Students will explain the broader impacts of anthropological research beyond the classroom”. These changes reflect how faculty and our discipline have moved away

			<p>from solely privileging traditional scholarship to emphasizing the importance of community outreach, communication for diverse audiences, and social science research that benefits not just researcher's careers, but local and regional communities, as well. We believe that students are meeting the spirit behind PLO 5 (a,b) as it was previously written, however the actual assignments and projects students complete were difficult to assess given the rubric we initially developed and the artifacts that were proposed for assessment previously. Students' best work may consist of podcast episodes created in PolyX courses like ANT 4900, creating and presenting research to community partners in servicelearning courses like ANT 3500, or in venues that do not encourage students to include them in their academic portfolios (as is the case for some of our PolyX archaeology courses that have laboratory or field-based components). Following this issue further, we have revised our assessment plan to intentionally include coursework from the courses where we think students are mastering SLOs (rather than relying on students to curate these in the academic portfolio as we did previously).</p>
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## IMPROVING THROUGH ASSESSMENT

**Overall, what best describes how the program used the results in 2022-2023? 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)

**Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.**

- Program/department faculty as whole
- A committee of program/department faculty
- Program/department assessment committee
- College curriculum committee
- College assessment committee
- 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 2022-2023 so that others may learn from your experiences.**

The department used student portfolios as the main assessment data for years. Qualitative approaches were used to assess portfolios and worked well. However, we found that well-designed assignments may work better with quantitative approaches using rubrics. The department faculty discussed that as we continue to collect portfolios as our assessment data, we will collectively work together to craft and revise both assignments and rubrics for those assignments to ensure students are being asked to complete work that aligns with our newly revised SLOs. For example, next year we plan to assess ANT PLO 1 (a,b,c) and will draw on assignments from ANT 4300, 4900, and 4150 to assess these three SLOs (1a, 1b, 1c). Drs. Danis, Dao, and Kinkopf will work together to revise the rubrics and assignments used in these courses.

**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](#), course evaluations, etc.**

Following what we discussed in last year's report, the department faculty reviewed our course GAP data provided by the CSU dashboard. We found that most of our courses had a small or no gap in all the categories; one to two courses showed URM and Gender gaps. The department faculty discussed ways to reduce or close the gaps in these courses, including improving course design, assigning T/T faculty to these courses when possible, sharing these GAP data with part-time faculty, and discussing strategies to provide more support to students to close the gap. We have already managed to reduce some of our equity gaps, particularly in the Biological Anthropology subfield by hiring a T/T faculty member who teaches many of these courses and actively implements strategies to engage students and reduce equity gaps, which has been largely successful. We will continue to monitor these courses and work closely with part-time faculty to brainstorm strategies for reducing these equity gaps.

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

- No

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**