

## Anthropology BS

### Program Mission Statement

Mission Statement (Full Description):

The Bachelor of Science in the 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 and quantitative anthropological research methods and critical thinking. In addition, the BS program will provide an advanced understanding of the history of anthropological theory and fieldwork. The Anthropology BS program also supports the overall university mission of shaping students to excel as members of a global society while respecting the human 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.

Students will be able to demonstrate knowledge of anthropological archaeology.

#### 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.

**Step 2A: Measure:**

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

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. We are in the process of transitioning to a new Capstone, a streamlined major curriculum, and mechanisms for assessment, so we only have one student who was assessed for this SLO using the old assessment tool. Her performance was "accomplished."

**Step 4C: Interpretation of Results:**

This SLO will be assessed with the new assessment tool during the next cycle since it is a newly constructed SLO and was not in place for the cycle currently being assessed. The single score from the last assessment tool is consistent with our goals but cannot be interpreted fully.

**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 DJM.pdf](#)  
[Undergrad SLO Update Email 092424.pdf](#)  
[Undergrad SLO Update Email 092424 NM.pdf](#)  
[Undergrad SLO Update Email 092424 updated Rubric 092424.pdf](#)  
[Undergrad SLO Update Email 092424 v4.pdf](#)  
[Email regarding ANTH BA updates 091924.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.

**Attached Files**

[Undergrad SLO Update Email 092424 DJM.pdf](#)  
[Email regarding ANTH BA updates 091924.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 NM.pdf](#)

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

APR recommendations

**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.

Attached Files

[Undergrad SLO Update Email 092424.pdf](#)  
[Undergrad SLO Update Email 092424 DJM.pdf](#)  
[Undergrad SLO Update Email 092424 updated Rubric 092424.pdf](#)  
[Undergrad SLO Update Email 092424 NM.pdf](#)  
[Email regarding ANTH BA updates 091924.pdf](#)  
[Undergrad SLO Update Email 092424 v4.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):

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.

**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

#### **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.

#### Attached Files

[Undergrad SLO Update Email 092424.pdf](#)  
[Email regarding ANTH BA updates 091924.pdf](#)  
[Undergrad SLO Update Email 092424 updated Rubric 092424.pdf](#)  
[Undergrad SLO Update Email 092424 NM.pdf](#)  
[Undergrad SLO Update Email 092424 DJM.pdf](#)  
[Undergrad SLO Update Email 092424 v4.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.

#### Attached Files

[Email regarding ANTH BA updates 091924.pdf](#)

[Undergrad SLO Update Email 092424 DJM.pdf](#)  
[Undergrad SLO Update Email 092424 NM.pdf](#)  
[Undergrad SLO Update Email 092424 updated Rubric 092424.pdf](#)  
[Undergrad SLO Update Email 092424 v4.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 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 DJM.pdf](#)  
[Undergrad SLO Update Email 092424.pdf](#)  
[Undergrad SLO Update Email 092424 updated Rubric 092424.pdf](#)  
[Undergrad SLO Update Email 092424 v4.pdf](#)  
[Email regarding ANTH BA updates 091924.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.

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

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

**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 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.

**Attached Files**

[Email regarding ANTH BA updates 091924.pdf](#)  
[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 DJM.pdf](#)  
[Undergrad SLO Update Email 092424 v4.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.

Attached Files

[Email regarding ANTH BA updates 091924.pdf](#)  
[Undergrad SLO Update Email 092424 NM.pdf](#)  
[Undergrad SLO Update Email 092424 DJM.pdf](#)  
[Undergrad SLO Update Email 092424 updated Rubric 092424.pdf](#)  
[Undergrad SLO Update Email 092424.pdf](#)  
[Undergrad SLO Update Email 092424 v4.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.

Attached Files

[Undergrad SLO Update Email 092424 NM.pdf](#)  
[Undergrad SLO Update Email 092424 v4.pdf](#)  
[Undergrad SLO Update Email 092424 updated Rubric 092424.pdf](#)  
[Email regarding ANTH BA updates 091924.pdf](#)  
[Undergrad SLO Update Email 092424.pdf](#)  
[Undergrad SLO Update Email 092424 DJM.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 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 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):**

Essay exam, Rubric, Written paper/project

**Step 2C: Is Measure direct or indirect?:**

Direct

**Step 3A: Target for Measure:**

All students must score above a 70% to demonstrate an acceptable level of competency. Ideal target is for at least 80% of class to receive an average score of 3 or better (accomplished) and at least 20% to

score 4 or above (exemplary) through an instructor evaluation of work submitted for the required course  
- ANTH 4399.

**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.

**Attached Files**

[Undergrad SLO Update Email 092424 NM.pdf](#)  
[Undergrad SLO Update Email 092424 DJM.pdf](#)  
[Undergrad SLO Update Email 092424 updated Rubric 092424.pdf](#)  
[Undergrad SLO Update Email 092424.pdf](#)  
[Undergrad SLO Update Email 092424 v4.pdf](#)  
[Email regarding ANTH BA updates 091924.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.

Attached Files

[Undergrad SLO Update Email 092424 DJM.pdf](#)  
[Email regarding ANTH BA updates 091924.pdf](#)  
[Undergrad SLO Update Email 092424 v4.pdf](#)  
[Undergrad SLO Update Email 092424.pdf](#)  
[Undergrad SLO Update Email 092424 NM.pdf](#)  
[Undergrad SLO Update Email 092424 updated Rubric 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 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 v4.pdf](#)  
[Undergrad SLO Update Email 092424.pdf](#)  
[Undergrad SLO Update Email 092424 DJM.pdf](#)  
[Undergrad SLO Update Email 092424 NM.pdf](#)  
[Undergrad SLO Update Email 092424 updated Rubric 092424.pdf](#)  
[Email regarding ANTH BA updates 091924.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 5: Statistics**

**Step 1A: SLO Number:**

5

**Step 1C: SLO Statement (Full Description):**

Anthropology BS students will demonstrate a basic comprehension in statistical principles.

**Step 2A: Measure:**

Anthropology BS students will complete an extracurricular set statistical multiple choice problems.

**Attached Files**

[ANTH BS STAT 2331 Rubric.pdf](#)

[STAT 2331 Data Collection.pdf](#)

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

Objective Quiz or Exam

**Commented [SS6]: Suggestions for Improvement**

**1. Specify Key Statistical Concepts:** Define specific statistical areas relevant to anthropology, such as data analysis, probability, or hypothesis testing, to give students a clearer focus on what they are expected to understand.

**2. Develop Measurable Performance Indicators:** Create a rubric with indicators that assess levels of proficiency, such as interpreting basic statistics, calculating measures of central tendency, or analyzing data distributions, to ensure consistent evaluation.

**3. Add more context and add a Time-Bound Component:** Specify when students are expected to achieve this proficiency in statistical principles, such as by the end of an introductory statistics course or as part of a research project, to align with curriculum expectations.

**Suggested Template**

By the end of [specific course or academic year], Anthropology BS students will demonstrate basic comprehension in key statistical principles relevant to anthropological research. This includes:

- Understanding core statistical concepts such as [descriptive statistics, probability, data distributions, and hypothesis testing].
- Applying statistical methods to interpret anthropological data, such as calculating means, medians, and standard deviations or analyzing data distributions.
- Interpreting statistical findings to make informed conclusions within the context of anthropological studies.

Students' comprehension will be assessed through [quizzes, data analysis assignments, or project reports], using a rubric that evaluates accuracy, depth of understanding, and application of statistical 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 2C: Is Measure direct or indirect?:**

Direct

**Step 3A: Target for Measure:**

At least 70% of our BS graduates will score both questions correctly.

**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.

**Attached Files**

[Email regarding ANTH BA updates 091924.pdf](#)

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

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

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

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

[Undergrad SLO Update Email 092424.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.

## Attached Files

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

[Email regarding ANTH BA updates 091924.pdf](#)

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

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

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

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

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

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.

## Attached Files

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

[Email regarding ANTH BA updates 091924.pdf](#)



[Undergrad SLO Update Email 092424 NM.pdf](#)  
[Undergrad SLO Update Email 092424 updated Rubric 092424.pdf](#)  
[Undergrad SLO Update Email 092424 DJM.pdf](#)  
[Undergrad SLO Update Email 092424 v4.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

## 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?:

**Commented [SS7]:** Reading this report, I think this department is actively working in at least 3 Program Goals:

### 1. Increase Enrollment in the Anthropology BS Program

•**Description:** Develop and implement strategies to increase enrollment in the Anthropology BS program by attracting a diverse pool of applicants with a strong interest in anthropology and related social sciences.

•**Outcome:** Achieve a **10% annual increase in enrollment** over the next three years.

#### •Strategies:

- Enhance outreach and recruitment efforts by partnering with high schools, community colleges, and career fairs.
- Improve program visibility through targeted social media marketing, website updates, and virtual open houses.
- Emphasize unique program features, such as fieldwork opportunities, specialized coursework, and potential career paths.

•**Measure:** Track enrollment numbers each year to monitor growth and adjust strategies as needed to meet enrollment targets.

### 2. Enhance Curriculum Quality and Alignment with Program Assessments

•**Description:** Strengthen the curriculum by ensuring that course content aligns with key learning outcomes and assessment methods, providing a comprehensive and cohesive educational experience for students.

•**Outcome:** Conduct annual curriculum reviews and update courses to align more closely with Student Learning Outcomes (SLOs), including skills in critical analysis, cultural understanding, and research methods.

#### •Strategies:

- Conduct regular faculty reviews of curriculum alignment with assessments to ensure that assignments and exams accurately measure SLOs.
- Gather feedback from students, alumni, and advisory board members to identify areas for curriculum improvement.
- Introduce applied and experiential learning components, such as case studies, field methods, and data analysis, that align with assessments and industry expectations.

•**Measure:** Conduct pre- and post-assessment evaluations for key courses to track improvements in curriculum alignment with assessments. Aim for **85% of courses to show alignment** between curriculum content, SLOs, and assessment measures by the end of each academic year.

### 3. Provide Research Opportunities for Anthropology BS Students

•**Description:** Increase research opportunities for undergraduate students by offering access to hands-on research projects, internships, and faculty-mentored research experiences.

Indirect

**Step 3A: Target for Measure:**

Our goal is that a minimum of 75% of our BS 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:**

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

**Step 4C: Interpretation of Results:**

This PG 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 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: 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 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 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):**

In progress

**Progress:**

Complete