

Anthropology BA

Program Mission Statement

Mission Statement (Full Description):

The Bachelor of Arts in Anthropology program will provide anthropology majors with a working knowledge of key anthropological concepts and principles, essential elements of culture history and cultural diversity, and fundamental skills in qualitative anthropological research methods and critical thinking. The Anthropology BA program also supports the overall university mission of shaping students to excel as members of a global society while respecting the dignity and worth of all peoples.

Does your program offer courses at an off-campus instructional site (not at SMU Dallas campus)?:
No

Does your program offer courses through distance education technology (e.g., asynchronous, synchronous, or both)?:
No

During which academic year were students first enrolled in this program?:
Prior to AY2022-2023

Progress:
Complete

SLO 1: Archaeology

Step 1A: SLO Number:
1

Step 1C: SLO Statement (Full Description):

Students will be able to demonstrate knowledge of anthropological archaeology.

Step 2A: Measure:

This SLO will be measured with an extracurricular objective test bank distributed during the student's final semester.

Commented [SS1]: Suggestions for Improvement

1. Specify Key Topics in Anthropological

Archaeology: Define specific knowledge areas, such as archaeological field methods, cultural interpretation, or historical analysis, to give students a clearer understanding of what they should focus on.

2. Develop Measurable Performance Indicators:

Create a rubric with indicators that assess levels of proficiency, such as accuracy in describing archaeological methods, understanding of cultural theories, or ability to contextualize findings, ensuring a consistent evaluation standard.

3. Add a Time-Bound Component: Indicate when students are expected to reach proficiency, such as by the end of an introductory archaeology course, to guide curriculum structure and pacing.

By the end of [specific course or academic year], students will demonstrate comprehensive knowledge of key concepts, methods, and theories in anthropological archaeology. This includes:

- Understanding and describing core topics in anthropological archaeology, such as [artifact analysis, excavation techniques, cultural theory, or historical development].

- Analyzing archaeological evidence to interpret cultural and historical contexts.

- Applying theoretical frameworks to explain cultural changes and adaptations.

Students' knowledge will be assessed through [exams, research papers, or presentations], using a rubric that evaluates accuracy, depth of understanding, and application of archaeological concepts. The target is for **80% of students** to achieve a rating of "Satisfactory" (3) or higher in all rubric categories by the end of the term.

Attached Files

[ANTH Archaeology Rubric v1 092524.pdf](#)

Step 2B: Type of Measure (check all that apply):

Objective Quiz or Exam

Commented [SS2]: Provide more details

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

At least 50% of students will achieve an 80% or better on the distributed objective questions.

Step 4A: Was the target met for this Measure?:

No data collected/reported this cycle (provided explanation in Step 4B)

Step 4B: Results and Findings for this Measure:

This SLO will be assessed during the next cycle since it is a new SLO and was not in place for the cycle currently being assessed.

Step 4C: Interpretation of Results:

Since this SLO is new, no data was collected during this cycle.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Results of the students' assessment and our current goals will be shared with the full faculty at a faculty meeting and recommendations will be discussed. Recommendations will be implemented by the Assessment Coordinator and the Curriculum Committee.

Attached Files

[Undergrad SLO Update Email 092424.pdf](#)
[Undergrad SLO Update Email 092424 NM.pdf](#)

Step 5B: Type of Action:

Additional activities or assignments, Curriculum revision, Faculty involvement

Step 5C: Dialogue Participants (check all that apply):

Administrator, Committee, Faculty

Step 5D: Evidence of Dialogue:

The Curriculum Committee met on August 15th to discuss current and future assessments for anthropology programs. Ongoing email exchanges among the Committee occurred throughout September 2024.

The program has undergone changes in the past year which go into effect Fall 2024.

Attached Files

[Undergrad SLO Update Email 092424 NM.pdf](#)
[Undergrad SLO Update Email 092424.pdf](#)

Step 5E: Type of other Improvements (check all that apply):

APR recommendations, Other

Step 5F: Other Improvements (Full Description):

The current SLOs reflect ongoing dialog among the faculty and specifically among the Curriculum Committee on how to best align programmatic goals with the goals of the Office of Institutional Planning and Effectiveness. The outcomes include these entirely redesigned SLOs and PGs for each of our undergraduate degree programs. Unfortunately, that means that many SLOs do not have data from the past cycle as these SLOs are designed for the new implementation of our undergraduate curriculum and the new demands of Planning software and OIPE.

Attached Files

[Undergrad SLO Update Email 092424 NM.pdf](#)
[Undergrad SLO Update Email 092424.pdf](#)

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

Since this SLO did not exist during the prior cycle, there could not be any action plans made. The 2024-2025 will be when action plans are made and put into effect. However, the creation of these newly defined SLOs were part of the last cycle action plans to align our programmatic assessment with our new undergraduate curriculum, recommendations from our APR (including changes to our undergraduate curriculum), and OIPE assessment guidelines.

Step 6B: Status Update on Previously Identified Action Plan(s):

Not applicable for this cycle (explain in Step 6A)

Progress:

Complete

SLO 2: Biological anthropology

Step 1A: SLO Number:

2

Step 1C: SLO Statement (Full Description):

Students will be able to demonstrate knowledge of biological anthropology and human evolution.

Step 2A: Measure:

This SLO will be measured with an extracurricular objective test bank distributed during the student's final semester.

Attached Files

[ANTH Biological Anthropology Rubric v1 092524.pdf](#)

Step 2B: Type of Measure (check all that apply):

Commented [SS3]: Suggestions for Improvement

1. Specify Key Topics in Biological Anthropology:

Define specific areas of knowledge, such as genetics, fossil analysis, or comparative anatomy, to give students a clearer understanding of what is covered under biological anthropology and human evolution.

2. Develop Measurable Performance Indicators:

Create a rubric with indicators that assess levels of proficiency, such as accuracy in describing evolutionary mechanisms, understanding of hominin adaptations, or ability to apply concepts of genetics, ensuring consistent evaluation standards.

3. Add a Time-Bound Component: Specify when students are expected to reach proficiency, such as by the end of an introductory course in biological anthropology, to align with curriculum pacing and expectations.

Suggested Template

By the end of [specific course or term], students will demonstrate comprehensive knowledge of key concepts and findings in biological anthropology and human evolution. This includes:

- Understanding major topics in biological anthropology, such as [evolutionary mechanisms, fossil analysis, genetics, and primate behavior].
- Explaining the processes of human evolution, including anatomical adaptations, environmental influences, and genetic factors.
- Applying theoretical frameworks to interpret evidence of human and primate evolution.

Students' knowledge will be assessed through [exams, research assignments, or presentations], using a rubric that evaluates accuracy, depth of understanding, and application of concepts related to biological anthropology and human evolution. The target is for **80% of students** to achieve a rating of **"Satisfactory" (3) or higher** in all rubric categories by the end of the term.

Commented [SS4]: Lessons learned from my department showed that objective tests did not work well when there was a significant time lapse between teaching these concepts and the students' final semester. So, we decided to move the objective test to the same semester in which students are taking this course

Objective Quiz or Exam

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

At least 50% of students will achieve an 80% or better on the distributed objective questions.

Step 4A: Was the target met for this Measure?:

No data collected/reported this cycle (provided explanation in Step 4B)

Step 4B: Results and Findings for this Measure:

This SLO will be assessed during the next cycle since it is a new SLO and was not in place for the cycle currently being assessed.

Step 4C: Interpretation of Results:

Since this SLO is new, no data was collected during this cycle.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Results of the students' assessment and our current goals will be shared with the full faculty at the first faculty meeting of the fall term and recommendations will be discussed. Recommendations will be implemented by the Assessment Coordinator and the Curriculum Committee.

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[Undergrad SLO Update Email 092424 NM.pdf](#)

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Step 5B: Type of Action:

Redesign of activities or assignments, Curriculum revision, Faculty involvement

Step 5C: Dialogue Participants (check all that apply):

Administrator, Committee, Faculty

Step 5D: Evidence of Dialogue:

The Curriculum Committee met on August 15th to discuss current and future assessments for anthropology programs. Ongoing email exchanges among the Committee occurred throughout September 2024.

The program has undergone changes in the past year which go into effect Fall 2024.

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[Undergrad SLO Update Email 092424 NM.pdf](#)

Step 5E: Type of other Improvements (check all that apply):

APR recommendations, Other

Step 5F: Other Improvements (Full Description):

The current SLOs reflect ongoing dialog among the faculty and specifically among the Curriculum Committee on how to best align programmatic goals with the goals of the Office of Institutional Planning and Effectiveness. The outcomes include these entirely redesigned SLOs and PGs for each of our degree programs. Unfortunately, that means that many SLOs do not have data from the past cycle as these SLOs are designed for the new implementation of our undergraduate curriculum and the new demands of Planning software and OIPE.

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[Undergrad SLO Update Email 092424.pdf](#)

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

Since this SLO did not exist during the prior cycle, there could not be any action plans made. The 2024-2025 will be when action plans are made and put into effect. However, the creation of these newly

defined SLOs were part of the last cycle action plans to align our programmatic assessment with our new undergraduate curriculum, recommendations from our APR (including changes to our undergraduate curriculum), and OIPE assessment guidelines.

Step 6B: Status Update on Previously Identified Action Plan(s):

Not applicable for this cycle (explain in Step 6A)

Progress:

Complete

SLO 3: Cultural anthropology

Step 1A: SLO Number:

3

Step 1C: SLO Statement (Full Description):

Students will be able to demonstrate knowledge of cultural anthropology.

Step 2A: Measure:

This SLO will be measured with an extracurricular essay prompt during their final semester.

Attached Files

[BA SLO Rubric Template rev v3 092524.pdf](#)

Step 2B: Type of Measure (check all that apply):

Rubric, Written paper/project

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

At least 50% of students will achieve a 3 or better on this metric based on our rubric for this SLO.

Commented [SS5]: Suggestions for Improvement

1. Specify Key Topics in Cultural Anthropology:

Define specific knowledge areas, such as social organization, cultural practices, or ethnographic methods, to give students a clearer understanding of the focus within cultural anthropology.

2. Develop Measurable Performance Indicators:

Create a rubric with indicators assessing levels of proficiency, such as depth of understanding in cultural theory, ability to analyze social structures, or application of ethnographic techniques, to ensure consistent evaluation.

3. Add a Time-Bound Component: Specify when students are expected to demonstrate this knowledge, such as by the end of an introductory cultural anthropology course, to align expectations with curriculum pacing.

Suggested Template

By the end of [specific course or term], students will demonstrate comprehensive knowledge of key concepts, theories, and practices in cultural anthropology. This includes:

- Understanding major topics in cultural anthropology, such as [social organization, cultural beliefs, ethnographic methods, and cultural relativism].
- Analyzing cultural practices and social structures within diverse communities and understanding their influence on individual and collective identities.
- Applying anthropological theories to interpret cultural phenomena and evaluate social interactions.

Students' knowledge will be assessed through [exams, ethnographic projects, or analytical essays], using a rubric that evaluates accuracy, depth of understanding, and application of cultural anthropology concepts. The target is for 80% of students to achieve a rating of "Satisfactory" (3) or higher in all rubric categories by the end of the term.

Step 4A: Was the target met for this Measure?:

No data collected/reported this cycle (provided explanation in Step 4B)

Step 4B: Results and Findings for this Measure:

This SLO will be assessed during the next cycle since it is a new SLO and was not in place for the cycle currently being assessed.

Step 4C: Interpretation of Results:

Since this SLO is new, no data was collected during this cycle.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Results of the students' assessment and our current goals will be shared with the full faculty at the first faculty meeting of the fall term and recommendations will be discussed. Recommendations will be implemented by the Assessment Coordinator and the Curriculum Committee.

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[Undergrad SLO Update Email 092424 NM.pdf](#)

[Undergrad SLO Update Email 092424.pdf](#)

[Undergrad SLO Update Email 092424 updated Rubric 092424.pdf](#)

[Undergrad SLO Update Email 092424 v4.pdf](#)

[Undergrad SLO Update Email 092424 DJM.pdf](#)

Step 5B: Type of Action:

Redesign of activities or assignments, Curriculum revision, Faculty involvement

Step 5C: Dialogue Participants (check all that apply):

Administrator, Committee, Faculty

Step 5D: Evidence of Dialogue:

The Curriculum Committee met on August 15th to discuss current and future assessments for anthropology programs. Ongoing email exchanges among the Committee occurred throughout September 2024.

The program has undergone changes in the past year which go into effect Fall 2024.

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Step 5E: Type of other Improvements (check all that apply):

APR recommendations, Other

Step 5F: Other Improvements (Full Description):

The current SLOs reflect ongoing dialog among the faculty and specifically among the Curriculum Committee on how to best align programmatic goals with the goals of the Office of Institutional Planning and Effectiveness. The outcomes include these entirely redesigned SLOs and PGs for each of our degree programs. Unfortunately, that means that many SLOs do not have data from the past cycle as these SLOs are designed for the new implementation of our undergraduate curriculum and the new demands of Planning software and OIPE.

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Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

Since this SLO did not exist during the prior cycle, there could not be any action plans made. The 2024-2025 will be when action plans are made and put into effect. However, the creation of these newly defined SLOs were part of the last cycle action plans to align our programmatic assessment with our new undergraduate curriculum, recommendations from our APR (including changes to our undergraduate curriculum), and OIPE assessment guidelines.

Step 6B: Status Update on Previously Identified Action Plan(s):

Not applicable for this cycle (explain in Step 6A)

Progress:

Complete

SLO 4: Writing in the Major

Step 1A: SLO Number:

4

Step 1C: SLO Statement (Full Description):

Students will produce writing that is confident and aware of its audience. At all three levels (sentence, paragraph/section, and whole), its organization is logical, rhetorically adept, and where appropriate, thesis-driven. Grammar, syntax, punctuation, and spelling demonstrate a high degree of correctness.

Step 2A: Measure:

This SLO will be assessed based on an essay in response to a prompt to assess SLO 3.

Step 2B: Type of Measure (check all that apply):

Rubric, Written paper/project

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

At least 50% of students will achieve a 3 or better on this metric based on our rubric for this SLO.

Step 4A: Was the target met for this Measure?:

No data collected/reported this cycle (provided explanation in Step 4B)

Step 4B: Results and Findings for this Measure:

This SLO will be assessed during the next cycle since it is a new SLO and was not in place for the cycle currently being assessed.

Step 4C: Interpretation of Results:

Since this SLO is new, no data was collected during this cycle.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Results of the students' assessment and our current goals will be shared with the full faculty at the first faculty meeting of the fall term and recommendations will be discussed. Recommendations will be implemented by the Assessment Coordinator and the Curriculum Committee.

Step 5B: Type of Action:

Redesign of activities or assignments, Curriculum revision, Faculty involvement

Step 5C: Dialogue Participants (check all that apply):

Administrator, Committee, Faculty

Step 5D: Evidence of Dialogue:

The Curriculum Committee met on August 15th to discuss current and future assessments for anthropology programs. Ongoing email exchanges among the Committee occurred throughout September 2024.

The program has undergone changes in the past year which go into effect Fall 2024.

Step 5E: Type of other Improvements (check all that apply):

APR recommendations, Other

Step 5F: Other Improvements (Full Description):

The current SLOs reflect ongoing dialog among the faculty and specifically among the Curriculum Committee on how to best align programmatic goals with the goals of the Office of Institutional

Planning and Effectiveness. The outcomes include these entirely redesigned SLOs and PGs for each of our degree programs. Unfortunately, that means that many SLOs do not have data from the past cycle as these SLOs are designed for the new implementation of our undergraduate curriculum and the new demands of Planning software and OIPE.

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

Since this SLO did not exist during the prior cycle, there could not be any action plans made. The 2024-2025 will be when action plans are made and put into effect. However, the creation of these newly defined SLOs were part of the last cycle action plans to align our programmatic assessment with our new undergraduate curriculum, recommendations from our APR (including changes to our undergraduate curriculum), and OIPE assessment guidelines.

Step 6B: Status Update on Previously Identified Action Plan(s):

Not applicable for this cycle (explain in Step 6A)

Progress:

Complete

PG: Student engagement in research

Step 1A: PG Number:

1

Step 1C: PG Statement (Full Description):

The Department of Anthropology will provide outstanding opportunities for our majors involved in research, engaged learning, and/or internships prior to graduation.

Step 2A: Measure:

The assessment of this Program Goal will be made via a survey of graduating seniors.

Step 2B: Is Measure direct or indirect?:

Indirect

Step 3A: Target for Measure:

Our goal is that a minimum of 50% of our BA program students will have had a research experience in anthropology by the time of graduation.

Step 4A: Was the target met for this Measure?:

No data collected/reported this cycle (provided explanation in Step 4B)

Step 4B: Results and Findings for this Measure:

This is a new Program Goal so we do not have any results for this measure yet.

Step 4C: Interpretation of Results:

No data have been collected yet to provide results or interpretation.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Results of the students' assessment and our current goals will be shared with the full faculty at a faculty meeting and recommendations will be discussed. Recommendations will be implemented by the Assessment Coordinator and the Curriculum Committee.

Step 5B: Dialogue Participants (check all that apply):

Administrator ,Committee, Faculty

Step 5C: Evidence of Dialogue:

The Curriculum Committee met on August 15th to discuss current and future assessments for anthropology programs. Ongoing email exchanges among the Committee occurred throughout September 2024.

The program has undergone changes in the past year which go into effect Fall 2024.

Step 5D: Type of other Improvements (check all that apply):

APR recommendations,Enhanced recruitment effort

Step 5E: Other Improvements (Full Description):

The current PG reflects ongoing dialog among the faculty and specifically among the Curriculum Committee on how to best align programmatic goals with the goals of the Office of Institutional Planning and Effectiveness. The outcomes include these entirely redesigned SLOs and PGs for each of our degree programs. Unfortunately, that means that many SLOs and the PG do not have data from the past cycle as these have been redesigned for the new implementation of our undergraduate curriculum and the new demands of Planning software and OIPE.

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

Since this PG did not exist during the prior cycle, there could not be any action plans made. The 2024-2025 will be when action plans are made and put into effect. However, the creation of this newly defined PG was part of the last cycle action plans to align our programmatic assessment with our new undergraduate curriculum, recommendations from our APR (including changes to our undergraduate curriculum), and OIPE assessment guidelines.

Step 6B: Status Update on Previously Identified Action Plan(s):

Not applicable for this cycle (explain in Step 6A)

Progress:

Complete