WSU Five-Year Program Review
Self-Study

Cover Page

Department/Program: Anthropology

Semester Submitted: Fall, 2016

Self-Study Team Chair: Dr. Brooke Arkush

Self-Study Team Members: Drs. Brooke Arkush, Rosemary Conover, Ronald Holt, and Mark Stevenson

Contact Information:
Phone: 626-7202
Email: barkush@weber.edu

Brief Introductory Statement

The Weber State University Anthropology Program offers an undergraduate curriculum for students wishing to complete the Anthropology Major (consisting of General Anthropology and Archaeology Tracks) or Minor, Archaeological Technician Institutional Certificate or Associate of Applied Science degree, or a Bachelor of Integrated Studies emphasis. It also serves students seeking General Education and Diversity credits, or who desire to take Anthropology courses for self-enrichment. Our faculty members are broadly trained, embrace a holistic four-field approach that integrates aspects of archaeology, ethnology, biological anthropology, and linguistics, and serve both on- and off-campus groups that comprise the University Community. Notable features of the program include a large (3,300 sq. ft.), well-equipped Archaeology Laboratory, an annual summer Archaeology Field School, and summer Study Abroad trips. The Laboratory serves as both a classroom and regional repository that contains numerous teaching collections, analytic equipment, maps, a library, and many museum-quality artifacts. The Field School provides students with basic training in survey and excavation methods as well as artifact, feature, faunal, floral, and earth materials classification skills, and undergraduate research opportunities. The program has existed for over 50 years, offering the Minor as well as two BIS emphases (general Anthropology and Archaeology), and an active Anthropology Club throughout that period. In the Spring of 2000, the Utah Board of Regents approved the Anthropology Major. As of the Spring of 2016, the WSU Anthropology Program has graduated 182 Majors, an average of 12 people per year.

Standard A - Mission Statement

The overall mission of the Weber State University Anthropology Program is to provide students with holistic, comparative knowledge about human biological and cultural differences and similarities world-wide and through time derived from anthropological research and theories. The program strives to produce students with anthropological experience in research, analysis, and interpretation and a strong sense of anthropology's relevance to the world today. Students are taught to

question and examine the significance of beliefs, attitudes and prejudices toward human differences and similarities, and to be informed of the anthropological position of relativism and valuing cultural and biological variation. The program prepares students for a broad range of both public and private sector employment in anthropology-related fields or to enter professional or graduate schools appropriate to their interests.

Standard B – Curriculum

1. Types of Degrees Offered: There are four kinds of degrees or emphases and one certificate offered:

- Anthropology Major (BS/BA) — 36 or 39 credit hours degree, 2-track option in either General Anthropology (36 credit hours) or Archaeology (39 credit hours). (All majors must complete a Minor other than Anthropology.)
- Anthropology Minor (BS/BA) (18 credit hours)
- Anthropology and/or Archaeology BIS Emphases (18 credit hours)
- Archaeological Technician Associate of Applied Science (37- 40 credit hours)
- Archaeological Technician Institutional Certificate (20-21 credit hours)

2. Numbers and Types of Courses Offered:

a. 26 different courses offered in the program curriculum, 9 variable-titled (see below).

b. Five courses are General Education courses.

c. Four courses fulfill the WSU Diversity requirement.

d. Two on-line courses (Anth 1000 SS/DV and Anth 2010 SS/DV) currently exist in the curriculum.

e. Three courses are High Intensity Learning, outside the classroom courses.

Anthropology Courses

- Anth 1000 SS/DV Introduction to Anthropology..... (3)
- Anth 1020 LS/DV Biological Anthropology ..... (3)
- Anth 1040 HU/DV Language & Culture ..... (3)
- Anth 2010 SS/DV Peoples & Cultures of the World..... (3)
- Anth 2030 SS Principles of Archaeology
  …….. (3)
- Anth 2810 Experimental Courses……. ..... (1-3)
- Anth 2920 Short Courses, Workshops, Institutes. & Special Programs(1-3)
- Anth 2950 Elementary Anthropological Field Trip ..... (1-3)
- Anth 2990 Special Topics in Anthropology..... (1-3)
- Anth 3100 Prehistory of North America ..... (3)
- Anth 3200 Archaeology of Early Civilizations ..... (3)
- Anth 3300 Archaeological Field Techniques..... (3-6)
- Anth 3400 Archaeological Laboratory Techniques ..... (3)
- Anth 3500 Advanced Cultural Anthropology..... (3)
- Anth 3600 Culture Area Studies……..... (1-3)
- Anth 3700 Sex Roles: Past, Present & Future..... (3)
- Anth 3900 Magic, Shamanism & Religion..... (3)
- Anth 4100 Arch. Method, Theory, and Cultural Resource Management .. (3)
- Anth 4200 Anthropological Theory……..... (3)
- Anth 4300 Anthropological Research Methods..... (3)
- Anth 4810 Experimental Courses……. ..... (1-3)
- Anth 4830 Readings and/or Projects……..... (1-3)
- Anth 4890 Internship in Anthropology…….. ..... (1-3)
- Anth 4920 Short Courses, Workshops, Institutes & Special Programs . (1-3)
- Anth 4950 Advanced Anthropological Field Trip..... (1-3)
- Anth 4990 Seminar in
  Anthropology…….. (1-3)

3. Student Constituents Served by the Program:

The program currently serves the following numbers and genders of students in five different programs. These figures are based on individuals who've enrolled in Anthropology courses during the last two academic years.

Anthropology Majors – 139 (96 General Anthropology Track and 43 Archaeology Track; 91 female and 48 male)
Anthropology Minors – 38 (30 female and 8 male)
Anthropology B.I.S. Emphasis – 3 (1 female and 2 male)
Archaeological Technician AAS degree – 5 (3 female and 2 male)
Archaeological Technician Certificate – 2 (both male)

4. Allocation of Resources for Curriculum Delivery:

Between the Fall of 2011 and the Spring of 2016, the WSU Anthropology Program taught between 4,689 and 5,949 Student Credit Hours (SCH's), and graduated 75 Majors and 31 Minors (see Appendix A for additional data). On average, full-time program faculty produced 55% of these SCH's, whereas adjunct faculty produced 45% of them during the reporting period. About 86% of the AY 2014 – '15 SCH's (5,470) were generated by five different General Education courses. For comparative purposes, approximately 84% of the Sociology Program's SCH's (6,070) were generated by two different General Education courses during that year.

The primary factors affecting our resource allocation decisions are:

a. We have a small faculty, only 4.75 Full-Time Equivalent (FTE), due to split administrative duties. Our program recently was awarded a fifth tenure track line, and we currently are conducting a search to hire another archaeologist. The initial person who was hired in 2015 for this fifth full-time position left after one year upon accepting a tenure track position at an eastern U.S. institution. With the new hire, our program FTE will increase to 5.75 for the 2017-'18 AY.

b. University funds are limited to hire adjuncts and there are relatively few anthropologists who are available to teach as adjuncts here in northern Utah.

c. Rotation of courses in the curriculum allows all required courses in the program to be taught at least once a year so that students can graduate in a timely manner.

5. Site Locations for Teaching Courses:

There are five primary locations or types of locations where the program's courses are taught:

a. WSU-Ogden campus, the area of highest student demand.

b. WSU off-campus sites, primarily the WSU-Davis campus, but including the Roy, Morgan, and Farmington campuses, which generate lower Anthropology course enrollments than the Davis facility.

c. Field Trips to off-campus localities: These have usually gone to locations within the Intermountain West, but in 2006 the program began a series of annual/semi annual Study Abroad programs, detailed in Section 6 on High Intensity Learning.

d. Summer Archaeological Field School at various Great Basin and Columbia Plateau sites, detailed below in Section 6 (High Impact Learning).

e. On-line

6. High Impact Learning Aspects of Curriculum:

Each year, the WSU Anthropology Program offers several opportunities for students to engage in High Impact academic activities, which usually are viewed as experiences that transcend traditional in-class courses and/or that contain a research-oriented component. Avenues for anthropologically-related high impact learning at WSU consist primarily of the following:

a. Anthropology 3300 – The Archaeological Field Techniques course typically lasts for one month and focuses on the excavation of prehistoric Native American sites in the Intermountain West. Students enrolled in this class participate in research-based (as opposed to compliance-based) investigations during which they acquire a variety of archaeological skills, understanding how different data sets are used to address research

questions/topics. During the past five summers, the WSU Field School has conducted excavations at two ancient rockshelters on the Caribou-Targhee National Forest in far eastern Idaho. Both sites served as short-term seasonal camps where people carried out a variety of activities and subsistence practices focused on bighorn sheep hunting and processing between ca. 6000 B.C. and A.D. 1800.

In 2015, Dr. Kare McManama-Kearin led a Study Abroad group to Ireland, where some students enrolled in the extended trip to earn WSU Field School credit by participating in the excavation of a Medieval Castle site that was being investigated by Galway University.

b. Anthropology 4300 – The Anthropological Research Methods course provides students with opportunities to conduct original cultural anthropological research, and to present the results of these investigations at undergraduate research conferences.

c. Anthropology 4830 – Our Directed Readings and Projects course is offered each semester (Summer, Fall, and Spring), and allows students to pursue study of specialty topics that typically are not covered by upper division courses. These sections are mostly supervised by full-time faculty with expertise in, or familiarity with, the particular sub field or area/topic that the student wishes to study, and typically produces a term paper on. Supervising one of these 4830 sections constitutes uncompensated overload instruction and often involves 20+ hours of one-on-one work with students. For example, Rosemary Conover worked with over 20 students enrolled in ANTH 4830 during the current 5 year review cycle.

d. Anthropology 4890 – The Anthropological Internship course allows students to work with agencies, museums, institutes, and businesses, obtaining skills and personal connections in specialty areas that they plan to pursue after graduation or in graduate school. Over the last five years, our majors have completed internships with diverse groups such as the Guatemalan Forensic Anthropology Foundation, the Utah State Historical Preservation Office, the

Texas Tech University Archaeological Field School (in Belize), the Utah Bureau of Land Management, and the Uinta-Wasatch-Cache National Forest.

e. Study Abroad Trips – Starting in 2006, the WSU Anthropology Program has sponsored a number of Study Abroad trips concentrating on archaeological and cultural sites in a number of different countries. Dr. Linda Eaton began this process and led these trips until she retired in the Spring of 2015.

Following Linda's retirement, Drs. Kare (Lisa) McManama-Kearin and Mark Stevenson have organized and led one trip each. During the last five years, Study Abroad excursions have visited China, Tibet, England, Wales, Ireland, Austria, France, and Germany, where students and alumni studied aspects of prehistoric and early historic cultural traditions, as well as contemporary societies.

f. Annual Departmental Student Research Conference – The joint Department of Sociology and Anthropology Student Research Conference has been held each Spring since 1995, providing students with an opportunity to conduct research, interpret data, prepare formal presentations, and share the results of their projects with fellow students, faculty members, and the greater Ogden community.

g. Although not technically a high impact learning activity, the WSU Anthropology Club is a longstanding campus organization that provides Majors, Minors, and community members with regular meetings and off-campus activities to enrich and supplement anthropology courses. Dr. Rosemary Conover has been the primary club advisor for some time, and coordinates meetings, officer elections, guest speakers, and field trips.

7. Student Learning Outcomes and Assessment

KEY: LEVEL OF PROGRAM LEARNING OUTCOMES :
L = Low level of the program objective is achieved in the course
M = Moderate level of the program objective is achieved in the course

H = High level of the program objective is achieved in the course
V = Varies with course content

Curriculum Map - **Upper Division courses**

Core Courses in Department/Program	Program-specific Learning Outcomes							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7	Learning Outcome 8
ANTH 3100 (3) PREHISTORY OF NORTH AMERICA	H	M	H	L	L	M	M	L
ANTH 3200 (3) ARCHAEOLOGY EARLY CIVILIZATIONS	H	M	M	M	L	H	H	L
ANTH 3300 (3-6) ARCHAEOLOG FIELD TECHNIQUES	L	L	M	L	H	M	M	L
ANTH 3400 (3) ARCH AEOLOG LABORATORY TECHNIQUES	L	L	H	L	H	H	H	L
ANTH 3500 (3) ADVANCED CU ANTHROPOLOGY	H	L	H	H	M	H	H	H
ANTH 3600 (1-3) CULTURE ARE STUDIES	H	L – M	M	L-M	L	H	H	H

Core Courses in Department/Program	Program-specific Learning Outcomes							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7	Learning Outcome 8
ANTH 3900 (3) MAGIC, SHAMA AND RELIGION	H	L	M	M	L	H	H	H
ANTH 4100 (3) ARCHAEOLOGI METHOD, THEORY, AND CULTURAL RE MANAGEMENT	L	M	M	H	H	H	H	L
ANTH 4200 (3) ANTHROPOLO THEORY	L	M	H	H	M	H	H	L
ANTH 4300 (3) ANTHROPOLO RESEARCH METHODS	L	M	M	H	H	H	H	L
SOC 3600 (3) SOCIAL STATIST	L	L	L	M	H	H	M	L

KEY: Degree of Social Sciences General Education Learning Outcome Coverage:

I = introduced in the course
U = utilized in the course
E = emphasized in the course

Curriculum Map – **Social Sciences General Education courses**

Core Courses in Department/Program	College-specific Learning Outcomes		
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3
ANTH 1000 SS/DV (3) INTRODUCTION TO ANTHROPOLOGY	E	I	E
ANTH 2010 SS/DV (3) PEOPLES & CULTURES OF THE WORLD	E	U	U
ANTH 2030 SS (3) PRINCIPLES OF ARCHAEOLOGY	E	I	E

KEY: Degree of Science General Education Learning Outcome Coverage:

I = introduced in the course
U = utilized in the course
E = emphasized in the course

Curriculum Map– **Life Sciences General Education course**

Core Courses in Department/Program	College-specific Learning Outcomes							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7	Learning Outcome 8
ANTH 1020 LS/DV (3) BIOLOGICAL ANTHROPOLOGY	E	E	E	E	E	U	E	E

KEY: Degree of Humanities General Education Learning Outcome Coverage:

I = introduced in the course
U = utilized in the course
E = emphasized in the course

Curriculum Map – **Humanities General Education course**

Core Courses in Department/Program	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3
ANTH 1040 HU/DV (3) LANGUAGE & CULTURE	E	E	E

Assessment plan:

Persons Responsible for Collecting and Analyzing the Data: The full-time faculty of the Anthropology Program will serve as the Assessment Committee to oversee and implement the program's assessment plan, with the Coordinator of Anthropology serving as the committee chair.

Assessment Measures to be used: The Anthropology assessment plan examines student outcomes for majors using the following direct and indirect measures. (To increase reliability and ensure validity at least two measures will be used for each outcome.)

DIRECT MEASURES (DM):	**INDIRECT MEASURES (IM):**
1. Course-specific assessment results **2. Grade point averages of graduating seniors:** A. Anthropology GPA's B. Cumulative GPA's **3. Grades of graduating seniors:** Per course in required courses ANTH 4200 and 4300 in achieving Program Learning Outcomes	**1. Exit interviews of graduating seniors** **2. Alumni surveys:** Institutional data on: job placement; graduate and professional school acceptance; other significant accomplishments **3. Verbal and written feedback from individual graduates**

Schedule of Assessment: Data from direct measures (DM) will be collected and compiled for several Anthropology courses each year. For data pertaining to

indirect measures (IM), exit interviews will be collected annually, but data from alumni surveys will be gathered on a rotational basis with each measure examined every two to three years. Analysis of the data will typically occur during autumn semester with any needed changes to the program to be identified and addressed as soon as possible. Our goal is to assess each Anthropology course that is offered on a regular basis (and that receives sufficient enrollments) at least once every five years.

Assessment Plan Chart:

STUDENT LEARNING OUTCOMES: (upper division courses)	**HOW ASSESSED:**
1.understanding human biological & cultural differences & similarities across time & space	DM: 1 – 3; IM: 1; four courses: ANTH 3100, 3200, 3600, and 3900
2. understanding the four fields	DM: 1 – 3; IM: 1; five courses: ANTH 1000, 1020, 1040, 2010, and 2030
3. proficiency in concepts & terms	DM: 1 – 3; IM: 1 & 2; four courses: ANTH 3100, 3200, 3400, and 4200
4. knowledge of theory & history	DM: 1 – 3; IM: 1 & 2 ; three courses: ANTH 4100, 4200, and 4300
5. familiarity with research methods	DM: 1 - 3; IM: 1; five courses: ANTH 3300, 3400, 4100, 4300, and SOC 3600
6. critical thinking & reasoning	DM: 1 – 3; IM: 1 & 2; seven courses: ANTH 3200, 3500, 3600, 3900, 4100, 4200, and 4300

7. speaking, writing & communication	DM: 1 – 3; IM: 1 & 2; seven courses: ANTH 3200, 3400, 3600, 3900, 4100, 4200, and 4300
8. awareness of anthropological values	DM: 1 – 3; IM: 1 & 2; three courses: ANTH 3500, 3600, and 3900

STUDENT LEARNING OUTCOMES: (Social Sciences General Education courses)	**HOW ASSESSED:**
1) be able to describe how people influence, and are influenced by, social practices	DM: 1; IM: 1; ANTH 1000, 2010, and 2030
2) be able to apply basic anthropological concepts, theories, and/or research methods	DM: 1; IM: 1; ANTH 1000, 2010, and 2030
3) be able to identify a commonly debated socio-cultural phenomenon	DM: 1; IM: 1; ANTH 1000, 2010, and 2030

STUDENT LEARNING OUTCOMES: (Life Sciences General Education course)	**HOW ASSESSED:**
1) The Nature of science ANTH 1020	DM: 1; IM: 1; one course –
2) The Integration of science ANTH 1020	DM: 1; IM: 1; one course –
3) Science and society ANTH 1020	DM: 1; IM: 1; one course –
4) Problem solving and data analysis ANTH 1020	DM: 1; IM: 1; one course –
5) Levels of organization ANTH 1020	DM: 1; IM: 1; one course –
6) Metabolism and homeostatis ANTH 1020	DM: 1; IM: 1; one course –
7) Genetics and evolution ANTH 1020	DM: 1; IM: 1; one course –
8) Ecological interactions ANTH 1020	DM: 1; IM: 1; one course –

STUDENT LEARNING OUTCOMES: **HOW ASSESSED:**

(Humanities General Education course)

1) Demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines. — DM: 1; IM: 1; ANTH 1040

2) Analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures. — DM: 1; IM: 1; ANTH 1040

3) Demonstrate their ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms. — DM: 1; IM: 1; ANTH 1040

Assessment Plan Cycle: The Anthropology Program has adopted a 4-year course assessment cycle in order to evaluate its success in achieving the eight above-listed student learning outcomes. Only those courses with explicit levels of learning outcomes will be assessed on a regular basis.

2015 – 2016 AY: three upper division Major courses (ANTH 3100, 3200, and SOC 3600)

2016 – 2017 AY: three upper division Major courses (ANTH 3500, 3600, and 3900)

2017 – 2018 AY: General Education courses (ANTH 1000, 1020, 1040, 2010, and 2030)

2018 – 2019 AY: primary Major core courses (ANTH 4200 and 4300; SOC 3600)

Standard C - Student Learning Outcomes and Assessment

Measurable Learning Outcomes – **Upper Division courses**

At the end of their study at WSU, students in the Anthropology Program will:

1) Understand human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories).

2) Understand the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to documenting human differences and similarities across the world and through time.

3) Be proficient in basic anthropological concepts and terminology.

4) Know the processes of theory formation and how various theories have been developed, applied, and evaluated throughout the history of the discipline of anthropology.

5) Be familiar with a variety of anthropological research methods and analytic techniques.

6) Be able to apply critical thinking and reasoning skills to anthropological problems and issues.

7) Be able to write, speak, and communicate about anthropological issues.

8) Be aware of human prejudice and discrimination (e.g., racism, ethnocentrism, sexism, anthropocentrism), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.

Measurable Learning Outcomes – **Social Sciences General Education courses**

Upon successfully completing ANTH 1000, 2010, and 2030 (i.e., achieving a final grade of C or higher), WSU students will:

1) Be able to describe how people influence, and are influenced by, social practices (e.g., kinship systems and post marital residence patterns), the physical environment in which they live, and/or globalization.

2) Be able to apply basic anthropological concepts, theories, and/or research methods to a particular cultural practice and identify factors that could effect change in that institution.

3) Be able to identify a commonly debated socio-cultural phenomenon (e.g., the origin of religion; the advent of agriculture) and present different explanations for its development or practice.

Measurable Learning Outcomes – **Life Sciences General Education course**

Upon successfully completing ANTH 1020 (i.e., achieving a final grade of D or higher), WSU students will demonstrate an understanding of:

1) The Nature of science – Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific.

2) The Integration of science – All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated.

3) Science and society – The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the earth's environment.

4) Problem solving and data analysis – Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.

5) Levels of organization – All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems.

6) Metabolism and homeostatis – Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism.

7) Genetics and evolution – Shared genetic processes and evolution by natural selection are universal features of all life.

8) Ecological interactions – All organisms, including humans, interact with their environment and other living organisms.

Measurable Learning Outcomes – **Humanities General Education course**

Upon successfully completing ANTH 1040 (i.e., achieving a final grade of D or higher), WSU students will:

1) Demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines.

2) Analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.

3) Demonstrate their ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.

Five-year Assessment Summary

[In this section you should provide a summary of your assessment findings and actions since your last program review. Annual assessment reports for each of those years can be found at http://weber.edu/oie/department_results.html. Please be sure to include information from each of the four years prior to this report. If you do have data to report for the last academic year, evidence-of-learning grids can be found in the appendix.]

AY 2015-16 was the 16th year that the Anthropology Program participated in the university's outcomes assessment program. In 2000 -01, Anthropology developed its current mission statement, identified 8 central learning goals for the major, constructed a curriculum outcomes grid, and developed an exit interview to measure student learning. In ensuing years, the grid was amended slightly to reflect course foci, a formal assessment plan was articulated, and the program continued to assess student learning outcomes, most recently of General Education courses in AY 2015-16.

2011 – 2012 AY Evidence of Learning Tables

Table 1: Evidence of Learning: General Education Course: ANTH SS/DV 1000, Introduction to Anthropology

Evidence of Learning: ANTH SS/DV 1000, Introduction to Anthropology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will attain a general understanding of human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories).	Learning Outcome 1: Students will be able to correctly identify the broad categories and functions of political, economic and kinship systems that exist worldwide.	Measure 1: A set of 10 multiple choice questions from Exam 1	Measure 1: These 10 questions were answered correctly 75% of the time.	Measure 1: Most students could correctly identify the categories and understood that these categories existed around the world.	Measure 1: No curricular or pedagogical changes needed at this time.
		Measure 2: Pop quizzes of a paragraph written about what they learned the day before.	Measure 2: 84% of students received scores above 80%.	Measure 2: Most students have satisfactory retention and understanding of the materials.	Measure 2: No curricular or pedagogical changes needed at this time.
Goal 2: A student will attain a fundamental understanding of the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and	Learning Outcome 1: Students will understand the concept of holism, as applied in anthropology, and have a basic understanding of what each of	Measure 1 . A set of 10 multiple choice questions from Exams 1, 2 and 3.	Measure 1: 84% of students were able to correctly answer questions on these topics.	Measure 1: Students correctly defined the concept of holism and could recognize techniques and conclusions associated with the 4 subfields.	Measure 1: No curricular or pedagogical changes needed at this time.

Evidence of Learning: ANTH SS/DV 1000, Introduction to Anthropology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
cultural anthropology), and how these interrelate to provide a holistic approach to understanding human differences and similarities across the world and through time.	the 4 subfields does.	Measure 2: Pop quizzes of a paragraph written about what they learned the day before.	Measure 2: 86% of students received satisfactory scores in writing about concepts tied to holism and the four subfields of anthropology.	Measure 2: Most students have satisfactory retention and understanding of these materials.	Measure 2: No curricular or pedagogical changes needed at this time.
Goal 3: Students will achieve proficiency in basic anthropological concepts and terminology.	Learning Outcome 1: Students will understand basic concepts and terms used by anthropology not used or used differently outside the discipline.	Measure 1: A set of 10 multiple choice questions from Exams 1, 2 and 3	Measure 1: 83% of students successfully identified definitions of these unique key concepts.	Measure 1:. Students successfully demonstrated interpretation and understanding skills	Measure 1: No curricular or pedagogical changes needed at this time
		Measure 2: Pop quizzes of a paragraph written about what students learned in the previous class period.	Measure 2: 85% of students received satisfactory scores in writing about these topics two days after the lecture.	Measure 2: Most students have satisfactory retention and understanding of the materials.	Measure 2: No curricular or pedagogical changes needed at this time

Evidence of Learning: ANTH SS/DV 1000, Introduction to Anthropology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 4: Students will gain a basic knowledge of the processes of theory formation and how various theories have been developed, applied and evaluated throughout the history of the discipline of anthropology.	Learning Outcome 1: Students will understand the basic theories and processes of biological evolution as they are applied and evaluated in studies of human fossil forms.	Measure 1: A set of 10 multiple choice questions from the Final Exam.	Measure 1: 81% of students successfully answered questions on elementary aspects of evolutionary theory and how it has been applied to human fossil evidence.	Measure 1: Students showed basic understanding of evolutionary theory and how it has been used by biological anthropologists to interpret human fossil evidence.	Measure 1: No curricular or pedagogical changes needed at this time.
Goal 5: Students will be able to demonstrate basic knowledge and skills of anthropological research methods and techniques of analysis.	Learning Outcome 1: Students will be able to comprehend the form and rationale of kinship systems different from their own.	Measure 1: Students were given a pair of multi-generation kinship charts, and asked to identify members of a matrilineage and of a patrilineage.	Measure 1: 82% of students were able to successfully complete the exercise at an A or B level.	Measure 1: Most students were able to successfully employ and perform a kinship determination process significantly different from their own.	Measure 1: No curricular or pedagogical changes needed at this time.
		Measure 2: A set of 10 multiple choice questions from Exam 1	Measure 2: 81% of students were able to successfully answer questions	Measure 2: Most students were able to successfully answer questions concerning a	Measure 2: No curricular or pedagogical changes

Evidence of Learning: ANTH SS/DV 1000, Introduction to Anthropology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
			concerning a variety of kinship systems different from their own.	variety of kinship systems different from their own.	needed at this time.
Goal 6: Students wi employ basic abilitie in critical thinking a reasoning as applied to anthropological problems and issues.	Learning Outcome 1: Students will be able to comprehend the logic of ideas about religion and the supernatural that are different from their own.	Measure 1: A set of 10 multiple choice questions from Exam 2.	Measure 1: 86% of students successfully answered questions on beliefs about the supernatural that challenge the commonly held beliefs of US culture.	Measure 1: Students showed the ability to successfully answer questions on modes of thought concerning the supernatural which are at variance with those of their own culture.	Measure 1: No curricular or pedagogical changes needed at this time.
Goal 7: Students will demonstrate a basic ability to write, speak and communicate about anthropological issues.	Learning Outcome 1: Students will be able to write about a cross-cultural experience of their own, using basic anthropological concepts.	Measure 1: An assignment in which each student seeks out and participates in a cross-cultural experience and writes a short essay about it.	Measure 1: 91% of students wrote about their cross-cultural experience at an A or B level, discussing concepts like culture shock, ethnocentrism and other appropriate	Measure 1: Students were able to employ and successfully communicate basic anthropological concepts in writing.	Measure 1: No curricular or pedagogical changes needed at this time.

Evidence of Learning: ANTH SS/DV 1000, Introduction to Anthropology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
			anthropological issues.		
Goal 8: Students will demonstrate a fundamental awareness of the existence of human prejudice and discrimination (e.g., racism, ethnocentrism, anthropocentrism, sexism) and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.	Learning Outcome 1: Students will understand the concepts through which anthropology examines prejudice and discrimination and learn the germane results at an introductory level.	Measure 1: A set of 10 multiple choice questions from the Exams 1, 2, and the Final Exam	Measure 1: 81% of students correctly answered these questions, indicating knowledge of how anthropology's methods and data deal with concepts of prejudice and discrimination.	Measure 1: (Ex. Students successfully demonstrated knowledge of the roots of prejudice and discrimination, as well as the data necessary to judge these issues.	Measure 1: No curricular or pedagogical changes needed at this time
		Measure 2: Brief essays on student's self-chosen cross-cultural experiences	Measure 2: 78% of students received a score of 80% or above on these writings.	Measure 2: Students were able to engage in a minor cross-cultural experience and analyze it with minimal apparent prejudice and ethnocentrism or with the ability to recognize those reactions in themselves.	Measure 2: No curricular or pedagogical changes needed at this time

Summary: As the introductory course in the program, ANTH 1000 contains in the most basic form all eight of the program's identified learning goals, though in appropriately varying amounts. As noted in the Curriculum Map, Learning Goals 1,2, 3 and 8 are areas of High focus in Introduction to Anthropology, Learning Goal 6 is Medium, while 4, 5 and 7 are Goals primarily addressed as students progress beyond this first course and are thus marked for ANTH 1000 as Low in focus. In all cases, however, the measures show that at least three-quarters of the students are reaching all 8 goals at levels of 80% or above, so no curricular and pedagogical changes are seen as needed at this time. Data in this table are derived from two sections of the course taught in Spring 2012 by Dr. Linda Eaton.

Table 2. Evidence of Learning -- General Education Course: ANTH LS/DV1020 - Biological Anthropology

Evidence of Learning: ANTH LS/DV1020 - Biological Anthropology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will attain a general understanding of human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories).	Learning Outcome: Students will be able to demonstrate learning about a <u>biocultural approach</u> to describing and explaining human similarities, variation, and evolution.	Measure 1: Six quizzes containing essay and objective questions on central biocultural material taught across the semester.	Measure 1: 86% of the students passed the quizzes with grades of C or better.	Measure 1: The majority of students (86%) could meet this learning goal.	Measure 1: No curricular or pedagogical changes needed at this time.
		Measure 2: Course logs used as learning tools on readings and discussions – collected & graded 5 times during the semester. Measure 3: Weekly small group discussions on readings for participation	Measure 2: 96% of students received satisfactory scores on their logs demonstrating knowledge of material. Measure 3: Discussions were led successfully by 99% of the students as leaders and/or participants.	Measures 2& 3: The majority of students have satisfactory or better understanding of the biocultural approach and can communicate about it effectively with examples. Overall the pedagogical methods and measurements	Measure 2: No curricular or pedagogical changes needed at this time.

Evidence of Learning: ANTH LS/DV1020 - Biological Anthropology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		and leadership.		employed are appropriate.	
Goal 2: A student will attain a fundamental understanding of the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to understanding human differences and similarities across the world and through time.	Learning Outcome: Students will be able to identify the relationships among biology, culture, and ecology and how to integrate the knowledge contributed from the 4 fields of anthropology into this holistic perspective.	Measure 1: 6 quizzes (see above) containing essay and objective questions involving 4-field integration and a holistic perspective.	Measure 1: 86% of the students passed the quizzes with grades of C or better.	Measure 1: Most students understood the nature of a holistic perspective of interrelationships and could identify the 4 fields of anthropology.	Measure 1: No curricular or pedagogical changes needed at this time.
		Measure 2: Course logs on readings with written responses involving integration. Measure: Weekly small group discussions on readings for participation and leadership	Measure 2: 96% of students received satisfactory scores on their graded logs. 99% of the students served as leaders and/or participants and demonstrate	Measure 2: Most students demonstrated the ability to identify and write about the issues and factors contri-buting to human variation, evolution, and the integration of knowledge from the 4 fields in anthropology.	Measure 2: No curricular or pedagogical changes needed at this time.

Evidence of Learning: ANTH LS/DV1020 - Biological Anthropology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
			d skill in discussing issues in readings.		
Goal 3: Students will achieve proficiency in basic anthropological concepts and terminology.	Learning Outcome: Students will be able to define and recognize key concepts and terminology used in anthropology and the life sciences.	Measure 1: 6 quizzes containing essay and objective questions on key concepts and terminology.	Measure 1: 86% of students passed the course with grades of C or better showing ability to command these concepts and terms.	Measures 1, 2, and 3: The majority of students successfully achieved proficiency of the key concepts and terms.	Measure 1: No curricular or pedagogical changes needed at this time
		Measure 2: Course logs entailing the appropriate use of key concepts and terms. Measure 3: Weekly small group discussions required knowledge	Measure 2: 96% of students received satisfactory scores based on ability to use key concepts and terms. Measure 3: 99 % of students	The teaching methods of the course appear to be effective in achieving this goal.	Measure 2: No curricular or pedagogical changes needed at this time

Evidence of Learning: ANTH LS/DV1020 - Biological Anthropology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		and use of these key concepts and vocabulary.	participated and/or led discussions demonstrating their ability to use the key terms and explore central concepts effectively.		
Goal 4: Students will gain a basic knowledge of the processes of theory formation and how various theories have been developed, applied and evaluated throughout the history of the discipline of anthropology.	Learning Outcome : Students will recognize and write about the fundamental issues, theories, challenges, and processes explaining biological variation and evolution derived from such studies as human genetics, primatology, and paleoanthropology.	Measure 1: 6 quizzes across the semester pertaining to evolutionary theories and scientific explanations of human variation. Measure 2: Course logs graded 5 times (see above) contain theory topics. Measure 3: Weekly small	Measures 1, 2, and 3: 86% of students successfully passed the quizzes with grades of C or better, answering questions and discussing evolutionary theory and explanations of human variation. 96% of students wrote in logs and	Measures 1, 2, & 3: Students showed basic understanding of evolutionary theory and how it has been used by biological anthropologists to interpret human evolution and population genetics. The course design and pedagogical methods	Measure 1: No curricular or pedagogical changes needed at this time.

Evidence of Learning: ANTH LS/DV1020 - Biological Anthropology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		group discussions (see above) on theoretical issues.	discussed these issues successfully.	appear to be appropriate.	
Goal 5: Students will be able to demonstrate basic knowledge and skills of anthropological research methods and techniques of analysis.	Learning Outcome: Students will be able to comprehend the roles of the scientific method used in fieldwork, lab research, and analysis in areas of human genetics, primatology, paleoanthropology, and forensics in describing and explaining human variation and evolution.	Measure 1: 6 quizzes across the semester (see above) entail questions of research. Measure 2: Course logs (see above) require examining research topics. Measure 3: Weekly small group discussions (see above) include research topics.	Measures 1, 2, and 3: 86% of students tested well in this area (earning final grades of C or better); and 96% successfully demonstrated knowledge of the processes of scientific data collection and interpretation in anthropology in their logs and class discussions.	Measures 1, 2, and 3: Most students were able to describe and explain fundamental research methods and analysis in anthropology. Course design and teaching methods appear to be appropriate to achieve the goal.	Measure 1: No curricular or pedagogical changes needed at this time.
Goal 6: Students will employ basic	Learning Outcome:	Measure 1: 6 quizzes	Measure 1: 86% of	Measures 1, 2, & 3:	Measure 1: No

Evidence of Learning: ANTH LS/DV1020 - Biological Anthropology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
abilities in critical thinking and reasoning as appli to anthropological problems and issue	Students will be able to engage in critical thinking about the paradigm of biological evolution and arguments against biological race and racism.	across the semester (see above) involve essays entailing reasoning skills. Measure 2: Course logs (see above) require thoughtful responses. Measure 3: Weekly small group discussions (see above) entail critical thinking.	students passed their quizzes on sections requiring critical thinking and discussion with grades of C or better. Measures 2 & 3: 95-98% of students demonstrated an ability to write or discuss topics or issues critically.	Students showed the ability to discern critical issues and arguments in biological anthropology and discuss or describe these logically. The course methods and design appear to be effective in achieving this goal.	curricular or pedagogical changes needed at this time.
Goal 7: Students will demonstrate a basic ability to write, speak and communicate about anthropological issues.	Learning Outcome: Students will be able to write about and discuss issues pertaining to biological anthropology.	Measure 1: Essay portions of 6 quizzes enable students to communicate their knowledge of	Measure 1: Essay portions of the quizzes were answered better than the objective sections and determined	Measures 1, 2, and 3: The majority of students demonstrated the ability to communicate about anthropologica	Measure 1: No curricular or pedagogical changes needed at this time.

Evidence of Learning: ANTH LS/DV1020 - Biological Anthropology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		course issues. Measure 2: Course logs require writing about readings and assigned topics of anthropological relevance. Measure 3: Weekly small group discussions require students to lead discussions 3 times during the semester and participate as discussants 14 times.	the students' final grades (86% earning grades of C or better). Measure 2: 96% of students earned grades of C or better on their written logs. Measure 3: 99% of students demonstrated the ability to lead discussions and participate meaningfully in discussions.	l concepts and issues. The writing-intensive and student-based discussion methods of the course seem to be especially effective in teaching students how to write and discuss to learn. And the exams, logs, and organized discussions are good measures to maintain.	
Goal 8: Students will demonstrate a fundamental	Learning Outcome: Students will understand the	Measure 1: The 6 quizzes given during the semester	Measure 1: The majority of students demonstrate	Measures 1, 2, and 3: The majority of students	Measure 1: No curricular or

Evidence of Learning: ANTH LS/DV1020 - Biological Anthropology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
awareness of the existence of human prejudice and discrimination (e.g., racism, ethnocentrism, anthropocentrism, sexism,), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.	issues and anthropological arguments against such prejudices as racism, anthropocentrism, sexism, and antievolutionism.	contain questions pertaining to the anthropological position on these forms of prejudice.	d the ability to address these issues and present the anthropological interpretations regarding them (resulting in 86% receiving final grades of C or better).	appear to comprehend and be able to communicate about the nature and existence of these prejudices and the main anthropological positions against them.	pedagogical changes needed at this time
		Measure 2: Log entries contain assignments on readings and topics requiring students to respond to the anthropological perspectives on these issues.	Measure 2: 96% of students submitted logs appropriately discussing these issues to warrant grades of C or better on their logs. Measure 3: Student discussions showed an	The course's pedagogical methods and course design appear to be effective in achieving the desired learning goals.	Measure 2: No curricular or pedagogical changes needed at this time

Evidence of Learning: ANTH LS/DV1020 - Biological Anthropology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		Measure 3: Many of the articles assigned for group discussions entail examining these prejudicial issues.	ability to present and discuss anthropological positions on these prejudices and forms of discrimination.		

Summary and Comments: This course addresses all 8 of the Program Learning Goals listed on the Curriculum Map, with Goals #1,2,3, and 8 rated by the faculty to have a high degree of presence in the course and Goals #5, 6, and 7 having more of a medium-level focus. Results obtained from the measures specified above have demonstrated that all of these goals are being very well achieved with over 86% of the students attaining these goals at least 70% of the time or better (earning final grades of C or better). This course also fulfills Life Science General Education requirements and complies with the standards of the Life Science Mission and Learning Outcomes. It was successfully reviewed institutionally in 2009 and was given a high rating for continuance by the university general education committee. Lastly, this course additionally provides Diversity Credit for graduation as defined by the university and continues to meet the standards defined for this designation. Consequently, no significant changes in this course are needed at this time. Data in the table are derived from results obtained from assessment of the course sections taught in Spring, 2012 by Rosemary Conover.

Table 3. Evidence of Learning -- General Education Course: ANTH HU/DV1040 - Language and Culture

Evidence of Learning: ANTH HU/DV1040 - Language and Culture					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will attain a general understanding of human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories).	Learning Outcome: Students will be able to demonstrate learning about the relationships between language and culture worldwide and in specific language communities. They will also learn about the biological bases of human communication.	Measure 1: Weekly graded Course Logs with entries consisting of 3 parts - reading assignments, daily in-class reflections, and weekly outside observations.	Measure 1: 93% of students achieve grades of C or better on log assignments connecting language to culture.	Measure 1: The degree of performance indicates a high level of comprehension of the existence and causes of linguistic universals and diversity within cultural contexts.	No curricular or pedagogical changes needed at this time.
		Measure 2: Seven course assignments which require students to complete linguistic exercises, engage in data collection/observation, and demonstrate comprehension of course topics.	Measure 2: 85% of students achieve grades of C or better on course assignments which show excellent achievement of this learning goal.	Measure 2: These excellent outcomes of performance on assignments demonstrate a high degree of achievement of this learning goal.	No curricular or pedagogical changes needed at this time.
Goal 2: A student will attain a	Learning Outcome:	Measure 1: Weekly Course logs (see above)	Measure 1: 93% of students	Measures 1 & 2: Students	No curricular or

Evidence of Learning: ANTH HU/DV1040 - Language and Culture					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
fundamental understanding of the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to understanding human differences and similarities across the world and through time.	Students will understand the interrelationships between language and culture, and the contributions of knowledge which the 4 fields of anthropology make toward investigating these.	addressing the connections and contributions of the 4 fields in anthropology toward understanding the many factors affecting human communication	achieve grades of C or better on their logs pertaining to these issues.	demonstrate a high level of competence in understanding the 4-fields of anthropology and their combined contributions toward holistically comprehending the connections between culture and language.	pedagogical changes needed at this time.
		Measure 2: Seven course assignments (see above) which entail applying information from the 4 fields to such topics as the origin of writing, the biological basis of language, the archeological evidence of ties between cultural groups and	Measure 2: 85% of students achieve grades of C or better on their assignments on these issues.	Overall the course design and teaching methods seem to be successful in achieving this	No curricular or pedagogical changes needed at this time.

Evidence of Learning: ANTH HU/DV1040 - Language and Culture					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		language families and the cultural norms of speaking.		program learning goal.	
Goal 3: Students will achieve proficiency in basic anthropological concepts and terminology.	Learning Outcome: Students will be able to identify and appropriately use and discuss the key concepts and terminology from anthropology, linguistics, and the humanities.	Measure 1: Weekly course logs which require students to recognize, interpret, and use central concepts and key terms of anthropology, linguistics and the humanities.	Measure 1: 93% of students successfully complete their logs assignments in which these concepts and terms occur with grades of C or better.	Measures 1 & 2: Most students demonstrate a high degree of proficiency in discussing and accurately using these central concepts and key terms in their logs and assignments.	No curricular or pedagogical changes needed at this time
		Measure 2: Course assignments (see above) require students to demonstrate competence in the	Measure 2: 93% of students can use and discuss these terms and	Measure 2: The majority of students perform well in this area and	No curricular or pedagogical changes needed

Evidence of Learning: ANTH HU/DV1040 - Language and Culture					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		comprehension and use of these central concepts and key terms.	concepts appropriately.	meet the expectations of this learning goal. Overall: Students achieve a high level of competence in acquiring and using basic terminology and concepts.	at this time
Goal 4: Students will gain a basic knowledge of the processes of theory formation and how various theories have been developed, applied and evaluated throughout the history of the discipline of anthropology.	Learning Outcome: Students will gain fundamental knowledge of current theories about animal communication, human non-linguistic communication, the biological basis of language and communicatio	Measure 1: Weekly log assignments entailing writing about linguistic theories (e.g., on animal communication, language change, linguistic variation, the existence of language universals, or on the causal linkages among language, culture, and perception).	Measure : 93% of students earn grades of C or better on these kinds of assignments in their logs.	Measures 1 & 2: The majority of students demonstrate the ability to process information of linguistic and anthropological theories and their formation, thereby achieving this	No curricular or pedagogical changes needed at this time.

Evidence of Learning: ANTH HU/DV1040 - Language and Culture					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	n, the structure and function of spoken language, language acquisition, the rules and use of speech in speech communities, processes of language change, and the relationships among language, thought, and culture.	Measure 2: Course assignments require students to be able to engage in reading and writing about these theoretical proposals and positions in linguistics and anthropology.	Measure 2: 85% of students earn grades of C or better on these assignments pertaining to discussing theories.	learning goal very well. Overall, the course's design and methodology seem to be appropriate for achieving this learning goal.	
Goal 5: Students will be able to demonstrate basic knowledge and skills of anthropological research methods and techniques of analysis.	Learning Outcome: Students will be able to understand and use basic forms of methodology used in Linguistic Anthropology to collect and analyze data.	Measure 1: Weekly course Logs (see above) including entries which require discussing data collection and research methods of linguists and anthropologists (e.g., in sociolinguistics, historical	Measure 1: 93% of students can complete their logs earning grades of C or better on these topics.	Measure 1: The majority of students demonstrate the ability to discuss research methods and techniques employed in linguistic	No curricular or pedagogical changes needed at this time.

Evidence of Learning: ANTH HU/DV1040 - Language and Culture					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		linguistics, and ethnolinguistics). Measure 2: Seven course assignments, some of which require students to gather linguistic data and make their own observations according to research guidelines.	Measure 2: 85% of students succeed with these assignments by achieving grades of C or better.	anthropology. Measure 2: The majority of students can engage effectively in assignments requiring fundamental research skills. Overall the use of small and relatively simple research assignments are useful methods for students to achieve this learning goal.	
Goal 6: Students will employ basi abilities in critica	Learning Outcome:	Measure 1: Weekly course logs (see above)	Measure 1: 93% of students	Measures 1& 2:	No curricular or

Evidence of Learning: ANTH HU/DV1040 - Language and Culture					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
thinking and reasoning as applied to anthropological problems and issues.	Students will be able to engage in critical thinking and reasoning about language (e.g., rules and norms of speaking, language change, standardization, and societal attitudes regarding linguistic diversity).	which entail discussing the purported relationships between language and culture and evaluating social issues of change and variation in speech communities. Measure 2: Seven course assignments (see above) which require students to interpret and discuss social and linguistic patterns.	perform well on their logs, achieving grades of C or better. 85% of students earn grades of C or better on their assignments involving analysis and critical thinking.	Most students showed they could think critically on assignments and provide effective insights on discussing linguistic and cultural issues. Overall, the pedagogical techniques used in the course seem to provide good outcomes on achieving this goal.	pedagogical changes needed at this time.
Goal 7: Students will demonstrate a basic ability to write, speak and communicate about	Learning Outcome : Students will be able to write and discuss issues and concepts central to	Measure 1: Weekly course logs (see above) which require writing-intensive efforts.	Measure 1: 98% of students submitted written logs on a weekly basis and 93%	Measures 1 & 2: This is a writing-intensive course, and the majority of students	No curricular or pedagogical changes needed

Evidence of Learning: ANTH HU/DV1040 - Language and Culture					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
anthropological issues.	anthropological linguistics. Students will also learn to write the American Phonetic Alphabet.	Measure 2: Seven course assignments which also require writing skills, including that of using the phonetic alphabet. Measure 3: Spontaneous classroom discussions with student participation.	achieved grades of C or better on their logs. Measure 2: 90% of student submitted their written assignments and 85% earned grades of C or better on these. Measure 3: 90% of students can vocalize their opinions and responses to assignments and topics explored in class.	show marked improvement of their writing skills as the course progresses plus find that writing-to-learn is the larger payoff of their writing efforts. Their ability to express themselves through writing and organize their thoughts grows significantly throughout the semester. Students find their voice more	at this time.

Evidence of Learning: ANTH HU/DV1040 - Language and Culture					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
				easily as the semester progresses and can communicate better as the course progresses. Reliance on these pedagogical tools will be maintained in the course, since they definitely contribute to achieving this program learning goal.	
Goal 8: Students will demonstrate a fundamental awareness of the existence of human prejudice and discrimination (e.g., racism, ethnocentrism,	Learning Outcome: Students will understand the causes and existence of linguistic ethnocentrism and cultural forms of prejudice	Measure 1: Weekly course logs (see above) which often require exploring prejudicial issues of linguistic ethnocentrism, societal attitudes of language change and	Measure 1: 93% of the students earn grades of C or better on their logs including sections pertaining to	Measures 1 & 2: The majority of students demonstrate the abilities to recognize and discuss the existence	No curricular or pedagogical changes needed at this time

Evidence of Learning: ANTH HU/DV1040 - Language and Culture					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
anthropocentrism, sexism,), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.	reflected in and often maintained through communication norms, and those pertaining to issues of language change and diversity.	variation, misplaced stereotypes, language-learning programs, and prescriptive grammar.	discussing prejudice and discrimination.	and causes of linguistic and cultural prejudice in their logs and assignments.	
		Measure 2: Seven course assignments (see above) which often entail students having to interpret and analyze speech and communication events reflecting societal norms and values.	Measure 2: 85% of the students earn grades of C or better on their assignments pertaining to prejudice and discrimination.	Overall: The course design and pedagogical methods appear to be effective in teaching students about prejudice and discrimination, thereby achieving the desired outcomes for this learning goal.	No curricular or pedagogical changes needed at this time

Summary and comments: This course fulfills all of the Program Learning Goals (specified on the Curriculum Map) in the following ways -- Goals #1, 2, 3, 5, and 8 are addressed to a high degree, Goals #6 and 7 to a medium degree, and Goal #4 to a low degree of focus as rated by the program

faculty. The results obtained from the measures used in the course indicate that these goals are being well achieved with over 85% of the students attaining these goals earning final grades of C or better. This course also fulfills WSU Humanities General Education requirements and complies with the standards of the Humanities Mission and Learning Outcomes. It was successfully reviewed institutionally by the university general education committee in 2010 and was supported with a high rating for continuance. Lastly, this course additionally provides Diversity Credit for graduation as defined by the university and continues to meet the standards defined for this designation. Consequently, no significant changes in this course are needed at this time. Data in the table above are based on results obtained from assessment of two course sections taught in Spring, 2012 by Rosemary Conover.

Table 4. Evidence of Learning: General Education Course: ANTH SS/DV2010, Peoples and Cultures of the World

Evidence of Learning: ANTH SS/DV2010, Peoples and Cultures of the World					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will attain a general understanding of human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories)	Learning Outcome 1: Students will be able to show that they are appreciative of the interrelatedness of human biology and culture	Measure 1: Understanding and appreciation was measured using exam questions dealing specifically with human biological and cultural differences and similarities	Findings 1: Students received an average of 96% of the possible points on sample questions dealing with this goal	Interpretation 1: These scores indicate that students grasped quite well the interrelatedness of human biology and culture	Action 1: No curricular or pedagogical changes needed at this time

Goal 2: A student will attain a fundamental understanding of the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to understanding human differences and similarities across the world and through time	Learning Outcome 2: Students will be able to demonstrate their understanding of the four specialized fields within anthropology	Measure 2: Understanding and appreciation was measured using exam questions dealing specifically with the four specialized fields within anthropology	Findings 2: Students received an average of 98% of the possible points on sample questions dealing with this goal	Interpretation 2: These scores indicate that students grasped quite well the four specialized fields within anthropology	Action 2: No curricular or pedagogical changes needed at this time.
Goal 3: Students will achieve proficiency in basic anthropological concepts and terminology	Learning Outcome 3: Students will demonstrate a familiarity and proficiency with basic anthropological concepts and terminology	Measure 3: Familiarity with basic terms and concepts was measured using exam questions dealing specifically with these two topics	Findings 3: Students received an average of 92% of the possible points on sample questions dealing with this goal	Interpretation 3: These scores indicate that students grasped quite well the anthropological terminology and concepts taught within this course	Action 3: No curricular or pedagogical changes needed at this time
Goal 4: Students will gain a basic knowledge of the processes of theory formation and how various theories have been	Learning Outcome 4: Students will demonstrate a basic knowledge of anthropological theory formation,	Measure 4: : This measure was assessed by using exam questions dealing specifically with	Findings 4: Students received an average of 92% of the possible points on sample	Interpretation 4: These scores indicate that students grasped quite well various anthropological theories and how they	Action 4: No curricular or pedagogical changes

developed, applied and evaluated throughout the history of the discipline of anthropology	development and application throughout the history of the discipline of anthropology	anthropological theory	questions dealing with this goal	are applied in cultural anthropology	needed at this time.

Goal 5: Students will be able to demonstrate basic knowledge and skills of anthropological research methods and techniques of analysis	Learning Outcome 5: Students will be able to understand how and why cultural anthropologists do fieldwork	Measure 5: This learning outcome was assessed by using exam questions dealing specifically with anthropological research methods and analysis	Findings 5: Students received an average of 100% of the possible points on sample questions dealing with this goal	Interpretation 5: These scores indicate that students demonstrated a high degree of understanding of cultural anthropology and its basic fieldwork methods	Actio No curri or peda cal chan need this t
Goal 6: Students will employ basic abilities i critical thinking and reasoning as applied to anthropological problen and issues	Learning Outcome 6: Students will demonstrate critical thinking and reasoning skills in written format within an anthropological context	Measure 6: Students were required to view and critically analyze (outside of class), the anthropological problems and issues found within 3 different Hollywood films dealing with specific anthropological concepts	Findings 6: Students received an average of 78% on these assignments	Interpretation 6: Students within this course demonstrated critical thinking and reasoning skills within an anthropological context at slightly below the "B" grade level on average	Actio The f that t resul drop belov high stand main d for othe goals sugg that incre g crit think and reas skills with anth ogica cont coul giver

					more atten with this cours
Goal 7: Students will demonstrate a basic ability to write, speak and communicate about anthropological problems and issues	Learning Outcome 7: Students will demonstrate their ability to communicate in written format their understanding of classic anthropological issues	Measure 7: Students were required to view and critically analyze (outside of class),the anthropological problems and issues illustrated within 3 different full-length classic ethnographic films created within the last 50 years	Findings 7: Students received an average of 81% on these assignments	Interpretation 7: Students within this course demonstrated an ability to communicate in written format their understanding of classic anthropological issues at the "B" grade level on average	Actio The f that resul drop belov high stand main d for other goals sugg that incre g atten on writi spea and comm catin with anth ogica conte coul giver more atten with this cours

Goal 8: Students will demonstrate a fundamental awareness of the existence of human prejudice and discrimination (e.g., racism, ethnocentrism, anthropocentrism, sexism,), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations	Learning Outcome 8: Students will demonstrate an understanding of the ways in which cultural anthropology examines prejudice and discrimination	Measure 8: This learning outcome was assessed with exam questions that dealt specifically with the ways in which cultural anthropology examines prejudice and discrimination	Findings 8: Students received an average of 96% of the possible points on sample questions dealing with this goal	Interpretation 8: These scores indicate that students demonstrated a high degree of understanding of how anthropology examines prejudice and discrimination in various ways	Actio No curri or peda cal chan need this t

Summary: ANTH 2010, Peoples and Cultures of the World, is the first course in cultural anthropology and as such focuses exclusively on that aspect of the discipline. Our course grid notes that its primary learning goals are 1, 2, 3 and 8 for High level, 4 is at Low level and 5, 6 and 7 is at Medium level. Our measures, however, suggest that students are learning 6 of the 8 learning goals at an "A" level, with only goals 6 and 7 (both dealing with writing and communication skills) dropping below the "A" level. This suggests that increasing critical thinking/reasoning and writing/communication abilities should receive more attention within this course.

Table 5. Evidence of Learning - - General Education Course: ANTH SS2030 - Principles of Archaeology

Evidence of Learning: ANTH SS2030 - Principles of Archaeology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Acti Plan Resu
Goal 1: Students will attain a general understanding of human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories).	Learning Outcome 1: Students will understand how archaeologists combine field data and theoretical modeling to reconstruct aspects of ancient societies at the band, tribe, chiefdom, and state levels of socio-political and economic organization.	Measure 1: A set of 4 multi sentence definitions and 4 brief response problems on the third exam.	Measure 1: These 8 problems were answered correctly 76% of the time.	Measure 1: 3/4 of the students understood the interplay between data and theory, and how the use of both are critical for documenting how ancient societies were structured.	Mea No c or peda char neec this
Goal 2: A student will attain a fundamental understanding of the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to understanding human differences and similarities	Learning Outcome 1: Students will have a solid grasp of the four field approach in anthropology, and how biological, ethnographic, and linguistic studies can enhance our understanding of the past.	Measure 1: A total of 6 multi sentence definitions and 4 fill-in-blank problems on the second and third exams.	Measure 1: 86% of students provided correct responses to these problems.	Measure 1: Most students understood the concept that the 3 non archaeological fields of anthropology can provide critical insights to past human behavior.	Mea No c or peda char neec this
		.	.		

Evidence of Learning: ANTH SS2030 - Principles of Archaeology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Acti Plan Resu
across the world and through time.					
Goal 3: Students will achieve proficiency in basic anthropological concepts and terminology.	Learning Outcome 1: Students will understand basic concepts and terms used primarily by archaeologists, but also those that are employed by biological and cultural anthropologists.	Measure 1: A total of 18 multi sentence definitions from Exams 1, 2, and 3.	Measure 1: 93% of students successfully defined these basic concepts and terms.	Measure 1: Students became familiar with a number of anthropological terms and concepts, many of which were unknown to them prior to enrolling in this course.	Mea No c or peda char neec this
			.		
Goal 4: Students will gain a basic knowledge of the processes of theory formation and how various theories have been developed, applied and evaluated throughout the history of the discipline of anthropology.	Learning Outcome 1 : Students will become familiar with various theoretical approaches used in archaeology such as ecological systems theory, behavioral ecology, and middle range theory.	Measure 1: A total of 8 multi sentence definitions from Exams 1, 2, and 3.	Measure 1: 68% of students provided completely correct or mostly correct definitions of various schools of thought or theoretical approaches to studying archaeology.	Measure 1: Most students showed a basic comprehension of archaeological theory and how it is used to interpret archaeological data.	Mea No c or peda char neec this
Goal 5: Students will be able to demonstrate basic knowledge and skills of anthropological research methods and techniques of analysis.	Learning Outcome 1: Students will know that studying ancient settlement systems requires comprehensive surface survey, test excavation, and geospatial analysis	Measure 1: 4 problems and one extra credit question on the third exam.	Measure 1: 77% of students were able to provide completely correct or near correct responses.	Measure 1: Most students understand that reconstructing prehistoric settlement systems requires a great deal of field work and relatively large sample sizes, as well	Mea No c or peda char neec this

Evidence of Learning: ANTH SS2030 - Principles of Archaeology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Acti Plan Resu
	using Geographic Information System technology.			as interdisciplinary analysis of data.	
Goal 6: Students will employ basic abilities in critical thinking and reasoning as applied to anthropological problem and issues.	Learning Outcome 1: Students will learn to identify flaws in the methods and interpretations of archaeological research.	Measure 1: . Students will produce Critical Analysis Papers in which they write a review/critique of one professional archaeological journal article.	Measure 1: 85% of students wrote reviews that received either A or B grades.	Measure 1: Most students have become sufficiently knowledgeable in archaeology so as to be able to identify methodological and/or logical weaknesses of professional research projects.	Mea No c or peda char neec this
Goal 7: Students will demonstrate a basic ability to write, speak and communicate about anthropological issues.	Learning Outcome 1: Not applicable to this course.	Measure 1: N/A.	Measure 1: N/A.	Measure 1: N/A.	Mea N/A
Goal 8: Students will demonstrate a fundamental awareness of the existence of human prejudice and discrimination (e.g., racism, ethnocentrism, anthropocentrism, sexism,), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.	Learning Outcome 1: Not applicable to this course. .	Measure 1: N/A.	Measure 1: N/A.	Measure 1: N/A.	Mea N/A

Evidence of Learning: ANTH SS2030 - Principles of Archaeology					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Acti Plan Resu

Summary: ANTH 2030 is the introductory archaeology course within our curriculum and provides students with a broad overview of this field. At the present time, it addresses six of the eight program Learning Goals: Goals 1,2, and 3 are areas of High focus in Principles of Archaeology, Learning Goals 5 and 6 are Medium in focus, and Goal 4 is a Low level of focus. As indicated on the Curriculum Map, Learning Goals/Outcomes 7 and 8 typically are not emphasized in this course. Measurement outcomes show that the student study population (58 people from two different sections – one during Fall, 2011, and the other during Spring, 2012) attained the six relevant Learning Goals at a combined average level of 81%, so no curricular and pedagogical changes are seen as needed at this time.

2012 – 2013 AY Evidence of Learning Tables

Evidence of Learning: primary Anthropology Major Core Courses

Table 1: Evidence of Learning: ANTH 4200, Anthropological Theory

Evidence of Learning: Anthropology 4200, Anthropological Theory					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action of Resu
Goal 1: Students will attain a general understanding of human biological and cultural differences and similarities across the world and through time in terms of	Learning Outcome 1: Students will be able to correctly identify the broad categories and functions of political, economic and kinship systems that exist worldwide.	Measure 1: Daily papers through the course of the semester addressed these topics in bullet-point summaries	Measure 1: 86% of students received points indicating C or above work in a group of papers that addressed the development of these concepts.	Measure 1: Most students demonstrated understanding of the ubiquity of these categories around the world.	Measur No cur pedago change at this

Evidence of Learning: Anthropology 4200, Anthropological Theory					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action of Resu
anthropological descriptions (data) and explanations (theories).		Measure 2: Class discussion participation	Measure 2: 86% of students received discussion points indicating understanding of these concepts.	Measure 2: Most students have satisfactory understanding of the materials.	Measur curricu pedago change at this
Goal 2: A student will attain a fundamental understanding of the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to understanding human differences and similarities across the world and through time.	Learning Outcome 1: Students will understand the concept of holism, as applied in anthropology, and have a basic understanding of what each of the 4 subfields does.	Measure 1 . Daily papers through the course of the semester addressed these topics in bullet-point summaries	Measure 1: 86% of students received points indicating C or above work in a group of papers that addressed these topics.	Measure 1: Students were able to correctly understand/express how holism underlies anthropological theory.	Measur curricu pedago change at this
		Measure 2 Class discussion participation	Measure 2: 86% of students received discussion points indicating understanding of these concepts.	Measure 2: Most students have satisfactory understanding of these materials and understand their development through time.	Measur curricu pedago change at this
Goal 3: Students will achieve proficiency in basic anthropological concepts and terminology.	Learning Outcome 1: Students will understand basic concepts and terms used by anthropology not used or used differently outside the discipline.	Measure 1 . Daily papers through the course of the semester addressed these topics in bullet-point summaries	Measure 1: 86% of students could effectively explain and write abut the development of these key concepts.	Measure 1:. Students successfully demonstrated understanding and use of these concepts in anthropology	Measur curricu pedago change at this

Evidence of Learning: Anthropology 4200, Anthropological Theory					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action of Resu
		Measure 2 Class discussion participation	Measure 2: 86% of students received discussion points indicating understanding of these concepts.	Measure 2: Most students have satisfactory retention and understanding of the materials.	Measur curricu pedago change at this
Goal 4: Students will gain a basic knowledge of the processes of theory formation and how various theories have been developed, applied and evaluated throughout the history of the discipline of anthropology.	Learning Outcome 1: Students will understand and be able to critique the primary theories important in the development and practice of anthropology.	Measure 1 . Daily papers through the course of the semester addressed these topics in bullet-point summaries Measure 2, Class discussion participation	Measure 1: 86% of students successfully analyzed and critiqued the key papers associated with the history of the discipline of anthropology Measure 2: 86% of students received discussion points indicating understanding of these concepts and how evaluate and use them.	Measure 1: Students showed satisfactory understanding of the history and processes of the development of anthropological theory through time. Measure 2: 86% of students received discussion points indicating facility with these concepts.	Measur curricu pedago change at this Measur curricu pedago change at this
Goal 5: Students will be able to demonstrate basic knowledge and skills of anthropological research methods and techniques of analysis.	Learning Outcome 1: Students will be able to understand and critique research methods that have been influential in the development of anthropology.	Measure 1 . Daily papers through the course of the semester addressed these topics within bullet-point summaries.	Measure 1: 86% of students were able to successfully analyze and critique field methods used for the studies they read.	Measure 1: Most students were able to evaluate and critique research methodologies at a high undergraduate level .	Measur curricu pedago change at this

Evidence of Learning: Anthropology 4200, Anthropological Theory					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action of Resu
		Measure 2 Class discussion participation	Measure 2: 86% of students received discussion points indicating understanding of these methods and techniques	Measure 2: 86% of students have satisfactory understanding of these methods and techniques	Measur curricu pedago change at this
Goal 6: Students will employ basic abilities in critical thinking and reasoning as applied to anthropological problems and issues.	Learning Outcome 1: Students will be able to comprehend and consider the logic of key ideas and methods in anthropological history, and both understand the critiques of the day and offer critique of their own.	Measure 1 . Daily papers through the course of the semester were expected to critique the readings as well as offer the students' own ideas about a topic.	Measure 1: 86% of students in their daily papers successfully engaged the material in their writing, critiquing as well as summarizing the material.	Measure 1: Students showed both the willingness and the ability to understand and critique the methods and conclusions of major figures within the field of anthropology.	Measur curricu pedago change at this
		Measure 2: Class discussion and participation involved students explaining readings and offering their own ideas.	Measure 2: 86% of students received discussion points indicating understanding of these critical abilities	Measure 2: 86% of students have satisfactory ability to apply and express verbally critical thinking and reasoning on the theoretical issues encountered in the course.	Measur curricu pedago change at this
Goal 7: Students will demonstrate a basic ability to write, speak and communicate about anthropological issues.	Learning Outcome 1: Students will be able to both speak and write about key anthropological papers, using	Measure 1 Daily papers involved students explaining the readings and also offering their	Measure 1: 86% of students in their daily papers and class discussions successfully engaged the	Measure 1: Students were able to explain and successfully communicate about key	Measur curricu pedago change at this

Evidence of Learning: Anthropology 4200, Anthropological Theory					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action of Resu
	anthropological terms and concepts.	own ideas about the topics.	material in both written and oral forms.	anthropological issues both verbally and in writing.	
		Measure 2 Class discussion and verbal participation allowed students to explain readings and argue for their own ideas.	Measure 2: 86% of students received discussion points indicating the ability to speak about these critical issues	Measure 2: 86% of students have satisfactory ability to apply and express verbally critical thinking and reasoning on the theoretical issues encountered .	Measur curricu pedago change at this
Goal 8: Students will demonstrate a fundamental awareness of the existence of human prejudice and discrimination (e.g., racism, ethnocentrism, anthropocentrism, sexism) and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.	Learning Outcome 1: Students will understand the concepts through which anthropology has historically examined and still examines prejudice and discrimination and learn the historical importance of anthropology in understanding their origins and arguing against them.	Measure 1 Daily papers involved students explaining the readings and also offering their own ideas about these issues.	Measure 1: 86% of students indicated high-quality understanding and knowledge of how anthropology's methods and data have dealt with and still address concepts of prejudice and discrimination.	Measure 1: (Ex. Students successfully demonstrated knowledge and understanding of the readings on the roots of prejudice and discrimination, as well as the data that are necessary to evaluate and respond to these issues.	Measur curricu pedago change at this
		Measure 2 Class discussion and verbal participation allowed students to explain readings and argue for their own ideas.	Measure 2: 86% of students received discussion points indicating they had demonstrated the ability to understand and	Measure 2: Students were able to both understand and speak about prejudice and discrimination	Measur curricu pedago change at this

Evidence of Learning: Anthropology 4200, Anthropological Theory					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action of Resu
			speak about anthropology's approach to these critical issues.	using an anthropological perspective.	

Summary Information: Program Learning Goals 1 and 8 have a low focus level in this course, but were assessed. Goals 2 and 5 have moderate program learning objective levels, whereas goals 3, 4, 6, and 7 have high program learning levels and tended to be a focus of class-related readings and discussions. Data provided by 35 students in ANTH 4200 in Autumn 2012, taught by Dr. Linda B. Eaton, Professor of Anthropology.

Table 2: Evidence of Learning: ANTH 4300, Anthropological Research Methods

Evidence of Learning: Anthropology 4300, Anthropological Research Methods					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action of Resu
Goal 1: Students will attain a general understanding of human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories).	This is a low level learning goal in Anth. 4300 and was not assessed.				
Goal 2: A student will attain a fundamental	Learning Outcome 1:	Measure 1:	Measure 1	Measure 1:	Measur curricu

Evidence of Learning: Anthropology 4300, Anthropological Research Methods					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action of Resu
understanding of the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to understanding human differences and similarities across the world and through time.	Students will understand the concept of holism, as applied in anthropology, and have a basic understanding of what each of the 4 subfields does.	Weekly papers and projects addressed these topics	95% of students received points indicating a B or better addressing these topics	Students correctly understood holism and related concepts	pedago change at this
		Measure 2: Class participation and discussion	Measure 2: 95% of students received points indicating a B or better addressing these topics	Measure 2: Students have satisfactory understanding of these materials and their development through time	Measur curricu pedago change at this
Goal 3: Students will achieve proficiency in basic anthropological concepts and terminology.	Learning Outcome 1: Students will understand basic concepts and terms used by anthropology not used or used differently outside the discipline.	Measure 1 Weekly papers or projects addressed these topics	Measure 1 95% of students indicated understanding of terminology	Measure 1:. Students successfully demonstrated understanding and use of these concepts in anthropology	Measur curricu pedago change at this
		Measure 2 Class discussion participation	Measure 2: 95% of students indicated their understanding of terms	Measure 2: Most students have satisfactory retention and understanding of the materials.	Measur curricu pedago change at this

Evidence of Learning: Anthropology 4300, Anthropological Research Methods					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action of Resu
Goal 4: Students will gain a basic knowledge of the processes of theory formation and how various theories have been developed, applied and evaluated throughout the history of the discipline of anthropology.	Learning Outcome 1: Students will understand and be able to critique the primary theories important in the development and practice of anthropology.	Measure 1 Weekly paper and or projects addressed these topics Measure 2 Class participation and discussion	Measure 1: 95% of students successfully analyzed and critiqued key models and theories Measure 2: 95% of students indicated they understood these concepts, how to apply and evaluate them.	Measure 1: Students showed satisfactory understanding of the history and processes of the development of anthropological theory through time. Measure 2	Measur curricu pedago change at this Measur curricu pedago change at this
Goal 5: Students will be able to demonstrate basic knowledge and skills of anthropological research methods and techniques of analysis.	Learning Outcome 1: Students will be able to understand and critique research methods that have been influential in the development of anthropology.	Measure 1 Weekly papers and or projects all dealing with research methods and analysis	Measure 1: 95% of students successfully dedicated they could analyze and critique various field methods	Measure 1: Most students were able to evaluate and critique research methodologies at a high undergraduate level .	Measur curricu pedago change at this
		Measure 2 Class discussion participation	Measure 2: 95% indicated understanding of methods and techniques	Measure 2: 95% of students have satisfactory understanding of these methods and techniques	Measur curricu pedago change at this
Goal 6: Students will employ basic abilities in critical thinking and reasoning as applied to anthropological problems and issues.	Learning Outcome 1: Students will be able to comprehend and consider the logic of key ideas and methods in anthropological	Measure 1. Weekly papers critiqued methods and approaches to assessment and other applied methods	Measure 1: 95% of students successfully engage the material with analysis, precise writing and summaries	Measure 1: Students showed the ability to understand and critiques the methods and conclusions	Measur curricu pedago change at this

Evidence of Learning: Anthropology 4300, Anthropological Research Methods					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action of Resu
	history, and both understand the critiques of the day and offer critique of their own.			associated with major anthropological problems	
		Measure 2: Class discussion and participation involved students in critiquing problems and issues	Measure 2: 95% indicated their understanding of these critical abilities	Measure 2: Students have satisfactory ability to apply and express verbally and in writing course issues	Measur curricu pedago change at this
Goal 7: Students will demonstrate a basic ability to write, speak and communicate about anthropological issues.	Learning Outcome 1: Students will be able to both speak and write about key anthropological papers, using anthropological terms and concepts.	Measure 1 Papers, projects including PowerPoint "bottom line Up front" verbal presentations	Measure 1: 95% of students were successful and both written, verbal and mapping/represent ational applications	Measure 1: Students were able to explain and successfully communicate about key anthropological issues both verbally and in writing.	Measur curricu pedago change at this
		Measure 2 Class participation and discussions allowed students to communicate, explain and argue for their analysis of issues	Measure 2: 95% of students indicated the ability to speak and write on these issues	Measure 2: 95% of students have satisfactory ability to apply and express verbally critical thinking and reasoning on the theoretical issues encountered .	Measur curricu pedago change at this
Goal 8: Students will demonstrate a fundamental awareness of the	This is a low level learning goal in Anth. 4300 and was not assessed. Although				

Evidence of Learning: Anthropology 4300, Anthropological Research Methods					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action of Resu
existence of human prejudice and discrimination (e.g., racism, ethnocentrism, anthropocentrism, sexism) and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.	ethics and prejudice in fieldwork are addressed in one textbook chapter.				

Summary Information: Program Learning Goals 1 and 8 have a low focus level in this course, and were not assessed. Goals 2 and 3 have moderate program learning objective levels, whereas goals 4, 5, 6, and 7 have high program learning levels and tended to be a focus of class-related assignments and discussions. Data were provided by 18 students in ANTH 4300 during Spring 2013, taught by Dr. Ron Holt, Professor of Anthropology.

Table 3: Evidence of Learning: SOC 3600, Social Statistics

Evidence of Learning: SOC 3600, Social Statistics					
Program Learning Goal Students will…	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Possess analytic skills.	Learning Outcome 1.A: Students will be able to analyze data using	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 48% and 100% on the 5	Measure 1: Most students correctly analyzed the data using descriptive and	Measure 1: No curricular or pedagogical changes

Evidence of Learning: SOC 3600, Social Statistics					
Program Learning Goal Students will…	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	descriptive and inferential statistics.		questions, with an average of 84.72%. 60% of students scored 80% or above.	inferential statistics.	needed at this time.
Goal 2: Possess problem solving skills.	Learning Outcome 2.A: Students will be able to select the correct statistical test for the level of measurement.	Measure 1: Five questions on the final exam.	Measure 1: Students answered between 0% & 100% of the questions correctly, for an average of 80%.	Measure 1: Most students could correctly select the correct statistical test.	Measure 1: No curricular or pedagogical changes needed at this time.
Goal 3: Know terms and research of the discipline of sociology.	Learning Outcome 3.A: Students will be able to identify levels of measurement, and define terms of descriptive statistics.	Measure 1: 41 questions on exam 1.	Measure 1: Students answered between 65.85% & 95.12% of the questions correctly, with an average of 85.07%.	Measure 1: Most students successfully demonstrated knowledge of terms of descriptive statistics.	Measure 1: No curricular or pedagogical changes needed at this time.
Goal 4: Know concepts and theories of the discipline of sociology.	This is not a goal of Soc 3600.				
Goal 5: Possess an informed	This is not a goal of Soc 3600.				

Evidence of Learning: SOC 3600, Social Statistics					
Program Learning Goal Students will…	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
appreciation of other cultures.					
Goal 6: Possess skills to be competitive in today's labor market or to pursue professional degrees.	Learning Outcome 6.A: Students will be able to calculate descriptive and inferential statistics with calculator and computer.	Measure 1: Course assignments 2 through 10.	Measure 1: Students scored an average of 94% on all of the assignments.	Measure 1: Most students successfully demonstrated calculation and computer calculation of descriptive and inferential statistics. Students are able to redo assignments until they score 25 out of 30 points.	Measure 1: No curricular or pedagogical changes needed at this time.
	Learning Outcome 6.B: Students will also be able to interpret descriptive and inferential statistics.	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 48% and 100% on the 5 questions, with an average of 84.72%. 60% of students scored 80% or above.	Measure 1: Most students correctly analyzed the data using descriptive and inferential statistics.	Measure 1: No curricular or pedagogical changes needed at this time.
Goal 7: Possess the ability to apply various sociological	This is not a goal of Soc 3600.				

Evidence of Learning: SOC 3600, Social Statistics					
Program Learning Goal Students will…	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
frameworks to their understanding of the world and human behavior.					
Goal 8: Know how to execute the various steps necessary to conduct sociological research.	Learning Outcome 8.A: Students will be able to calculate descriptive and inferential statistics with calculator and computer.	Measure 1: Course assignments 2 through 10.	Measure 1: Students scored an average of 94% on all of the assignments.	Measure 1: Most students successfully demonstrated calculation and computer calculation of descriptive and inferential statistics. Students are able to redo assignments until they score 25 out of 30 points.	Measure 1: No curricular or pedagogical changes needed at this time.
	Learning Outcome 8.B: Students will also be able to interpret descriptive and inferential statistics.	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 48% and 100% on the 5 questions, with an average of 84.72%. 60% of students scored 80% or above.	Measure 1: Most students correctly analyzed the data using descriptive and inferential statistics.	Measure 1: No curricular or pedagogical changes needed at this time.

Summary Information: Program Learning Goals 4, 5, and 7 are not a focus of Soc 3600, Social Statistics and were not assessed. Goals 1, 2, 6, and 8 are high focus in course content areas, and goal 3 is a low focus in course content area. One section of Soc 3600 taught by Dr. Rob Reynolds in Spring semester 2013 was used for the assessment.

2013 – 2014 AY Evidence of Learning Tables

Table 1: Evidence of Learning: High Impact Archaeology Track Course: ANTH 3300, Archaeological Field Techniques

Evidence of Learning: ANTH 3300, Archaeological Field Techniques					
Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Students will attain a general understanding of human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories). This is a low level learning goal in Anth. 3300 and was not assessed.					

Evidence of Learning: ANTH 3300, Archaeological Field Techniques					
Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 2: A student will attain a fundamental understanding of the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to understanding human differences and similarities across the world and through time. This is a low level learning goal in Anth. 3300 and was not assessed.					
Learning Outcome 3: Students will achieve	Measure 1: A written exam	Measure 1: 75% of students will	Measure 1: 83% (n = 5) of students	Measure 1:. Most students obtained a	Measure 1: No curricular

Evidence of Learning: ANTH 3300, Archaeological Field Techniques					
Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
proficiency in basic anthropological concepts and terminology. Anth. 3300 students will understand basic concepts and terms used by archaeologists in association with excavation and survey projects	consisting of 3 sections. Measure 2: A journal entailing their field school experience; especially the artifacts, ecofacts, and features that they uncovered in the unit(s) that they were assigned.	achieve a grade of B or higher on the exam. Measure 2: 75% of students will achieve a grade of B or higher on the journal.	gained an understandin g of basic archaeological field concepts and terms at a high level – i.e., achieved an exam grade of B+ or higher.	solid understandin g of archaeological terminology and concepts and will be able to apply them in future courses and work settings.	or pedagogica l changes needed at this time
			Measure 2: 100% (n = 6) of students demonstrated a very high degree of understandin g archaeological field terminology and data classification, as all of them achieved journal grades of B+ or higher.	Measure 2: All students were able to incorporate key archaeological terms and concepts in a written exercise that was handed in three weeks after the class concluded.	Measure 2: No curricular or pedagogica l changes needed at this time

Evidence of Learning: ANTH 3300, Archaeological Field Techniques					
Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 4: Students will gain a basic knowledge of the processes of theory formation and how various theories have been developed, applied and evaluated throughout the history of the discipline of anthropology. This is a low level learning goal in Anth. 3300 and was not assessed.					
Learning Outcome 5: Students will be able to demonstrate basic knowledge and skills of anthropological research methods and techniques of analysis. Anth 3300 students will be able to properly	Measure 1: Each student's excavation technique, screen recovery practice, and level record entries were evaluated by the project director/course instructor.	Measure 1: 80% of students will achieve a grade of B+ or higher for quality of fieldwork.	Measure 1: All students achieved an A grade for quality of fieldwork.	Measure 1: Every student became proficient at proper excavation techniques, collected the vast majority of cultural items from their screens, and completed	Measure 1: No curricular or pedagogical changes needed at this time.

Evidence of Learning: ANTH 3300, Archaeological Field Techniques					
Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
excavate a unit via natural and arbitrary levels, competently identify and recover artifacts and ecofacts from the screens, classify soil and rock types, classify various artifact types and faunal remains, and properly fill-out level records.				level records accurately and thoroughly.	
Learning Outcome 6 Students will emplo basic abilities in critical thinking and reasoning as applied anthropology and anthropological problems and issues. Field school studen will become proficient at mapping and interpreting soil profiles as exposed in excavation unit sidewalls, and understand the different cultural ar natural processes that combine to	Measure 1: Each student was required to contribute to the production of an excavation unit profile map.	Measure 1: 80% of students will be able to correctly define and characterize each stratum exposed in their excavation area.	Measure 1: Every student correctly delineated and recorded the vertical and horizontal limits of each stratum exposed along a 6 meter-long x 1.6 meter-deep exposure, and was able to identify strata that resulted primarily from cultural	Measure 1: Students demonstrated an ability to interpret a stratified archaeological deposit and to critically identify and assess individual depositional units based on soil color and texture as well as content.	Measure 1: No curricular or pedagogical changes needed at this time.

Evidence of Learning: ANTH 3300, Archaeological Field Techniques					
Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
produce the stratigraphic colum			vs. natural depositional agents.		
Learning Outcome 7: Students will demonstrate a basic ability to write, speak and communicate about anthropological issues. Field school students will become familiar with archaeological research designs and why they are integral components of any professional archaeological project . They will know the basic components of these documents and the purposes that they serve.	Measure 1: The written exam contained two problems regarding the production and implementation of research designs. Also, after reading this year's research design, the class was verbally quizzed on several research topics within it and the types of data that had to be recovered in order to confidently address those topics.	Measure 1: 75% of students will show a high level of familiarity with archaeological research designs by providing correct written and oral responses to questions concerning these critical documents that guide all formal archaeological projects.	Measure 1: Each student answered the two exam questions correctly and was able to satisfactorily respond to the instructor's oral quiz questions concerning several research topics that were explored at Cottontail Rockshelter during the 2014 project.	Measure 1: Students were able to comprehend and explain the production and use of a fundamental archaeological research tool and issue.	Measure 1: No curricular or pedagogical changes needed at this time.
Learning Outcome 8: Students will					

Evidence of Learning: ANTH 3300, Archaeological Field Techniques					
Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
demonstrate a fundamental awareness of the existence of human prejudice and discrimination (e.g., racism, ethnocentrism, anthropocentrism, sexism) and the anthropological insights and alternatives which value the broad range of human behavior and adaptations. This is a low level learning goal in Anth. 3300 and was not assessed.					

Summary: Program Learning Outcomes 1, 2, 4, and 8 have a low focus level in Anthropology 3300, as they are not critical aspects of conducting archaeological field work. Learning Outcomes 3, 6, and 7 have a moderate focus level in the course, and Learning Outcome 5 has a high focus level. Course grades were determined by the following measures: quality of fieldwork and data documentation – 40%; written exam – 25%; journal – 25%; and level of cooperation and effort – 10%. Six students completed the course. Final grades were as follows: one B+, three A-, and two A. Data in this table are derived from one section of the course that was taught in Summer 2013 by Dr. Brooke Arkush.

Table 2: Evidence of Learning: High Impact Archaeology Track Course: ANTH 3400, Archaeological Laboratory Techniques

Evidence of Learning: ANTH 3400, Archaeological Laboratory Techniques					
Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Students will attain a general understanding of human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories). This is a low level learning goal in Anth. 3400 and was not assessed.					
Learning Outcome 2: A student will attain a fundamental understanding of the nature of the four specialized fields within anthropology (archaeology, biological					

Evidence of Learning: ANTH 3400, Archaeological Laboratory Techniques					
Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to understanding human differences and similarities across the world and through time. This is a low level learning goal in Anth. 3400 and was not assessed.					
Learning Outcome 3: Students will achieve proficiency in basic anthropological concepts and terminology. Students in Anth 3400 will understand basic concepts and terms used by	Measure 1: A term paper concerning the analysis of the contents of one excavation unit from an archaeological site recently investigated by the WSU Field School.	Measure 1: 70% of students will achieve a grade of B or higher on the term paper. Measure 2: 70% of students will achieve a grade of B or higher on	Measure 1: 80% (n = 4) of students gained an understanding of basic archaeological laboratory concepts and terms at a relatively high level – i.e., achieved a research	Measure 1:. Most students obtained a solid understanding of laboratory analyses terminology and concepts and will be able to apply them in future courses and work settings.	Measure 1: No curricular or pedagogical changes needed at this time

Evidence of Learning: ANTH 3400, Archaeological Laboratory Techniques					
Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
archaeologists in the laboratory analysis and interpretation of prehistoric artifacts and ecofacts.	Measure 2: An oral presentation entailing the results of their laboratory analysis project; especially the types and ages of artifacts and the taxonomic range and conditions of ecofacts (primarily faunal remains) that were present in their unit assemblages.	their oral presentation.	paper grade of B or higher.		
			Measure 2: 100% (n = 5) of students demonstrated a relatively high degree of understanding archaeological laboratory terminology and data classification, as all of them achieved presentation grades of B or higher.	Measure 2: All students were able to incorporate key archaeological terms and concepts in an oral exercise that was at least 15 minutes long and featured Power Point presentations and hard copy handouts of data tables.	Measure 2: No curricular or pedagogical changes needed at this time
Learning Outcome 4: Students will gain a basic knowledge of the processes of theory formation and how various theories have been developed, applied and evaluated throughout the history of the					

Evidence of Learning: ANTH 3400, Archaeological Laboratory Techniques					
Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
discipline of anthropology. This is a low level learning goal in Anth. 3400 and was not assessed.					
Learning Outcome 5: Students will be able to demonstrate basic knowledge and skills of anthropological research methods and techniques of analysis. Anth 3400 students will be able to properly clean, classify, and catalog an archaeological data set, and produce a basic descriptive and interpretive research paper concerning that assemblage.	Measure 1: Each student's course grade was based on the quality of their lab work, a midterm progress report, and a term research paper.	Measure 1: 70% of students will achieve a final grade of B or higher.	Measure 1: All students achieved a satisfactory understanding of how to conduct elementary archaeological laboratory analyses. 80% (n = 4) of the students achieved a final grade of B or higher.	Measure 1: Every student became proficient at conducting basic archaeological laboratory work by engaging in the successive stages of analyzing an assemblage: cleaning, classifying, cataloging, researching, and interpreting.	Measure 1: No curricular or pedagogical changes needed at this time.
Learning Outcome 6 Students will employ basic abilities in critical thinking and reasoning as applied	Measure 1: Each student was required to document	Measure 1: 80% of students will be able to	Measure 1: Every student became familiar with a	Measure 1: Students demonstrated an ability to	Measure 1: No curricular or

Evidence of Learning: ANTH 3400, Archaeological Laboratory Techniques					
Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
anthropology and anthropological problems and issues. Archaeological Laboratory Techniques students will become proficient at deducing the ranges of human behavior that result in the production, use, breakage, and discard of artifacts and faunal materials.	and explain the condition of lithic implements in their assemblage, especially those that exhibited attrition, modification, and breakage. They were also expected to account for human modification of animal food remains such as the breakage and burning of large mammal long bones.	correctly identify lithic tools that exhibit production breaks vs. usage breaks, as well as those that exhibit attrition and rejuvenation. 80% of students also will be able to identify animal bones that have been modified by marrow extraction and bone grease production.	range of aboriginal practices concerning the production, breakage, rejuvenation, and discard of lithic tools by reading a variety of relevant ethnographic and archaeological accounts concerning these activities. Each one also learned the basics of hunter-gatherer animal butchering techniques, including those associated with bone marrow acquisition	properly interpret the conditions of a small lithic and faunal assemblage. Each one correctly identified which tools most likely were broken during production versus use, and also were able to describe the typical butchering, processing, and disposal activities that affected the faunal remains that occurred in their data set.	pedagogical changes needed at this time.

Evidence of Learning: ANTH 3400, Archaeological Laboratory Techniques					
Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
			and grease rendering, and the byproducts of this behavior.		
Learning Outcome 7: Students will demonstrate a basic ability to write, speak and communicate about anthropological issues. Students in Anth 3400 will learn how to assemble a basic archaeological laboratory report, including the different sections, text formats, figures, and tables that these documents should contain.	Measure 1: Students were required to submit a midterm lab report and a comprehensive term paper concerning their assemblages. (They also were required to make an oral presentation concerning their individual lab projects.)	Measure1: 70% of students will achieve grades of C or higher on their midterm reports. 80% of students will achieve grades of C or higher on their term papers.	Measure 1: For the midterm paper, 80% (n = 4) of students submitted satisfactory documents (i.e., these people received grades of C or higher). Likewise, 80% of the class submitted final reports that were good or better (i.e., these people received grades of B or higher).	Measure 1: A majority of students were able to competently report on the content and meaning of their data set in both oral and written formats.	Measure 1: No curricular or pedagogical changes needed at this time.
Learning Outcome 8: Students will demonstrate a					

Evidence of Learning: ANTH 3400, Archaeological Laboratory Techniques					
Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
fundamental awareness of the existence of human prejudice and discrimination (e.g., racism, ethnocentrism, anthropocentrism, sexism) and the anthropological insights and alternatives which value the broad range of human behavior and adaptations. This is a low level learning goal in Anth. 3400 and was not assessed.					

Summary: Program Learning Outcomes 1, 2, 4, and 8 have a low focus level in Anthropology 3400, as they are not critical aspects of conducting archaeological laboratory work. On the other hand, Learning Outcomes 3, 5, 6, and 7 have a high focus level, and are central components of the class. Course grades were determined by the following measures: quality of laboratory work and attendance – 20%; midterm report – 20%; oral presentation – 20%; and final report – 40%. Five students completed the course. Final grades were as follows: one C, one B, two B+, 3 A-, and one A. Data in this table are derived from one section of the course that was taught in Fall 2013 by Dr. Brooke Arkush.

2014 – 2015 AY Evidence of Learning Tables

Table 1

Evidence of Learning: **Social Sciences General Education Courses: ANTH SS/DV 1000 - Introduction to Anthropology**					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Be able to describe how people influence, and are influenced by, social practices, the physical environments in which they live, and/or globalization.	Measure 1: Four questions on exams two and three concerning cross- cultural household organization and economic practices in response to environmental constraints.	Measure 1: 70% of students correctly answering these four questions.	Measure 1: 76% of students correctly answered the four questions concerning household and economic organizatio n.	Measure 1: Most of the students understand, and can describe to some degree, how human behavior is partly structured by culturally-specific social organization and the physical environment.	No curricular or pedagogic al changes are needed at this time
Learning Outcome 2: Be able to apply basic anthropologic al concepts, theories, and/or research to a particular cultural practice and identify	Measure 1: Three questions each on exams 1 and 3 regarding the concepts of ethnocentrism , enculturation, and cultural relativism, as well as	Measure 1: 70% of students correctly answering 6 associated questions.	Measure 1: 80% of students correctly answered the 6 associated questions.	Measure 1: Most of the students understand basic anthropological concepts, and how one uses theory to investigate/explai n large-scale cultural change.	No curricular or pedagogic al changes for either measure are needed at this time.

Evidence of Learning: **Social Sciences General Education Courses: ANTH SS/DV 1000 - Introduction to Anthropology**					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
factors that could effect change in that institution.	theoretical explanations regarding cultural change.				
	Measure 2: Two 2 to 3 page-long essays concerning cultural adaptive and behavioral changes as explained by anthropological theory and research.	Measure 2: Grades of C (70%) or better, with students demonstrating an understanding of how the application of theory helps researchers understand cultural crises and change.	Measure 2: Grades averaged 78%.	Measure 2: Most students were able to think critically and apply concepts to the problems and challenges posed by genocide, ethnocide, globalization, and culture change.	
Learning Outcome 3: Be able to identify a	Measure 1: Two problems each on exams 2 and 3	Measure 1: 70% of students correctly	Measure 1: 80% of students correctly	Measure 1: Most students adequately grasp the	No curricular or pedagogic

Evidence of Learning: **Social Sciences General Education Courses: ANTH SS/DV 1000 - Introduction to Anthropology**					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
commonly debated socio-cultural phenomenon and present different explanations for its development and practice.	regarding the practice of polygamy and matrilocal post marital residence.	answering 4 associated questions.	answered the 4 associated questions.	reasons for the practice of polygamy and matrilocal post marital residence in some small-scale societies.	al changes for either measure are needed at this time.
	Measure 2: Two short essays concerning the origins of agriculture and urbanism.	Measure 2: Grades of C (70%) or better.	Measure 2: Grades averaged 82%.	Measure 2: Most students were able to discuss alternative explanations for the development of plant and animal domestication, as well as for the rise of urbanism.	

*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed): Data in this table are based on two sections of the course that were taught by Dr. Ronald Holt in the Spring of 2015.

Table 3 Course: ANTH 1040 – Language and Culture - Spring 2014, Fall 2014, and Spring 2015
Evidence of Learning: Social Sciences General Education Courses

	ANTH 1040 – Language and Culture - Spring 2014, Fall 2014, and Spring 2015					
General Education Learning Goal	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement* Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and	Learning Outcome 1: Outcomes: A. Comparing and identifying similarities and differences of languages and cultures from around the world and through time. B. Defining and	Measure 1: Measure 1: Weekly graded <u>logs</u> which contain written entries consisting of 3 parts to demonstrate evidence of: a. Completion & comprehension of course reading assignments and in-class activities;	Measure 1: For Measures 1 & 2: Students must perform at the threshold level of 65% (overall grade of D) or higher to demonstrate achievement of these goals/outcomes. *This threshold is in	Measure 1: <u>315 total students</u> were enrolled and assessed during 3 semesters -- Spring 2014, Autumn 2014, and Spring 2015. <u>96.3%</u> achieved cumulative grades of D or	Measure 1: This learning goal is being well-achieved by students as demonstrated through their level of performance in completing these weekly logs which contain entries designed to monitor their	Measure 1: No significant curricular or pedagogical changes appear to be needed or anticipated for this course at this time. Logs seem to be an effective technique for stimulatin

	ANTH 1040 – Language and Culture - Spring 2014, Fall 2014, and Spring 2015					
General Education Learning Goal	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement* Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
ethical standards in humanities disciplines.	appropriately employing central concepts and terms in Linguistic Anthropology and the humanities.	b. Daily in-class session reflections; and c. Weekly outside-of-class pertinent observations. These logs require students to engage in critical thinking, problem-solving, and usage of central concepts and terms found within Anthropology, linguistics, and the humanities.	accordance with the institutional general education grading policy. (Grading logs uses a specified grading protocol developed for this course.)	better on their logs; of this group, the breakdown was: 32% = A (@90-100%) 33% = B (@80-89%) 28% = C (@70-79%) 3% = D (@65-69%) (This left 3.7% of students earning log grades of D-/	degree of proficiency in acquiring the kinds of knowledge described in this goal.	g and demonstrating student learning.

	ANTH 1040 – Language and Culture - Spring 2014, Fall 2014, and Spring 2015					
General Education Learning Goal	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement* Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
				E/UW/ or W.)		
Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.	Learning Outcome 2: Being able to successfully compare linguistic and cultural data (either through observations collected by students or provided in class),	Measure 1: Weekly graded <u>logs</u> (see above). Entries often require students to do <u>in-class exercises</u> using data from diverse languages and cultures to learn the methods of analysis and	Measure 1: Achieve scores of 65% (or a grade of D) or better on graded logs (see above).	Measure 1: <u>96.3%</u> of assessed students achieved grades of D or better on their logs (see data on grade distribution provided above).	Measure 1: Although some assignments were more difficult than others and showed a variety of outcomes, in general, this learning goal and outcomes	Measure 1: No significant curricular or pedagogical changes are anticipated or recommended for this course at this time.

	ANTH 1040 – Language and Culture - Spring 2014, Fall 2014, and Spring 2015					
General Education Learning Goal	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement* Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	and to employ basic methods of analysis (taught in the course) to discover and explain patterns and rules of language and cultural behavior.	pattern recognition (e.g., in phonology, morphology, syntax, semantics, sociolinguistics).			are being well-met using the pedagogical techniques of logs and take-home assignments.	Measure 2; No significant curricular or pedagogical changes are anticipated or recommended for this course at this time.
		Measure 2: Seven take-home assignments (see above). These entail detailed analytic work on specific linguistic topics and/or data derived to demonstrate degree of competence	Measure 2: Achieve scores of 65% (or a grade of D) or better on assignments. (See above.)	Measure 2: 89% of assessed students achieved scores of 65% (or grades of D) or better on their take-home assignments. (See data on	Measure 2: The majority of students demonstrated the ability to discuss and employ basic research methods and analytical techniques that are used in	

	ANTH 1040 – Language and Culture - Spring 2014, Fall 2014, and Spring 2015					
General Education Learning Goal	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement* Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		in methodology and comprehension of central concepts.		grade distribution above.)	linguistic anthropology.	
Students will demonstrate the ability to effectively communicate their understanding of humanities materials in	Learning Outcome 3: Writing clearly, logically, and accurately on specified topics and responding appropriately to	Measure 1: Using weekly course logs which require writing-intensive, organized and thoughtful responses to	Measure 1: See above on the 65% (D grade) threshold.	Measure 1: 96.3% of assessed students achieved scores of 65% (or grades of D) or better on their logs.	Measure 1: The learning goal of attaining effective communication skills appears to be well demonstrated and	Measure 1: No significant curricular or pedagogical changes appear to be needed at this time.

	ANTH 1040 – Language and Culture - Spring 2014, Fall 2014, and Spring 2015					
General Education Learning Goal	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement* Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
written, oral, or graphic forms.	questions which are central to anthropological linguistics in both logs and assignments (according to a designated grading protocol used in the course).	the entries (see above).		(See data on grade distribution provided above.)	achieved by using logs in this course. Most students showed marked improvement of their writing skills as the course progressed and also found that writing-to-learn gave them a better grasp of the subject-matter.	

*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed): ANTH HU/DV1040 appears to fulfill all three of the Humanities General Education Learning Goals to a high degree. The results obtained from the assessment measures used in this course indicate that these goals were satisfactorily achieved by at least 89% of the 315 students enrolled in 6 sections of the course taught across the past 3 semesters. These students attained threshold scores of 65% (grade D) or better. Data in this table are derived from three sections of the course taught by Dr. Rosemary Conover in the spring of 2014, the fall of 2014, and the spring of 2015.

Table 4

Evidence of Learning: **Social Sciences General Education Courses: ANTH SS/DV 2010 - Peoples and Cultures of the World**					
Measurable Learning Outcome	Method of Measurement *	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Be able to describe how people influence, and are influenced by, social practices (e.g. kinship systems and post marital residence patterns), the physical environments in which they live, and/or globalization.	**Measure 1:** Short writing assignment (2-3 pgs.) based on comparison of two ethnographies concerning pastoralist cultures, relating adaptive strategies for subsistence to gender roles, marriage practices and sexual division of labor.	**Measure 1:** Grades based on application of rubric (included): students will demonstrate ability to compare and contrast cultural variables and relate them to adaptive & environmental constraints. Ave. assignment grade should exceed 70%	**Measure 1:** Ave. performance on assignment was 92%.	**Measure 1:** Findings demonstrate adequate grasp of interrelationships between cultural variables and environmental constraints in comparative contexts.	**Measure 1:** No curricular or pedagogical changes are needed at this time. **Measure 2:** No curricular or pedagogical changes are

Evidence of Learning: **Social Sciences General Education Courses: ANTH SS/DV 2010 - Peoples and Cultures of the World**					
Measurable Learning Outcome	Method of Measurement *	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	Measure 2: Short writing assignment (2-3 pgs.) based on comparison of two ethnographies concerning hunter-gatherer cultures, relating adaptive strategies for subsistence to gender roles, marriage practices and sexual division of labor.	**Measure 2:** Grades based on application of rubric (included): students will demonstrate ability to compare and contrast cultural variables and relate them to adaptive & environmental constraints. Ave. assignment grade should exceed 70%	**Measure 2:** Ave. performance on assignment was 93%.	**Measure 2:** Findings demonstrate adequate grasp of interrelationships between cultural variables and environmental constraints in comparative contexts.	needed at this time.
Learning Outcome 2:	**Measure 1:** Take-home final exam - 5	**Measure 1:** Grades based on	**Measure 1:** Ave. performanc	**Measure 1:** Findings demonstrate	**Measure 1:** For final section of

Evidence of Learning: **Social Sciences General Education Courses: ANTH SS/DV 2010 - Peoples and Cultures of the World**					
Measurable Learning Outcome	Method of Measurement *	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Be able to apply basic anthropological concepts, theories, and/or research methods to a particular cultural practice and identify factors that could effect change in that institution.	pg. paper based on analysis of a list of readings on adaptive challenges to global civilization posed by climate change.	application of rubric (included): students must demonstrate grasp of adaptive, cultural & behavioral challenges posed by climate change; threats & opportunities presented by globalization; propose and justify a likely future outcomes scenario. Ave. assignment grade should exceed 70%	e on assignment was 89%.	adequate grasp of adaptive, cultural & behavioral challenges posed by climate change; threats & opportunities presented by globalization; proposal and justification of likely future scenarios demonstrates difficulties in conceptualizing abstract socio-cultural, political & economic outcomes in concrete ways	paper, involving the proposal and justification of likely future scenarios, will attempt to overcome demonstrated difficulties in conceptualizing abstract socio-cultural, political & economic outcomes by inviting students to do so in concrete ways that relate to possible changes in their own communities and lifestyles.
Learning Outcome 3: Be able to identify a commonly debated socio-	**Measure 1:** Short writing assignment (2-3 pgs.), based on analysis of	**Measure 1:** Grades based on application of rubric (included):	**Measure 1:** Ave. performance on assignment was 98%.	**Measure 1:** Findings demonstrate adequate grasp of	**Measure 1**: No curricular or pedagogical changes are needed at this time.

Evidence of Learning: **Social Sciences General Education Courses: ANTH SS/DV 2010 - Peoples and Cultures of the World**					
Measurable Learning Outcome	Method of Measurement *	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
cultural phenomenon (e.g. the origin of religion; the advent of agriculture) and present different explanations for its development or practice.	assigned readings, on causes and theories for civilizational collapse, based on analysis of a case study on the Classic Maya collapse.	students will demonstrate knowledge of causes and theories of civilizational collapse. Ave. assignment grade should exceed 70%			**Measure 2:** No curricular or pedagogical changes are needed at this time.
	Measure 2: Short writing assignment (2-3 pgs.), based on analysis of assigned readings, on the links between the changing nature of immigration, patterns of cultural and societal integration /	**Measure 2:** Grades based on application of rubric (included): students will demonstrate knowledge of causes and theories of immigration and integration into host societies.	**Measure 2:** Ave. performance on assignment was 93%.	**Measure 2:** Findings demonstrate adequate grasp of links between the changing nature of immigration, patterns of cultural and societal integration / assimilation, and processes of globalization.	

Evidence of Learning: **Social Sciences General Education Courses: ANTH SS/DV 2010 - Peoples and Cultures of the World**					
Measurable Learning Outcome	Method of Measurement *	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	assimilation, and processes of globalization.	Ave. assignment grade should exceed 70%			

*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed): Data in this table are based on one section of the course that was taught by Dr. Mark Stevenson in the Fall of 2014.

Appendix – Evaluation Rubrics.

Rubric 1 – short writing assignment rubric:
All review essays will be graded according to the following criteria:
All parts of question answered (70 points):
Use of detail from article (20 points):
Clarity of writing/grasp of material (10 points):
Total points: 100

Rubric 2 – take-home final exam rubric:
All parts of question answered thoroughly (55 points):
Use of detail from article (35 points):
Clarity of writing/grasp of material (10 points):
Total points: 100

Table 5

Evidence of Learning: **Social Sciences General Education courses: ANTH SS 2030 – Principles of Archaeology**					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Students will be able to describe how ancient peoples changed, and were influenced by, the physical environment.	Measure 1: Several fill-in-blank statements on exam 3.	Measure 1: 70% of students will be able to provide examples of how prehistoric groups altered the natural landscapes in which they lived.	Measure 1: 78% of students correctly answered three problems concerning this topic on exam 3.	Measure 1: Most of the class was aware that some ancient economic practices reduced soil quality and impacted local plant and animal species.	Measure 1: No curricular or pedagogical changes are needed at this time.
	Measure 2: One or two multi sentence definitions on exam 1.	Measure 2: 70% of students will be able to define the term "cultural ecology," and provide an example of archaeological research done along these lines.	Measure 2: 86% of students correctly responded to a short answer problem concerning this topic on exam 1.	Measure 2: The majority of students are familiar with the field of cultural ecology, and how archaeologists use this orientation to study how people interact with their physical environments.	Measure 2: No curricular or pedagogical changes are needed at this time.

Evidence of Learning: **Social Sciences General Education courses: ANTH SS 2030 – Principles of Archaeology**					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 2: Be able to apply basic anthropological concepts, theories, and/or research methods to a particular cultural practice and identify factors that could effect change in that institution. Students will be able to link archaeological data to a particular mode of political organization and identify factors that could modify that system.	Measure 1: One or two multi sentence definitions on exam 2.	Measure 1: 70% of the class will be able to identify archaeological indicators of Band, Tribe, Chiefdom, and State level socio-political structure.	Measure 1: 64% of students correctly identified archaeological attributes of ancient Bands, Tribes, Chiefdoms, and States.	Measure 1: Only about six of ten students were able to link material remains and archaeological "signatures" with the four basic modes of human political structure.	Measure 1: More in-class time must be devoted to discussing how archaeologists study ancient political organization and the material correlates associated with each one.
	Measure 2: A pop quiz held during week 13.	Measure 2: 70% of students will be familiar with internally- and externally-generated phenomena that can cause change in political structure.	Measure 2: 78% of the class identified at least one source of internally-generated (e.g., factionalism) and externally-generated (e.g., military conquest) political	Measure 2: An acceptable percentage of people were familiar with the primary archaeological indicators of political structure and processes that can alter a given society's political structure.	Measure 2: No curricular or pedagogical changes are needed at this time.

Evidence of Learning: **Social Sciences General Education courses: ANTH SS 2030 – Principles of Archaeology**					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
			change among ancient societies.		
Learning Outcome 3: Be able to identify a commonly debated socio-cultural phenomenon (e.g. the origin of religion; the advent of agriculture) and present different explanations for its development or practice. Students will be familiar with various explanations for the origins of agriculture.	Measure 1: One or two fill-in-blank statements on exam 3.	Measure 1: 70% of the class will be familiar with earlier theories concerning the origins of agriculture, such as the Oasis Theory first defined by V. Gordon Childe.	Measure 1: 86% of students correctly completed two statements concerning earlier archaeological thinking on the origins of Old World agriculture.	Measure 1: Most of the class understood several popular early 20th century explanations for the origins of agriculture.	Measure 1: No curricular or pedagogical changes are needed at this time.
	Measure 2: A pop quiz held during week 12.	Measure 2: 70% of students will be familiar with more recent thinking on this topic, such as the impact of the Younger Dryas climatic episode on the	Measure 2: 74% of the class correctly identified Terminal Pleistocene climate change as being a likely factor in early attempts to grow plant foods in the Old World.	Measure 2: An acceptable percentage of students were aware of more recent theoretical positions on the primary causes of Old World agriculture, especially	Measure 2: No curricular or pedagogical changes are needed at this time.

Evidence of Learning: **Social Sciences General Education courses: ANTH SS 2030 – Principles of Archaeology**					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		distribution of wild, seed-bearing plants in southwest Asia.		that of cereal crops.	

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Additional narrative (optional – use as much space as needed): Social Sciences General Education (SSGE) learning outcome 1 has a high focus level in this course, whereas SSGE learning outcomes 2 and 3 have a moderate level of focus. Program-specific General Education learning outcome 4 has a high level of focus. Data in this table are derived from one section of the course that was taught by Dr. Legrande Davies in the spring of 2015.

2015 – 2016 AY Evidence of Learning Tables

Table 1 Evidence of Learning: ANTH 3100, Prehistory of North America, Spring 2016

Evidence of Learning: Anthropology 3100, Prehistory of North America, Spring 2016					
Program Learning Goal	**Measurable Learning Outcome**	**Method of Measurement**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Goal 1: Students will attain a general understanding of human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories). **(High level learning outcome)**	Learning Outcome 1: Students will be familiar with genetic and cultural variation among ancient North American native populations. .	Measure 1: Two exams assessed understanding of different mitochondrial DNA haplogroups among Paleoindian and Archaic Native groups.	Measure 1: 79% of students who took Exam 1 correctly answered two founding population DNA-related questions, whereas 84% of students who took exam 2 correctly answered two questions concerning mt DNA variation among Archaic-aged Native groups.	Measure 1: Most students demonstrated an understanding of genetic variation in ancient North America.	Measure 1: No curricular or pedagogical changes needed at this time.
		Measure 2: Three exams contained problems regarding regionally-specific technologies, architectural traditions, and languages.	Measure 2: 84% of students achieved grades of C or higher on exam 1, 89% or students received grades of C or above on exam 2, and 84% of students achieved grades of C or higher on exam 3.	Measure 2: Most students demonstrated an understanding of cultural variation in ancient North America.	Measure 2: No curricular or pedagogical changes needed at this time.
Goal 2: A student will attain a fundamental understanding of the nature of the four specialized fields within	Learning Outcome 1: Students will gain a basic understanding of the 4 subfields and	Measure 1 Readings and class discussions discussed the role of all subfields in understanding the past	Measure 1: 90% of students received discussion points indicating understanding of these concepts.	Measure 1: Most students understand the four subfields and how they inform archaeology.	Measure 1: No curricular or pedagogical changes

Evidence of Learning: Anthropology 3100, Prehistory of North America, Spring 2016					
Program Learning Goal	**Measurable Learning Outcome**	**Method of Measurement**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to understanding human differences and similarities across the world and through time. **(moderate level learning outcome)**	how all subfields inform archaeology				needed at this time.
Goal 3: Students will achieve proficiency in basic anthropological concepts and terminology. **(High level learning outcome)**	Learning Outcome 1: Students will understand basic concepts and terms used by archaeologists.	Measure 1. Three exams assessed knowledge of archaeological terminology.	Measure 1: 84% of students taking exam received points indicating C or above on Exam 1, 89% received points indicating C or above on Exam 2, and 84% of students received points indicating C or above on Exam 3.	Measure 1:. Most students successfully demonstrated an understanding of these concepts and terms.	Measure 1: No curricular or pedagogical changes needed at this time
		Measure 2. A journal article review assessed	Measure 2: 100% of students who submitted reviews	Measure 2: All students demonstrated a	Measure 2: No curricular

Evidence of Learning: Anthropology 3100, Prehistory of North America, Spring 2016					
Program Learning Goal	**Measurable Learning Outcome**	**Method of Measurement**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
		understanding of archaeological terms.	received a B or above.	sufficient understanding of archaeological terminology.	or pedagogical changes needed at this time
Goal 6: Students will employ basic abilities in critical thinking and reasoning as applied to anthropological problems and issues. **(Moderate level learning outcome)**	Learning Outcome 1: Students will be able to critically evaluate interpretations of archaeological data.	Measure 1. The journal article review assignment allowed students to evaluate archaeological interpretations.	Measure 1: 100% of students received a B or higher on the reviews, and most included a final paragraph regarding the efficacy of the author's/authors' interpretations.	Measure 1: The vast majority of students were able to independently assess and evaluate an archaeological data set and the legitimacy of findings that were presented in a publication.	Measure 1: No curricular or pedagogical changes needed at this time.
		Measure 2: Class discussion critically evaluated previous research and interpretations concerning the archaeological record of North America.	Measure 2: All students received discussion points, indicating understanding of these critical thinking abilities.	Measure 2: All students demonstrated an understanding of solid vs. dubious interpretations of archaeological data.	Measure 2: No curricular or pedagogical changes needed at this time
Goal 7: Students will demonstrate a	Learning Outcome 1:	Measure 1. Exam 1 contained several	Measure 1: 80% of students	Measure 1: A majority of	Measure 1: No

Evidence of Learning: Anthropology 3100, Prehistory of North America, Spring 2016					
Program Learning Goal	**Measurable Learning Outcome**	**Method of Measurement**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
basic ability to write, speak and communicate about anthropological issues. (**Moderate level learning outcome)**	Students will be familiar with key issues in North American prehistory.	problems concerning the Terminal Pleistocene peopling of the New World and the cultural and geographic origins of these populations.	correctly answered these questions/problems.	students understood the timing, cultural affiliations, and geographic origins of the first human populations to enter North America.	curricular or pedagogical changes needed at this time.
		Measure 2 A few class discussions allowed students to consider the wide ranging impacts that the introduction of horticulture had upon prehistoric North American societies.	Measure 2: 85% of students received discussion points concerning this important topic.	Measure 2: Most students understood the transformative power that farming had on ancient societies in the American Southwest, Southeast, Northeast, and Plains.	Measure 2: No curricular or pedagogical changes needed at this time

Summary Information: Program learning goals 4, 5, and 8 have a low level of focus/relevance in this course, and therefore were not assessed. Data were provided by 19 students in ANTH 3100 during the Spring term of 2016, and this class was taught by Dr. Brooke Arkush.

Table 2 Evidence of Learning: ANTH 3200, Archaeology of Early Civilizations, Fall 2015

Evidence of Learning: Anthropology 3200, Archaeology of Early Civilizations, Fall 2015					
Program Learning Goal	**Measurable Learning Outcome**	**Method of Measurement**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Goal 1: Students will attain a general understanding of human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories). **(High level learning outcome)**	Learning Outcome 1: Students will be able to correctly identify cultural variation across different ancient civilizations.	Measure 1: Three exams assessed understanding of core concepts of cultural variation across the ancient world	Measure 1: 80% of students taking exam received points indicating C or above work on Exam 1, 92% received points indicating C or above work on Exam 2, and 100% of students received points indicating C or above work on Exam 3.	Measure 1: Most students demonstrated understanding of cultural differences through time and across the world.	Measure 1: No curricular or pedagogical changes needed at this time.
		Measure 2: Class discussion	Measure 2: 93% of students received discussion points indicating understanding of these concepts	Measure 2: Most students have satisfactory understanding of the materials.	Measure 2: No curricular or pedagogical changes needed at this time.
Goal 2: A student will attain a fundamental understanding of the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to understanding human	Learning Outcome 1: Students will gain a basic understanding of the 4 subfields and how all subfields inform archaeology	Measure 1 . Exam 1 assessed understanding of the four subfields.	Measure 1: 80% of students received points indicating C or above on this exam.	Measure 1: Students were able to correctly understand the four subfields and how they inform archaeology.	Measure 1: No curricular or pedagogical changes needed at this time.
		Measure 2 Readings and class discussions discussed the role of all	Measure 2: 86% of students received discussion points indicating understanding of these concepts.	Measure 2: Most students have satisfactory understanding.	Measure 2: No curricular or pedagogical changes

Evidence of Learning: Anthropology 3200, Archaeology of Early Civilizations, Fall 2015					
Program Learning Goal	**Measurable Learning Outcome**	**Method of Measurement**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
differences and similarities across the world and through time. **(Moderate level learning outcome)**		subfields in understanding the past			needed at this time.
Goal 3: Students will achieve proficiency in basic anthropological concepts and terminology. **(Moderate level learning outcome)**	Learning Outcome 1: Students will understand basic concepts and terms used by archaeologists and anthropologists.	Measure 1. Three exams throughout the semester assessed knowledge of archaeological and anthropological terminology.	Measure 1: 80% of students taking exam received points indicating C or above on Exam 1, 92% received points indicating C or above on Exam 2, and 100% of students received points indicating C or above on Exam 3.	Measure 1:. Students successfully demonstrated understanding and use of these concepts	Measure 1: No curricular or pedagogical changes needed at this time
		Measure 2 Final research paper assessed understanding of archaeological terms.	Measure 2: 100% of students who submitted papers received a B or above on final research papers	Measure 2: Most students have satisfactory retention and understanding of the materials.	Measure 2: No curricular or pedagogical changes needed at this time
Goal 4: Students will gain a basic knowledge of the processes of theory formation and how various theories have been developed, applied and evaluated throughout the history of the discipline of	Learning Outcome 1: Students will understand and be able to critique the primary theories important to	Measure 1. Three exams throughout the semester assessed knowledge of theoretical concepts.	Measure 1: 80% of students taking exam received points indicating C or above on Exam 1, 92% received points indicating C or above on Exam 2, and 100% of students	Measure 1: Students showed satisfactory understanding of the concepts.	Measure 1: No curricular or pedagogical changes needed at this time.

Evidence of Learning: Anthropology 3200, Archaeology of Early Civilizations, Fall 2015					
Program Learning Goal	**Measurable Learning Outcome**	**Method of Measurement**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
anthropology. (**Moderate level learning outcome)**	archaeology including the origins of settled life, agriculture, and complex societies.	Measure 2. Class discussion further reviewed these concepts	received points indicating C or above on Exam 3. Measure 2: 93% of students received discussion points indicating understanding of these concepts and how evaluate them.	Measure 2: Students showed satisfactory understanding of these concepts	Measure 2: No curricular or pedagogical changes needed at this time.
Goal 5: Students will be able to demonstrate basic knowledge and skills of anthropological research methods and techniques of analysis. (**Low level learning outcome)**	Learning Outcome 1: Students will be able to understand and critique research methods that have been influential in the development of archaeology. Students will also be able to distinguish between scientific research and pseudoscience.	Measure 1. Exam 1 assessed understanding of archaeological research methods and techniques	Measure 1: 80% of students received points indicating C or above on Exam 1	Measure 1: Most students were able to evaluate and critique research methodologies.	Measure 1: No curricular or pedagogical changes needed at this time.
		Measure 2 Class discussion of archaeological research provided opportunity to critique research methods and consider alternatives. Discussions of pseudoscience throughout the course enabled critical evaluation of methods.	Measure 2: 93% of students received discussion points indicating understanding of these concepts and how evaluate them.	Measure 2: Most students were able to critically evaluate research methods employed by scholars and distinguish scientific research from pseudoscience	Measure 2: No curricular or pedagogical changes needed at this time

Evidence of Learning: Anthropology 3200, Archaeology of Early Civilizations, Fall 2015					
Program Learning Goal	**Measurable Learning Outcome**	**Method of Measurement**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Goal 6: Students will employ basic abilities in critical thinking and reasoning as applied to anthropological problems and issues. (**High level learning outcome)**	Learning Outcome 1: Students will be able to critically evaluate archaeological research and concepts	Measure 1. Final research paper and presentation allowed students to evaluate archaeological data and form conclusions	Measure 1: 100% of students received a B or higher on research paper indicating the ability to evaluate archaeological data and form conclusions based on that data.	Measure 1: All students were able to independently assess and evaluate archaeological data and demonstrate independent reasoning	Measure 1: No curricular or pedagogical changes needed at this time.
		Measure 2: Class discussion critically evaluated previous research by scholars	Measure 2: 93% of students received discussion points indicating understanding of these critical abilities	Measure 2: Students were able to express verbally critical thinking and reasoning on the theoretical issues encountered in the course.	Measure 2: No curricular or pedagogical changes needed at this time
Goal 7: Students will demonstrate a basic ability to write, speak and communicate about anthropological issues. (**High level learning outcome)**	Learning Outcome 1: Students will be able to both speak and write about key anthropological issues, using anthropological terms and concepts.	Measure 1 Final research paper and presentation involved speaking about and writing about archaeological terms and concepts as related to a	Measure 1: 100% of students that turned in papers received a B or higher on research paper	Measure 1: Students were able to explain and successfully communicate about key anthropological issues in writing and verbally in a presentation.	Measure 1: No curricular or pedagogical changes needed at this time.

Evidence of Learning: Anthropology 3200, Archaeology of Early Civilizations, Fall 2015					
Program Learning Goal	**Measurable Learning Outcome**	**Method of Measurement**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
		civilization of their choosing.			
		Measure 2 Class discussion allowed students to practice communicating about anthropological concepts and issues	Measure 2: 93% of students received discussion points indicating these abilities.	Measure 2: Students were able to speak and communicate about anthropological concepts.	Measure 2: No curricular or pedagogical changes needed at this time
Goal 8: Students will demonstrate a fundamental awareness of the existence of human prejudice and discrimination (e.g., racism, ethnocentrism, anthropocentrism, sexism) and the anthropological insights and alternatives which value the broad range of human behavior and adaptations. **(Low level learning outcome)**	Learning Outcome 1: Students will understand the ways in which prejudice and discrimination have influenced our understanding of the past and have led to biases in research. They will be able to discern prejudice in research, including examples of Great Zimbabwe, North American mounds..	Measure 1. Exam 2 assessed the role of discrimination and prejudice in biasing the presentation of history.	Measure 1: 93% of students received points indicating C or above on Exam 2.	Measure 1: Students indicated knowledge of how archaeology and anthropology has been influenced and biased by prejudice in the past.	No curricular or pedagogical changes needed at this time
		Measure 2 Class discussion allowed students to discuss the various roles of racism and prejudice in influencing research.	Measure 2: Students received discussion points for participation but demonstrated a lack of understanding and awareness of racism in the present day.	Measure 2: Many students lacked awareness and understanding of how their own prejudices and privileges have	Measure 2: More time should be spent on the role of racism, sexism and privilege in shaping research as well as the

Evidence of Learning: Anthropology 3200, Archaeology of Early Civilizations, Fall 2015					
Program Learning Goal	**Measurable Learning Outcome**	**Method of Measurement**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
				influenced their understandings of the past and the present. More class time needs to be spent on this topic in this course.	presentation of history.

Summary Information: Program learning goals 2 and 8 have a low focus in this class, and were covered only in a few class sessions, but were assessed here. Goals 3, 4, 5 had a moderate focus and were assessed by exams, papers and discussion. Learning goals 1, 6, 7 had a high focus and were the focus of course content and assessed by exams, papers, and discussion. Data provided by 15 students in ANTH 3200 in Fall 2015 taught by Dr. Kristin De Lucia, Assistant Professor of Anthropology. 3 students stopped attending class mid-semester due to personal or work conflicts.

Table 3 Evidence of Learning: SOC 3600, Social Statistics, Spring 2016

Evidence of Learning: SOC 3600, Social Statistics, Spring 2016					
Program Learning Goals	Measurable Learning Outcomes	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Understand human biological and cultural differences and similarities across the	This goal has a low focus in SOC 3600 and				

world and through time in terms of anthropological descriptions (data) and explanations (theories).	was not assessed.				
Goal 2: Understand the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to documenting human differences and similarities across the world and through time.	This goal has a low focus in SOC 3600 and was not assessed.				
Goal 3: Be proficient in basic anthropological concepts and terminology.	This goal has a low focus in SOC 3600 and was not assessed.				
Goal 4: Know the processes of theory formation and how various theories have been developed, applied, and evaluated throughout the history of the discipline of anthropology.	Learning outcome 4: Students will be able to form hypotheses and critically analyze hypotheses.	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 86% and 100% on the 5 questions, with an average of 94.86%. All students scored 80% or above.	Measure 1: Most students correctly analyzed the data using descriptive and inferential statistics.	Measure 1: No curricular or pedagogical changes needed at this time.
Goal 5: Be familiar with a variety of anthropological	Learning outcome 5: Students will be able to analyze	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 86% and 100% on the 5 questions, with an	Measure 1: Most students correctly analyzed the	Measure 1: No curricular or pedagogical

research methods and analytic techniques.	and write up analysis of descriptive and inferential statistics from SPSS printouts.		average of 94.86%. All students scored 80% or above.	data using descriptive and inferential statistics.	changes needed at this time.
Goal 6: Be able to apply critical thinking and reasoning skills to anthropological problems and issues.	Learning Outcome 6: Students will be able to select the correct statistical test for the level of measurement.	Measure 1: Five questions on the final exam.	Measure 1: Students answered between 60% & 100% of the questions correctly, for an average of 94.29%.	Measure 1: Most students could correctly select the correct statistical test.	Measure 1: No curricular or pedagogical changes needed at this time.
Goal 7: Be able to write, speak, and communicate about anthropological issues.	Learning outcome 7.: Students will be able to analyze and write up analysis of descriptive and inferential statistics from SPSS printouts.	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 86% and 100% on the 5 questions, with an average of 94.86%. All students scored 80% or above.	Measure 1: Most students correctly analyzed the data using descriptive and inferential statistics.	Measure 1: No curricular or pedagogical changes needed at this time.
Goal 8: Be aware of human prejudice and discrimination (e.g., racism, ethnocentrism, sexism, anthropocentrism), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.	This goal has a low focus in SOC 3600 and was not assessed.				

Summary Information: Program Learning Goals/Measurable Outcomes1, 2, 3, and 8 are not a focus of Soc 3600, Social Statistics, and were not assessed. Goals 4, 5, 6, and 7 are either moderate or high focus outcomes in course content areas. Data from one section of Soc 3600 taught by Dr. Rob Reynolds in Spring semester 2016 were used for the assessment.

Standard D - Academic Advising

Advising Strategy and Process

All new students are instructed to meet with the Program Advisor (Brooke Arkush has served this role since the Fall of 2011), who provides them with an orientation to their program of interest as well as initial advisement. Following this initial meeting, a paper file is created for the new student and kept in the Sociology and Anthropology Department office, and a course work/graduation plan sheet is completed. The Cat Tracks system is the primary electronic means of documenting student progress, and students seeking advisement are asked to bring in hard copies of this document during subsequent meetings. We recommend that all Anthropology students meet with the Program Coordinator at least once a year, and the Coordinator directs them to the appropriate faculty member for additional guidance, such as internship possibilities, career-oriented seasonal employment, and applying to graduate programs. In terms of specialty areas within Anthropology, students are directed to Dr. Arkush concerning Archaeology, to Dr. Conover regarding Biological and Linguistic Anthropology, and to Drs. Holt and Stevenson for matters concerning Cultural Anthropology. Graduation sign-offs are the responsibility of the Program Coordinator.

Effectiveness of Advising

Tracking the effectiveness of academic advising is accomplished via face-to-face interaction between faculty and students during advisement sessions, and through an exit interview/graduate survey that is made available to all graduating Anthropology majors and minors. Prior to the Spring of 2013, hard copy exit interviews were mailed to students, and this system resulted in a low response rate (typically under 25%). From the Spring of 2013 to the Spring of 2015, these interview forms were delivered primarily via email, which resulted in a higher response rate (approximately 45 – 65%). Starting this past Spring, the Anthropology Program graduate survey was placed on the Chi Tester System, and we experienced a 55.6% response rate, as 10 out of 18 Program graduates (13

majors and 5 minors) completed the survey. See Appendix G below for results of the 2015 – 2016 Anthropology Program Graduate Survey.

Past Changes and Future Recommendations

Past changes in our academic advisement system are entailed above. At this time, there are no plans to modify how we advise Anthropology students. The vast majority of students are aware of the courses that they need to complete in order to graduate and when those courses are offered. Because of the small number of full-time Anthropology faculty, many required courses, such as Anth 4100, 4200, and 4300, are only taught once a year. Those students who read the major and minor packets that we distribute to them, who interact with our office manager, Belinda McElheny, on a regular basis, and who schedule annual advisement sessions, are aware of the course rotation schedule, and when required upper division classes are taught. Most students in the Program are organized and responsible, and therefore the majority of them graduate on time.

Standard E - Faculty

Faculty Demographic Information

There are five tenure track lines in Anthropology, four of which are currently occupied. We are currently conducting a nation-wide search to fill the fifth position, and the new faculty hire will officially begin working at WSU on July 1, 2017. All four current program faculty members hold Ph.D. degrees in Anthropology; three of them (Brooke Arkush, Rosemary Conover, and Ron Holt) are Full Professors, while the fourth (Mark Stevenson) is an Assistant Professor. See the Faculty Summary table below for additional relevant information. Seven adjunct faculty members currently teach in our program; four of them hold Ph.D. degrees in Anthropology, two of them received Ph.D.'s in Archaeology, and one holds an M.A. degree in Anthropology. Academic and demographic information on adjunct faculty also appear in the table below.

Anthropology Program Faculty Profile

Name	Gender	Ethnicity	Rank	Employ-ment Status	Highest Degree Attained	Years of University Teaching Experience	Areas of Expertise
Brooke Arkush	male	Euroamerican	Professor	Full-time, tenured	Ph.D.	27	Archaeology; North American prehistory and colonialism
Rosemary Conover	female	Euroamerican	Professor	Full-time, tenured	Ph.D.	46	Biological Anthropology; Linguistics; Anthropological theory
Ronald Holt	male	Euroamerican	Professor	Full-time, tenured	Ph.D.	36	Cultural Anthropology; Religion; Political Economy; War
Mark Stevenson	male	Euroamerican	Assistant Professor	Full-time, untenured	Ph.D.	27	Cultural Anthropology; Europe; Globalization
Shawn Carlyle	male	Euroamerican	Adjunct	Part-time; not tenure track	Ph.D.	23	Biological Anthropology; Ancient

							Native American DNA studies; U.S. Southwest prehistory
Anna Cohen	female	Euroamerican	Adjunct	Part-time; not tenure track	Ph.D.	3	Archaeology; Mesoamerica
LeGrande Davies	male	Euroamerican	Adjunct	Part-time; not tenure track	Ph.D.	37	Archaeology; Near East
Wade Kotter	male	Euroamerican	Adjunct (Professor – WSU Library)	Part-time; not tenure track	Ph.D.	29	Archaeology; Near East
Lisa McManama-Kearin	female	Euroamerican	Adjunct	Part-time; not tenure track	Ph.D.	9	Archaeology; Ancient and Medieval Europe
Christopher Merritt	male	Euroamerican	Adjunct	Part-time; not tenure track	Ph.D.	5	Historical Archaeology; Overseas Chinese Laborers
Susan Young	female	Euroamerican	Adjunct	Part-time; not tenure track	M.A.	12	Cultural Anthropology; Ethnobotany

Programmatic/Departmental Teaching Standards

All Anthropology Program faculty must conform to the official policies that govern instructional activities at WSU. General teaching standards are

determined by promotion and peer review policies as set forth in the WSU Policies and Procedures Manual, whereas college-specific teaching standards are entailed in the College of Social and Behavioral Sciences Tenure and Post-Tenure Policies.

Faculty Qualifications

All tenure-track faculty must hold a Ph.D. in Anthropology or Archaeology; all adjunct faculty preferably hold the doctoral degree in one of these two disciplines/fields as well. In exceptional cases, the Anthropology Program will hire adjuncts who are ABD in Anthropology/Archaeology, or who hold a Master's degree in Anthropology/Archaeology.

Be sure to include this (completed) summary graphic:

Faculty & Staff (current academic year)

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	4		6
Number of faculty with Master's degrees			1
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	4		7

Evidence of Effective Instruction

i. Regular Faculty

There are several kinds of systematic evaluations of full-time faculty used in the department:

(1) Merit Reviews conducted every two years of all faculty by the Department Chair using data provided by faculty members pertaining to teaching, scholarship and service and evaluated according to established College

of Social and Behavioral Sciences merit criteria with the results reported to the College Dean;

(2) Second Year Reviews of new tenure track faculty made by the Department Chair according to university policy, and with the results submitted to the faculty professional files;

(3) Peer Reviews of all faculty (including post-tenure faculty) conducted by an elected department Peer Review Committee, using instruments and procedures developed in the department which measure teaching effectiveness and occurring every two or three years with the results submitted to the faculty professional files in the department and College;

In the Spring of 2012 and the Fall of 2016, Brooke Arkush underwent Post-Tenure Reviews and was rated Excellent in the categories of Teaching, Scholarship, and Service. In 2013, Rosemary Conover went through the Post-Tenure Review process and was found to be either Good or Excellent in the three evaluation areas.

(4) Ranking and Tenure Reviews, conducted by the appropriate committees as indicated by institutionally established policy and procedures of the University and College measuring effectiveness in teaching, scholarship and service, with the results maintained in faculty professional files; and

(5) Student Evaluations of faculty and classes conducted formally in accordance with College and institutional policies and procedures using a standardized instrument developed by the College of Social and Behavioral Sciences and occurring at least one semester per year for all classes taught for all faculty (tenured and non-tenured). Informal student evaluations are also often obtained by individual faculty in their classes.

Adjunct Faculty

According to department policy, adjuncts and part-time faculty must be reviewed by:

(1) Student Evaluations for every course taught, using formal instruments developed either by Continuing Education or by the College of Social & Behavioral Sciences, depending on the funding entity;

(2) Peer Reviews (identical to that used on full time faculty described above);

(3) Program Coordinator classroom reviews conducted every two years; and

(4) Annual Employment Reviews of every adjunct as specified by department adjunct policy to be made by the full-time contract faculty for approval of annual reappointment.

At the present time, student course evaluation data for most of our program faculty serve as an accurate gauge of effective instruction. In terms of student course evaluations, the four full-time program faculty members achieved the following percentages of possible points over the last five years:

Dr. Brooke Arkush was assessed for eight semesters between the Spring of 2011 and the Fall of 2015, and averaged 91.6% of possible points.

Dr. Rosemary Conover was assessed in 40 classes taught across ten semesters between Autumn, 2011 and Spring, 2016. Her student teaching evaluations averaged 89.8% (range 75%-98%). Dr. Conover's student enrollments (as measured by student credit hour [SCH] production) were the highest in the Anthropology Program for this period (averaging over 500 SCHs per semester). Furthermore, her student retention rates were excellent (98-99% retention by the end of the 3rd week of the semester when these data are collected).

Dr. Ronald Holt was assessed for six semesters between Fall, 2012 and Fall, 2015, and averaged 90.8 % of possible points.

Dr. Mark Stevenson was assessed as tenure-track faculty for two semesters from Fall, 2015 through Spring, 2016, and averaged 83.8% of possible points based on 5 in-class courses.

Summary -

The above figures indicate that the vast majority of students who evaluated the four full-time Anthropology Program faculty members regard them as either very good, or excellent, instructors. According to the College of Social and Behavioral Sciences Merit Document, receiving 80% or higher of possible points on student course evaluations constitutes a meritorious rating for teaching performance.

For the program's adjunct faculty, the following are the percentages of possible points that they've received on student course evaluations over the past five years:

Dr. Shawn Carlyle was assessed for five semesters from Fall, 2013 though Fall, 2015, and averaged 91.2% of possible points.

Dr. Anna Cohen: WSU course evaluation data are not available, as this is her first semester teaching here.

Dr. LeGrande Davies was assessed for six semesters from Fall, 2013 through Spring, 2016, and averaged 92.5% of possible points.

Dr. Wade Kotter was assessed for two semesters from Fall, 2011through Spring, 2013, and averaged 83.6% of possible points.

Dr. Christopher Merritt was assessed for seven semesters from Spring, 2013 through Spring, 2016, and averaged 92.61% of possible points.

Ms. Susan Young was assessed for thirteen semesters from Spring, 2011 through Spring, 2016, and averaged 89.32% of possible points.

Summary –

As with our program's full-time faculty, student evaluations scores for our adjunct faculty are consistently high, indicating that most students who complete courses under their instruction view them as competent, engaging, and high-performing instructors. We really are fortunate to have a cadre of such excellent adjunct faculty members.

Faculty Scholarship

Full-time Program faculty members have been fairly active in the area of scholarship during the preceding five years, especially considering our heavy teaching loads and committee assignments.

Dr. Brooke Arkush

Peer Reviewed Publications

2011 Native Responses to European Intrusion: Cultural Persistence and Agency Among Mission Neophytes in Spanish Colonial Northern California. *Historical Archaeology* 45(4): 62-90.

2013 The Archaeology of Trapper Cliff Shelter: A Late Holocene Residential Site in Cassia County, South Central Idaho. *USDA Forest Service, Intermountain Region Heritage Reports No.* 5-05. Ogden, Utah.

2014 Communal Pronghorn Hunting in the Great Basin: What Have We Learned Over the Last 25 Years? In: California and Great Basin Prehistory: Essays in Honor of Philip J. Wilke, Mark Q. Sutton and Henry C. Koerper, eds. *Pacific Coast Archaeological Society Quarterly* 49(3 and 4):17-35.

Publication Review

2015 Review of "Lithics in the West: Using Lithic Analysis to Solve Archaeological Problems in Western North America, edited by Douglas H. McDonald, William Andrefsky, Jr., and Pei-Lin Yu. *Idaho Archaeologist* 38(1):77-83.

Professional Presentations

2012 Working the Promontory Periphery: What Can Bison Bones and Pot Sherds Tell Us About Settlement Practices and Social Networks? Read at the 33rd Biennial Great Basin Anthropological Conference, Stateline, Nevada.

2013 (with Meredith Wismer-Lanoe, Matthew Hill, Jr., Emlyn Eastman, and Francois Lanoe) Exploring Late Prehistoric Subsistence Change at the West Fork Rock Creek Site (10O275), Idaho. Poster presented at the 78th Annual Meeting of the Society for American Archaeology, Honolulu, Hawaii.

2014 Return to Birch Creek: Recent Excavations at Bobcat Rockshelter, Eastern Idaho. Read at the 2014 Winter Meeting of the Utah Professional Archaeological Council, Weber State University, Ogden, Utah.

2014 Birch Creek Revisited: Recent Excavations at Bobcat Rockshelter, Eastern Idaho. Read at the 34th Biennial Great Basin Anthropological Conference, Riverside Hotel, Boise, Idaho.

2015 (with Richard E. Hughes) Investigating Prehistoric Obsidian Source Utilization in Birch Creek Valley, Eastern Idaho. Read at the 80th Annual Meeting of the Society for American Archaeology, San Francisco, California.

Grant Received

2016 Phase 2 of Archaeological Investigations in Birch Creek Valley, Eastern Idaho. USDA Forest Service Challenge Cost Share Grant, Caribou-Targhee National Forest. Amount: $30,000.

Dr. Rosemary Conover

Peer Reviewed Publications

2014 "Rumpelstiltskin Unveiled: Who was Grimm's Fairy Tale Character?" *Storytelling, Self, Society: An Interdisciplinary Journal of Storytelling Studies* (in revision for resubmission).

2015 "Why did Charles Perrault's Cinderella Wear 'Glass' Slippers?" *Storytelling, Self, Society: An Interdisciplinary Journal of Storytelling Studies* (in submission).

2016 "What's in a Name: Naming Practices Cross-Culturally." *Journal of Linguistic Anthropology* (in submission).

2016 *Language and Culture: A Course Companion for Linguistic Anthropology*, Kendall Hunt Publishing Company. (In revision in 2016 - to be published 2017).

Professional Presentations

2011 "Cinderella, Ph.D.- Anthropological Symbolism" - Regional Storytelling Festival of Northern Utah.

2012 "Grimms, Ph.D. - The Meaning of Rumpelstiltskin"- Regional Storytelling Festival of Northern Utah.

2014 "Jack Tales," respondent/discussant - Regional Storytelling Festival of Northern Utah.

Grants Received

2015 Co-authored a successful proposal for WSU Hemingway Collaborative Award ($3,690 + institutional matching funds) to develop a Linguistics Minor and Lecture Series for 2015-2017.

Dr. Ronald L. Holt

Peer Reviewed Publications

Book Review of A Chemehuevi Song, by Clifford Trafzer for New Mexico Historical Review 91(4), 2016.

Book Manuscript " Counter-Insurgency and Islam," In progress.

"Paiute Lands and the Indian Claims Commission," *Utah Historical Quarterly*, in preparation.

Non-refereed Publications

"People and Cultures of Iran" GTA, Department of the Army, 2013.

"Negotiations" GTA, Department of the Army, 2012.

"Afghanistan and Islamic Culture" GTA, Department of the Army, 2012.

Papers Presented

"Human Domain Across the Range of Military Operations," at the Army War College,

6-8 January 2015.

Articles

"Beyond the Tribe: Patron-Client Relations and Neo-Patrimonialism in Afghanistan,"

In Military Intelligence 38(1), 2012.

"Grand Strategy, Literalist Islam and the Failure of COIN," WCAAS Conference, 2014.

"Beyond the Tribe," Culture and Foreign Language Conference, Virginia Beach, 2011.

Grant Received

Intergovernmental Personal Act Grant $220,000, 2010-12.

Dr. Mark A. Stevenson

Professional Presentations

2016 "Invisible Sun: Sustainability Fields and the Elision of Climate Change." The Royal Anthropological Institute and British Museum Department for Africa, Oceania and the Americas conference Anthropology, Weather and Climate Change; London, United Kingdom, May 27-29.

2016 "Digital Tradition and Reimagined Vernacular in Irish Music." Digital Humanities Speaker Series, Lindquist College of Arts & Humanities, Weber State University, November 11.

Dr. Shawn Carlyle

Peer Reviewed Publication

Harrod, Ryan P., D. L. Martin, and S. W. Carlyle
2012 Taphonomy after the fact: Violence and ritual in Room 33 at Chaco and Room 178 at Aztec. *Landscapes of Violence* 2(2): Article 5.

Professional Presentation

Harrod, Ryan P., D. L. Martin, and S. W. Carlyle
2011 Taphonomy after the fact: Violence, Sex and Ritual. Poster presented at the 76th Annual Meeting of the Society for American Anthropology. Sacramento, California, March 30-April 13.

Grant Received

2011 University of Utah Teaching Grant ($4,896) - "Purchase of Anatomical Specimens to Upgrade Biological Anthropology Teaching Collection". PI: Shawn W. Carlyle, CO-PI: Karen R. Burns.

Dr. Wade R. Kotter

Non-refereed Publications

"Review of **Archaeology Hotspot: Egypt: Unearthing the Past for Armchair Archaeologists** by Julian Heath." **Choice** 53,1 (Sep 2015): 135-6

"Review of **Excavating an empire: Achaemenid Persia in longue durée** ed. by Touraj Daryahee et al." **Choice** 52,5 (Jan 2015): 869

"Review of **The Ancient Near East: History, Society and Economy** by Mario Liverani." **Choice** 52,2 (Oct 2014): 324-325

"Review of **Ancient Persia: A Concise History of the Achaemenid Empire, 550-330 BCE.** by Matt Waters." **Choice** 52,1 (Sep 2014): 137

"Review of **The Forgotten Kingdom: The Archaeology and History of Northern Israel** by Israel Finkelstein." **Choice** 51,10 (Jun 2014): 1870

"Review of **Complex Communities: The Archaeology of Early Iron Age Jordan** by Benjamin W. Porter." **Choice** 51,9 (May 2014): 1641

"Review of **The Archaeology of Jerusalem: From the Origins to the Ottomans** by Katharina Galor and Hanswulf Bloedhorn." **Choice** 51,8 (Apr 2014): 1470

"Review of **Cities and the Shaping of Memory in the Ancient Near East** by Omur Harmansah." **Choice** 51,2 (Oct 2013): 327

"Review of **Stone Tools in the Paleolithic and Neolithic Near East: A Guide** by John J. Shea." **Choice** 51,1 (Sep 2013): p. 125

"Review of **The Israel Antiquities Authority Scientific Archive, 1919-1948** [web site]." **Choice** 51,1 (Sep 2013): 145

"Review of **The Archaeology of Ancient Egypt: Beyond Pharaohs** by Douglas J. Brewer." **Choice** 51,8 (Apr 2013): 1498-1499

"Review of **Ashoka: The Search for India's Lost Emperor** by Charles Allen." **Choice** 50,7 (Mar 2013): 1310

"Review of **Environmental Archaeology** by Elizabeth J. Reitz and Myra Shackley." **Choice** 50,4 (Dec 2012): 716-717

"Review of **Animals as Domesticates: A World View Through History** by Juliet Brock." **Choice** 50,2 (Oct 2012): 307

"Review of **Tutannkamen: The Search for an Egyptian King** by Joyce Tyldesley." **Choice** 50,1 (Sep 2012): 148

"Review of **Archaeology of the Origin of the State** by Vicente Lull and Rafael Mico." **Choice** 49,8 (Apr 2012): 1492

"Review of **Pilgrimage and Household in the Ancient Near East** by Joy McCorriston." **Choice** 49,4 (Dec 2011): 727-728

"Review of **The Emergence of Civilization: The Cyclades and the Aegean in the Third Millennium BC** by Colin Renfrew." **Choice** 49,2 (Oct 2011): 356

Presentation

"Non-LDS Influences on Early Mormon Hymnody." Presented at the Annual Conference of **The Hymn Society in the United States and Canada**, New Orleans, LA (July 2015)

Grant Received

Spring 2015 - Research, Scholarship & Professional Growth Award, Weber State University - **Non-LDS Influences on Early Mormon Hymnody.** The award provided partial support for me to present at the 2015 Annual Conference of The Hymn Society in the United States and Canada, New Orleans, LA, July 2016. Amount - $500.

Dr. Christopher Merritt

Peer Reviewed Publications:

2016 Merritt, Christopher W., "'Wooden Beds for Wooden Heads': Railroad Tie Cutting in the Uinta Mountains, 1867-1938". *Utah Historical Quarterly*, 84(2):102-117.

2015 Merritt, Christopher W.. "Archaeological Signatures of the Trade and Exchange of Locally Produced Utah Pottery: Capitalism and the Push for Self-Sufficiency in the Mormon Domain". *Utah Archaeology* 28(1):43-72.

2015 Timothy J. Scarlett, Amy M. Bastion, Leslie G. Cecil, Christopher W. Merritt, and Michael D. Glascock. "A Muddy Study: The Utah Pottery Project as a case study for archaeometric analyses of global flows of potters, pottery and potting" In Global Pottery 1. Historical Archaeology and Archaeometry for Societies in Contact, Jaume Buxeda I Garrigos, Marisol Madrid i Fernindez, and Javier G. Inanez, eds., pp.399-409. British Archaeological Reports International Series 2761, Oxford, England.

2013 Merritt, Christopher W. and Jacob N. Pollock. "Electrifying Rural Nevada: Mining and Hydroelectricity in Nevada's Northeastern Frontier (1896-1920)". *IA: The Journal of the Society for Industrial Archeology* 36, no. 2 (2010): 41–55

2013 Merritt, Christopher W., and Jacob N. Pollock, "Archaeology and History: A Match Made in Interdisciplinary Heaven". *Western Historical Quarterly*, 44(2):187-194.

2012 Merritt, Christopher W., Kelly J. Dixon and Gary Weisz. "Verily The Road Was Built With Chinaman's Bones": An Archaeology of Chinese Line Camps in Montana. *International Journal of Historical Archaeology* 16(4):666-695.

Manuscripts Reviewed

2013 "*Fan* and *Tsai*: Intra-community Variation in Plant-based Food Consumption at the Market Street Chinatown, San Jose, California", Reviewed for *Historical Archaeology*.

2013 "Protohistoric Metal Projectile Points in Utah", Reviewed for *Utah Archaeology*.

Grants Received

2014 Underrepresented Communities Grant, National Park Service, Historical and Archaeological Review of Asian and Pacific-Islander Heritage in Utah. Utah Division of State History, Grant Amount: $42,050.

Mentoring Activities

New faculty in the Department of Sociology and Anthropology are oriented and all faculty are mentored primarily by the Department Chair and Program Coordinator, with other faculty assuming more informal mentoring roles within the department. There is a good atmosphere of camaraderie in the department that allows for ongoing, open faculty discussions and guidance in teaching, service, and research. The WSU Teaching and Learning Form is another helpful resource for faculty seeking to improve their instructional skills, be exposed to new pedagogies, and interact with a number of like-minded faculty from across the campus.

Diversity of Faculty

In regard to gender diversity, the WSU Anthropology Program is relatively diverse. During the five year-long review period, both our full-time and adjunct faculty were essentially half male and half female: female full-time faculty members – Rosemary Conover, Kristin De Lucia, and Linda Eaton; male full-time faculty members – Brooke Arkush, Ronald Holt, and Mark Stevenson; female adjunct faculty members – Lisa McManama-Kearin, Kathryn Mohlenhoff, and Susan Young; male adjunct faculty members – Shawn Carlyle, LeGrande Davies, Wade Kotter, and Chris Merritt. Because all program faculty members are of Euroamerican descent, we are not ethnically diverse and should address this shortcoming in future hires.

Ongoing Review and Professional Development

Ongoing review of faculty follows the procedures outlined above in Evidence of Effective Instruction. Early in the Fall of 2016, Brooke Arkush submitted documentation for his second post-tenure review, and received a copy of his Chair's assessment on October 31, 2016. Dr. Marjukka Ollilainen rated him **excellent** in the areas of Teaching, Scholarship, and Service, making this a very successful post-tenure review.

Notices of professional development opportunities (e.g., Research Scholarship & Professional Growth, Hemingway, and Fulbright Grants), teaching seminars, and workshops are shared among the faculty, which have often resulted in teaching improvements and a number of grants and professional opportunities being secured, including several collaborative projects and proposals over the years for both full-time and part-time/adjunct faculty. Projects have been funded at the university, regional, and national levels, sometimes even across disciplinary lines. Faculty are encouraged and supported to take sabbatical leaves and seek professional growth whenever possible. A Faculty Development Endowment Fund was established in the department in 2004-05, with its interest income to be distributed to faculty annually for their professional growth and scholarship needs. The first distribution from this fund was made in Autumn 2005 and has continued through the present.

Standard F – Program Support
Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

There is one full-time, classified staff member of the department (department secretary): Belinda McElheny, who has worked in the department for 3 years. There are no professional staff positions in the program or department. In years past, work-study students have helped with the department office work load, but our department has not had one of these part-time workers for several years. The department secretary is formally evaluated each year, primarily by the Department

Chair, but these reviews also include input from other departmental faculty members. The department secretary is shared with the Sociology Program and at times, is burdened with a heavy workload. Belinda's job description has grown ever-longer as the university continues to delegate and pass responsibilities down to the departmental level to manage.

i. Ongoing Staff Development

Since September of 2013, Belinda McElheny has completed these training sessions/workshops here on campus:

2013 – LYNX - Budget Queries, Ethics and Procurement, Civil Rights Update 1 &2, Registrar's workshop, Scholarship nomination system, and LYNX self-service financial – requisitions.

2014 - Applying for and using a staff development grant, Chi Tester – Introduction, Adobe photo shop, New staff salary grade structure, Civil Rights Update, and Registrar's Workshop.

2015 - Wellness programs, Coach certification, Argos System, Paw Place Procurement System, Student Affairs Referrals and Resources, First Year Experience, Registrar's referrals and resources, Underrepresented Student Success, Registrar's workshop, Academic advising referrals and resources, Coaching 101, Inclusive Excellence, Registrar's workshop, and QPR for suicide prevention.

2016 - Financial Aid Scholarship basics, and Franklin Covey's project management essentials.

Adequacy of Administrative Support

There is a departmental administrative structure which includes the Department Chair, who is currently a Sociologist (Marjukka Ollilainen), two Program Coordinators (Broke Arkush for Anthropology and Marjukka Ollilainen for Sociology), and the Archaeological Technician Program Director (Brooke Arkush). There is a single Dean for the College of Social and Behavioral Sciences (Francis Harrold), who works closely with the group of Department Chairs to set the budget, care for the facilities, make hiring and salary decisions, as well as ranking, tenure and merit decisions, raises funds, and deals with the institutional administration and larger community. The administrative support seems adequate for the program's needs and the administration has been supportive of the program in budget, philosophy, and actions.

Adequacy of Facilities and Equipment

The program has a specialized lab facility, the Archaeology Laboratory, located in the basement of the Social Sciences Building, which is adequately equipped for the population that it serves and the activities that it supports. The program also has three classrooms assigned to it (in addition to the lab). One holds 72 students, the other two 35 students each. All three are dedicated multimedia classrooms equipped with a computer, audiovisual projecting system, and visualizer. Additional classrooms can be obtained if needed, but the availability is very limited, especially at prime times of the day.

Equipment and institutional support resources are somewhat adequate, but ongoing budgetary cuts continue to erode away the ability to obtain or replace many of these needed resources. For Archaeology, there is specialized equipment acquired and used for field activities and laboratory analyses. For Anthropology in general, the office equipment is shared with Sociology faculty and staff in the joint department such as copy machine, fax machine, typewriters, collating equipment, etc., to which all faculty have access. Each faculty member has a personal computer. For classroom instruction there is shared media equipment and an inadequate, but noteworthy variety of teaching materials that have been acquired, such as videos, software, fossil casts, models, maps, skeletal preparations, artifacts, and replicas.

Students have access to computer labs funded by the university, one of which is located in the Social Sciences Building, and faculty have access to these labs and to a portable computer cart containing laptop computers for student use during class time. Additionally, faculty have access to a computer classroom containing approximately 30 computers for student use during class time. Both of these resources have been very useful to the faculty teaching the research methods and statistics classes.

Adequacy of Library Resources

The Stewart Library is used extensively by faculty and students for research and course assignments. Library resources are judged to be adequate to support the program. Its collection includes approximately 11,500 bound volumes and 200 videos in all areas of anthropology, including approximately 500 electronic books. In addition, the library provides print and/or electronic access to approximately 420 journals in anthropology and closely related fields. Also available to students are over 200 article databases, many of which index journals in anthropology and related fields and, in many cases, provide direct access to the full-text of the article. And if the full-text is not directly available, students have access to a very efficient interlibrary loan service which provides most requested articles within 2-4 days. Students may also request books and other materials through interlibrary loan; most such items arrive within 4-7 days. The overall collection, both print and electronic, is very strong, and is supported by collections in other disciplines related to anthropology, such as sociology, history, and geography. Training/assistance for use of the library is readily available for students and faculty. An excellent staff includes the Social Sciences & Music Librarian, Dr. Wade Kotter, who is also an anthropologist with strong ties to our program.

Student Financial Support

Dr. Conover established and maintained an Endowment Fund for Private Scholarship Awards in Anthropology: 22 students were recipients of this scholarship across these past five years with allocations totaling nearly $9,000 dollars.

Standard G - Relationships with External Communities

Description of Role in External Communities

Since the mid-1970's, the WSU Anthropology Program has enjoyed a partnership with the U.S. Forest Service's Intermountain Region Heritage (Archaeology) Program. This is formalized by a Participating Agreement (PA) between the two entities which specifies financial and service obligations, and is reviewed/renewed annually. The long-term relationship has resulted in joint research projects, shared teaching responsibilities, student internships, public education efforts, and shared resources in the form of lab and office space, and equipment at WSU. This has been very beneficial to supporting the program for our archaeological field school, field trips, internships, contacts with employers, guest speakers in classes, research opportunities, library facilities in the lab, equipment, and outreach to the larger community. For example, of the 26 field schools that have been led by Dr. Arkush, over 90% of these projects have occurred on forests within the Intermountain Region, especially the Caribou-Targhee National Forest. The PA allows the Forest Service to curate collections in the Archaeology Lab, and to use the facility for processing collections. Over the last 3 or 4 years, Rachelle Handley of the Uinta-Wasatch-Cache National Forest, has held a number of Passport In Time laboratory projects at WSU in which members of the public have helped her clean and catalog various site assemblages recovered from this forest.

The WSU Archaeology Program has obtained grant money, especially from the USDA Challenge Cost Share Program, and many students have received training and seasonal employment from this partnership. Overall, much of the success and strength of our Archaeological Technician Program and Archaeology Track Major can be attributed to our relationship with the U.S. Forest Service. For example, one of our program's recent graduates, Skylar Schulzke, currently is working for the Uinta-Wasatch-Cache National Forest as an Archaeological Technician.

The program has also maintained a long-term relationship with the Utah Bureau of Land Management, serving as a repository for a large artifact collection acquired

during previous field projects in San Juan County that were conducted in the late 1960's by Dee Green and his students and colleagues at Brigham Young University. These materials have been useful as analytic projects for students in the Archaeological Laboratory Techniques course, in other classes as teaching aids, and as an Ancestral Puebloan comparative material collection.

For the last three years, the WSU Archaeology Program has had a partnership with the Utah State Historic Preservation Office through which six students have obtained internships. These positions provide our students with professional level work experience, and many tasks that they carry out revolve around digitizing archaeological site forms and updating county-specific data bases. Within the last year, the program has also placed student interns with Ogden's Union Station Museum and the USDA Natural Resources Conservation Service's Ogden office. The latter positons involve both archaeological field survey work and post survey administrative tasks such as site form production and GIS-based map production.

Sagebrush Consultants, a local private archaeological consulting firm, has employed many of our students and graduates over the years and has also provided student internships. This has been a very positive experience for our students and a good relationship for the program to maintain. More recently, Archaeology Track students have obtained seasonal employment positions with SWCA Consultants and Logan Simpson Design, two private firms in Salt Lake City.

Dr. Brooke Arkush's Community Service Activities

Since the mid 1980s, the WSU Anthropology Program has hosted meetings of the Promontory-Tubaduka Chapter of the Utah Statewide Archaeological Society, which typically occur in the Social Sciences Building from September until May. Dr. Arkush has served as professional advisor for this group and given many presentations at chapter meetings since 1990, and our students often attend chapter meetings. One of the program's alumni, Mark Stuart, has served as president of the Promontory-Tubaduka Chapter for a number of years. Within the last five years, he's made four presentations to the local USAS chapter, most of which concerned projects conducted by the WSU Archaeological Field School.

Other involvement with off campus groups include an April, 2013 presentation to the Weber Historical Society concerning the Promontory Tradition in northern Utah and southern Idaho, as well as an October, 2015 talk to two third grade classes at Oak Grove Elementary School in Forestville, California, concerning Native Peoples of the Sonoma County region of northern California.
During the Spring and Fall of 2014, Dr. Arkush produced interpretive text for numerous artifact exhibits and installed three academic posters in the Native American Room at the Snake River Heritage Center museum in Weiser, Idaho. He also helped to create a diorama depicting a traditional Northern Shoshone- Bannock encampment, including a wickiup, drying rack, cooking area and flintknapping area. This museum attracts a relatively large number of visitors each year, including many local primary and secondary school students.

Dr. Rosemary Conover's Community Service Activities

Provided preliminary forensic diagnostics for Ogden City Police on 8 cases.

Co-organized and moderated 6 academic sessions for the annual Regional Storytelling Festival of Northern Utah between 2011 and 2016.

Dr. Ronald Holt's Community Service Activities

January 2015-present: Consultant on Human Terrain issues, U.S. Army, Ft. Benning GA.

August 2010-August 2012: Culture and Language Advisor to CG, Ft. Benning, GA (on two year leave from Weber State University for grant).

Dr. Mark Stevenson's Community Service Activities

2011-2016 KRCL 90.9 fm Salt Lake City – service on Board of Trustees and Executive Committee of non-profit community radio station. Financial planning and fundraising, strategic planning, human resources oversight, community outreach.

2016 1916-2016 Irish Independence Centennial Project – collaboration with Hibernian Society of Utah and Weber County Library to plan and present several events in Spring of 2016 in conjunction with the celebration of the centennial of the Irish independence movement, including public film screenings, poetry reading, musical performances. Gave two public presentations on Irish traditional music and Irish cinema.

2016 Service as a founding member of the Weber-Davis chapter of Citizen's Climate Lobby, a national non-profit organization dedicated to the promotion of public education, awareness and policy change related to climate change mitigation.

These external connections have contributed in countless ways to the improvement of the curriculum, faculty, students, equipment, and other program resources.

Standard H – Program Summary
Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
Issue 1: With only four full-time faculty members, the program is understaffed.	Previous 5 Year Program Review:	
	Year 1 Action Taken:	Fall, 2012 – The Anthropology Program Coordinator requested an additional tenure track line from Dean Harrold.

	Year 2 Action Taken:	
	Year 3 Action Taken:	Spring, 2014 – Dean Harrold announces a college-wide competition for one department to obtain a new tenure track line. The Anthropology Program submits a proposal, and wins the competition.
	Year 4 Action taken:	Fall, 2014 and Spring, 2015 – The program conducts a national search for a Mesoamerican archaeologist, and hires Dr. Kristin De Lucia, Ph.D. from Northwestern University, 2011.
Issue 2: The program faculty's commitment to the four-field coverage approach is not reflected through the curriculum and major graduation requirements beyond the introductory (ANTH 1000) level.	Previous 5 Year Program Review:	
	Year 1 Action Taken:	Fall, 2013 – Program faculty begin discussion on how to address this situation.
	Year 2 Action Taken:	
	Year 3 Action Taken:	Fall, 2015 – Program faculty agree to modify graduation requirements for General Anthropology Track majors, requiring that students complete all

		four "Foundations Courses" (as opposed to completing two of these courses as previously required).
	Year 4 Action taken:	Fall, 2016 – The program Coordinator will submit this curricular change early in the Spring, 2017 semester.

Summary Information (as needed)

Issue 2 – General Anthropology Track majors currently are required to complete two of the four "Foundations Courses": ANTH 1020 (Biological Anthropology), ANTH 1040 (Language and Culture), ANTH 2010 (Peoples and Cultures of the World), and ANTH 2030 (Principles of Archaeology) to fulfill graduation requirements. In order to ensure exposure to all four fields of Anthropology beyond the introductory level, the program will soon require General Track majors to compete all four of these courses. This change will not increase the number of credit hours that are required to complete this program, but decrease the number of elective credits by 6 hours.

CURRENT CONFIGURATION

ANTHROPOLOGY MAJOR REQUIREMENTS
GENERAL TRACK
TOTAL SEMESTER HOURS REQUIRED: 36 / MINIMUM GRADE OF "C"
NAME: _____ STUDENT W #: _____
1. REQUIRED PROGRAM COURSES (12 CREDIT HOURS):

COURSE #	HRS	COURSE NAME	SEM/YR PLANNED	GRADE
SS/DV1000	3	INTRODUCTION TO ANTHROPOLOGY		
4200	3	ANTHROPOLOGICAL THEORY		
4300	3	ANTHROPOLOGICAL RESEARCH METHODS		
SOC 3600	3	SOCIAL STATISTICS		

2. CHOOSE TWO (2) COURSES FROM THE FOLLOWING (6 CREDIT HOURS):

COURSE #	HRS	COURSE NAME	SEM/YR PLANNED	GRADE
SS/DV2010	3	PEOPLES AND CULTURES OF THE WORLD		
SS2030	3	PRINCIPLES OF ARCHAEOLOGY		
LD/DV1020	3	BIOLOGICAL ANTHROPOLOGY		
HU/DV1040	3	LANGUAGE AND CULTURE		

3. CHOOSE 18 ELECTIVE HOURS

(MAY USE COURSES ABOVE THAT WERE NOT USED TO FULFILL THAT SECTION, NO DUPLICATES)

COURSE #	HRS	COURSE NAME	SEM/YR PLANNED	GRADE

MODIFIED CONFIGURATION

ANTHROPOLOGY MAJOR REQUIREMENTS
GENERAL TRACK
TOTAL SEMESTER HOURS REQUIRED: 36 / MINIMUM GRADE OF "C"
NAME: _____ STUDENT W #: _____

4. REQUIRED PROGRAM COURSES (12 CREDIT HOURS):

COURSE #	HRS	COURSE NAME	SEM/YR PLANNED	GRADE
SS/DV1000	3	INTRODUCTION TO ANTHROPOLOGY		
4200	3	ANTHROPOLOGICAL THEORY		
4300	3	ANTHROPOLOGICAL RESEARCH METHODS		
SOC 3600	3	SOCIAL STATISTICS		

5. REQUIRED FOUR-FIELDS FOUNDTIONS COURSES (12 CREDIT HOURS):

COURSE #	HRS	COURSE NAME	SEM/YR PLANNED	GRADE
SS/DV2010	3	PEOPLES AND CULTURES OF THE WORLD		
SS2030	3	PRINCIPLES OF ARCHAEOLOGY		
LD/DV1020	3	BIOLOGICAL ANTHROPOLOGY		
HU/DV1040	3	LANGUAGE AND CULTURE		

6. CHOOSE 12 ELECTIVE HOURS

(NO DUPLICATION OF ANY COURSES LISTED ABOVE)

COURSE #	HRS	COURSE NAME	SEM/YR PLANNED	GRADE

Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Issue 1	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed)

Based upon the learning outcomes results for both lower division and upper division Anthropology courses that have been assessed over the last five years, no

substantive curricular changes in those courses are planned at this time. The five Anthropology courses that confer General Education credit meet the learning outcomes goals for Social Sciences, Life Sciences, and Humanities credit. Additionally, the four program courses that confer Diversity credit also meet college-specific diversity learning goals. Upper division program courses also currently meet Anthropology-related learning goals.

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
Issue 1	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed)

No serious shortcomings concerning program staff, administration, or budgetary allocations are identified in the self-study. Therefore, no actions are necessary at this time.

Summary of Artifact Collection Procedure

Artifact	Learning Outcome(s) Measured	When/How Collected?	Where Stored?
ANTH 1000 3 exams; 2 article reviews	Social Sciences General Education Outcomes 1 – 3	 Once every 5 weeks/ hard copies; Once every 7 weeks/hard copies	Faculty office Faculty office
ANTH 1020 5 quizzes; bone quiz; 5 logs	Life Sciences General Education Outcomes 1 – 8	 Once every 3 weeks/hard copies; Once a semester/hard copies; Once every 3 weeks/hard copies	Faculty office Faculty office Faculty office
ANTH 1040 Short writing assignments; 15 logs	Humanities General Education Outcomes 1 – 3	 Variable/hard copies; 1 per week/hard copies	Faculty office Faculty office
ANTH 2010 4 quizzes; 4 ethnographic case studies	Social Sciences General Education Outcomes 1 – 3	 Once every 3 to 4 weeks/Chi tester; Once every 3 to 4 weeks/hard copies	Faculty/university electronic system Faculty office

ANTH 2030 4 quizzes; 2 exams; 1 notebook; 1 site report	Social Sciences General Education Outcomes 1 – 3	 Once every 3 to 4 weeks/hard copies; Once every 7 weeks; Once a semester/hard copies; Once a semester/hard copies	 Faculty office Faculty office Faculty office
ANTH 3100 3 exams; 1 journal article review	Program Learning Outcomes 1 – 3, 6, and 7	 Once every 4 to 5 weeks/hard copies; Once a semester/hard copies	 Faculty office Faculty office
ANTH 3200 3 exams; 1 research paper	Program Learning Outcomes 1 – 4, 6, and 7	 Once every 5 weeks/hard copies; Once a semester/hard copies	 Faculty office Faculty office
ANTH 3300 1 exam; 1 journal	Program Learning Outcomes 3, and 5 - 7	 Once a semester/hard copies; Once a semester/hard copies	 Faculty office Faculty office
ANTH 3400 1 midterm report; 1 artifact/ecofact catalog;	Program Learning Outcomes 3, and 5 - 7	 Once a semester/hard copies; 	 Faculty office Faculty office

1 final project report		Once a semester/hard and e copies Once a semester/hard copies	Faculty office
ANTH 4200 8 analysis papers; 5 logs	Program Learning Outcomes 2 - 7	 Once every 2 weeks/hard copies; Once every 3 weeks/hard copies	 Faculty office Faculty office
ANTH 4300 2 exams; Research proposal; Final research paper	Program Learning Outcomes 2 – 7	 Once every 7 weeks; Once a semester; Once a semester	 Faculty office Faculty office Faculty office
SOC 3600 3 exams; 10 computation/computer assignments	Program Learning Outcomes 4 – 7	 Once every 5 weeks Once a week	 Faculty office Faculty office

Summary Information (as needed)

APPENDICES

Appendix A: Student and Faculty Statistical Summary

Anthropology and Sociology Programs	2011-'12	2012-'13	2013-'14	2014-'15	2015-'16
Student Credit Hours Total	12,339	13,073	11,246	11,000	11,403
Anthropology	**5,387**	**5,949**	**4,689**	**5,470**	**5,519**
Sociology	6,952	7,124	6,557	6,070	5,884
Student FTE Total	411.30	435.77	374.87	366.67	380.1
Student Majors	169	174	152	148	151
Anthropology	**84**	**90**	**77**	**83**	**78**
Sociology	85	84	75	65	73
Program Graduates	26	17	27	26	30
Anthropology Majors	**14**	**12**	**17**	**13**	**19**
Anthropology Minors	**7**	**3**	**9**	**8**	**4**
Sociology Majors	14	6	14	13	12
Student Demographic Profile					
Female	104	105	92	90	88
Male	65	69	60	58	63
Faculty FTE Total	19.79	20.24	17.26	18.81	n/a
Adjunct FTE	9.84	10.29	9.82	8.86	n/a
Contract FTE	9.95	9.95	7.44	9.95	n/a
Student/Faculty Ratio	20.78	21.53	211.72	19.49	n/a

Note: Data provided by Institutional Effectiveness

Summary Information (as needed)

Program Credit Hour requirements: 120

General Education hours: 40 - 42
Required support course hours: usually 18 – 24 credit hours for a minor
Required major course hours: 36 (General Anthropology Track) and 39 (Archaeology Track)
Required elective course hours: 18 (General Anthropology Track)

(These figures are provided by the Institutional Effectiveness office in partner with the Registrar's Office)

Appendix B: Contract/Adjunct Faculty Profile

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Brooke Arkush	male	Euroamerican	Professor	Full-time, tenured	Ph.D.	27	Archaeology; North American prehistory and colonialism
Rosemary Conover	female	Euroamerican	Professor	Full-time, tenured	Ph.D.	46	Biological Anthropology; Linguistics; Anthropological theory
Ronald Holt	male	Euroamerican	Professor	Full-time, tenured	Ph.D.	36	Cultural Anthropology; Religion; Political Economy; War
Mark Stevenson	male	Euroamerican	Assistant Professor	Full-time, untenured	Ph.D.	27	Cultural Anthropology;

							Europe; Globalization
Shawn Carlyle	male	Euroamerican	Adjunct	Part-time; not tenure track	Ph.D.	23	Biological Anthropology; Ancient Native American DNA studies; U.S. Southwest prehistory
Anna Cohen	female	Euroamerican	Adjunct	Part-time; not tenure track	Ph.D.	3	Archaeology; Mesoamerica
LeGrande Davies	male	Euroamerican	Adjunct	Part-time; not tenure track	Ph.D.	37	Archaeology; Near East
Wade Kotter	male	Euroamerican	Adjunct (Professor – WSU Library)	Part-time; not tenure track	Ph.D.	29	Archaeology; Near East
Lisa McManama-Kearin	female	Euroamerican	Adjunct	Part-time; not tenure track	Ph.D.	9	Archaeology; Ancient and Medieval Europe
Christopher Merritt	male	Euroamerican	Adjunct	Part-time; not tenure track	Ph.D.	5	Historical Archaeology; Overseas Chinese Laborers
Susan Young	female	Euroamerican	Adjunct	Part-time; not tenure track	M.A.	12	Cultural Anthropology; Ethnobotany

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Belinda McElheny	female	Euroamerican	Department Secretary	3	N/A

Summary Information (as needed)

Appendix D: Financial Analysis Summary
(This information is provided by the Provost's Office)

Sociology and Anthropology					
Funding	**11-12**	**12-13**	**13-14**	**14-15**	**15-16**
Appropriated Fund	$969,853	$1,011,089	$1,048,372	$1,091,905	$1,184,357
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition					
Total	$969,853	$1,011,089	$1,048,372	$1,091,905	$1,184,357

Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations

Name	Organization
William Reed	U. S. Forest Service, Intermountain Region
Mark Stuart	Utah Statewide Archaeological Society

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Sue Harley	Professor of Botany	Weber State University
Richard Clemmer-Smith	Professor of Anthropology	University of Denver

Appendix G: Anthropology Program Major Graduate Survey

2015-16 Spring Graduate Survey

Description: Can you add the following question at the beginning? 1) What is your W# (Ex: W12345678) Please leave the question as an open-ended that allows just the 9 Digits. Don't make it a validation screen. Also, can you create a drawing tied to the survey?
Date Created: 3/21/2016 12:43:08 PM
Date Range: 3/25/2016 12:00:00 AM - 5/13/2016 11:59:00 PM
Total Respondents: 1526

Q31. Are you an Anthropology major?

Count Percent
12 7.27% Yes
153 92.73% No
165 Respondents

Q32. Assessing Main Program Objectives: The anthropology program at WSU is designed to provide students with appropriate undergraduate-level educational experiences, skills, and knowledge to acheive eight identified learning outcomes. On a scale of 1 to 5 (1 being "lowest" and 5 being "highest"), please comparitively assess your knowledge of the following areas before or after completing the program by selecting the appropriate rating. - Before you began the program your level of understanding of human biological and cultural differences and similarities across the world and through time in terms of anthropological description (data) and explanations (theories) was:

Count Percent
0 0.00% 5 - Very high
1 10.00% 4
3 30.00% 3
3 30.00% 2
3 30.00% 1 - Very low
10 Respondents

Q33. Assessing Main Program Objectives: The anthropology program at WSU is designed to provide students with appropriate undergraduate-level educational experiences, skills, and knowledge to acheive eight identified learning outcomes. On a scale of 1 to 5 (1 being "lowest" and 5 being "highest"), please comparitively assess your knowledge of the following areas before or after completing the program by selecting the appropriate rating. - After completing the program your level of understanding of human biological and cultural differences and similarities across the world and through time in terms of anthropological description (data) and explanations (theories) is now:

Count Percent
4 40.00% 5 - Very high
6 60.00% 4
0 0.00% 3
0 0.00% 2
0 0.00% 1 - Very low
10 Respondents

Q34. Assessing Main Program Objectives: The anthropology program at WSU is designed to provide students with appropriate undergraduate-level

educational experiences, skills, and knowledge to acheive eight identified learning outcomes. On a scale of 1 to 5 (1 being "lowest" and 5 being "highest"), please comparitively assess your knowledge of the following areas before or after completing the program by selecting the appropriate rating. - Before you began the program your understanding of the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to understanding human differences and similarities across the world and through time was:

Count Percent
0 0.00% 5 - Very high
1 10.00% 4
2 20.00% 3
4 40.00% 2
3 30.00% 1 - Very low
10 Respondents

Q35. Assessing Main Program Objectives: The anthropology program at WSU is designed to provide students with appropriate undergraduate-level educational experiences, skills, and knowledge to acheive eight identified learning outcomes. On a scale of 1 to 5 (1 being "lowest" and 5 being "highest"), please comparitively assess your knowledge of the following areas before or after completing the program by selecting the appropriate rating. - After completing the program your understanding of the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to understanding human differences and similarities across the world and through time is now:

Count Percent
6 60.00% 5 - Very high
4 40.00% 4
0 0.00% 3
0 0.00% 2
0 0.00% 1 - Very low
10 Respondents

Q36. Assessing Main Program Objectives: The anthropology program at WSU is designed to provide students with appropriate undergraduate-level educational experiences, skills, and knowledge to acheive eight identified learning outcomes. On a scale of 1 to 5 (1 being "lowest" and 5 being "highest"), please comparitively assess your knowledge of the following areas before or after completing the program by selecting the appropriate rating. - Before you began the program your level of proficiency in basic anthropological concepts and terminology was:

Count Percent
1 10.00% 5 - Very high
0 0.00% 4
2 20.00% 3
2 20.00% 2
5 50.00% 1 - Very low
10 Respondents

Q37. Assessing Main Program Objectives: The anthropology program at WSU is designed to provide students with appropriate undergraduate-level educational experiences, skills, and knowledge to acheive eight identified learning outcomes. On a scale of 1 to 5 (1 being "lowest" and 5 being "highest"), please comparitively assess your knowledge of the following areas before or after completing the program by selecting the appropriate rating. - After completing the program your level of proficiency in basic anthropological concepts and terminology is now:

Count Percent
8 80.00% 5 - Very high
2 20.00% 4
0 0.00% 3
0 0.00% 2
0 0.00% 1 - Very low
10 Respondents

Q38. Assessing Main Program Objectives: The anthropology program at WSU is designed to provide students with appropriate undergraduate-level educational experiences, skills, and knowledge to acheive eight identified learning outcomes. On a scale of 1 to 5 (1 being "lowest" and 5 being "highest"), please comparitively assess your knowledge of the following areas before or after completing the program by selecting the appropriate rating. - Before you began the program your knowledge of the processes of theory formation and how various theories have been developed, applied, and evaluated throughout the history of the discipline of anthropology was:

Count Percent
0 0.00% 5 - Very high
0 0.00% 4
0 0.00% 3
2 20.00% 2
8 80.00% 1 - Very low
10 Respondents

Q39. Assessing Main Program Objectives: The anthropology program at WSU is designed to provide students with appropriate undergraduate-level educational experiences, skills, and knowledge to acheive eight identified learning outcomes. On a scale of 1 to 5 (1 being "lowest" and 5 being "highest"), please comparitively assess your knowledge of the following areas before or after completing the program by selecting the appropriate rating. - After completing the program your knowledge of the processes of theory formation and how various theories have been developed, applied, and evaluated throughout the history of the discipline of anthropology is now:

Count Percent
3 30.00% 5 - Very high
6 60.00% 4
0 0.00% 3
1 10.00% 2
0 0.00% 1 - Very low
10 Respondents

Q40. Assessing Main Program Objectives cont. - Before you began the program your knowledge and skills of anthropological research methods and techniques of analysis were:

Count Percent
0 0.00% 5 - Very high
0 0.00% 4
1 10.00% 3
2 20.00% 2
7 70.00% 1 - Very low
10 Respondents

Q41. Assessing Main Program Objectives cont. - After completing the program your knowledge and skills of anthropological research methods and techniques of analysis are now:

Count Percent
2 20.00% 5 - Very high
6 60.00% 4
2 20.00% 3
0 0.00% 2
0 0.00% 1 - Very low
10 Respondents

Q42. Assessing Main Program Objectives cont. - Before you began the program your abilities in critical thinking and reasoning as applied to anthropological problems and issues were:

Count Percent
0 0.00% 5 - Very high
0 0.00% 4
3 30.00% 3
3 30.00% 2
4 40.00% 1 - Very low
10 Respondents

Q43. Assessing Main Program Objectives cont. - After completing the program your abilities in critical thinking and reasoning as applied to anthropological problems and issues is now:

Count Percent
5 50.00% 5 - Very high
4 40.00% 4
1 10.00% 3
0 0.00% 2
0 0.00% 1 - Very low
10 Respondents

Q44. Assessing Main Program Objectives cont. - Before you began the program your ability to write, speak, and communicate about anthropological issues was:

Count Percent
0 0.00% 5 - Very high
0 0.00% 4
2 20.00% 3
4 40.00% 2
4 40.00% 1 - Very low
10 Respondents

Q45. Assessing Main Program Objectives cont. - After completing the program your ability to write, speak, and communicate about anthropological issues is now:

Count Percent
6 60.00% 5 - Very high
3 30.00% 4
0 0.00% 3
1 10.00% 2
0 0.00% 1 - Very low
10 Respondents

Q46. Assessing Main Program Objectives cont. - Before you began the program your awareness of the existence of human prejudice and discrimination (e.g. racism, ethnocentrism, sexism, anthropocentrism), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations was:

Count Percent
0 0.00% 5 - Very high
3 30.00% 4
4 40.00% 3
2 20.00% 2
1 10.00% 1 - Very low
10 Respondents

Q47. Assessing Main Program Objectives cont. - After completing the program your your awareness of the existence of human prejudice and discrimination (e.g. racism, ethnocentrism, sexism, anthropocentrism), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations is now:

Count Percent
8 80.00% 5 - Very high
0 0.00% 4
2 20.00% 3
0 0.00% 2
0 0.00% 1 - Very low
10 Respondents

Q48. Why did you choose anthropology as a major or minor?

Count Percent
10 100.00%

Count Percent
1 10.00% After I figured out what anthropology was, The concept just felt natural to me. .
1 10.00% Because I wanted to become an Archaeologist.
1 10.00% Because this has always been the only interest I've ever had
1 10.00% I chose anthropology because I had taken a few intro courses, and discovered that I had a great interest in the topic and was more proficient at it than my previously chosen major. So, I switched to anthropology.
1 10.00% I find the subject very interesting. I don't expect to work in the field, but I wanted to earn a bachelors degree.

1 10.00% I had pursued other degrees before, but none of them ever seemed to "fit". Anthropology broadened my mind and offered some valuable insight into humans and the cultures they are a part of. I never had a class I didn't like.
1 10.00% I think that it's not only interesting, but the easiest way to study the world and the effects that globalization has had on cultures. I also plan to work in the environmental anthropological arena. Particularly adaptations to global climate change. There is no other major that could provide me with the education I needed for such en devours.
1 10.00% Interest in human behavior and interaction, particularly in the past.
1 10.00% Interest in past cultures/archaeology
1 10.00% It's the best fit for me personally.
10 Respondents

Q49. Which field(s) of anthropology interested you most? Place in numeric order 1 through 4 (with 1 being most personally interesting and 4 being least interesting): - Archaeology

Count Percent
5 55.56% 1
1 11.11% 2
2 22.22% 3
1 11.11% 4
9 Respondents

Q50. Which field(s) of anthropology interested you most? Place in numeric order 1 through 4 (with 1 being most personally interesting and 4 being least interesting): - Biological Anthropology

Count Percent
1 11.11% 1
4 44.44% 2
3 33.33% 3
1 11.11% 4
9 Respondents

Q51. Which field(s) of anthropology interested you most? Place in numeric order 1 through 4 (with 1 being most personally interesting and 4 being least interesting): - Cultural Anthropology

Count Percent
3 33.33% 1
3 33.33% 2
1 11.11% 3
2 22.22% 4
9 Respondents

Q52. Which field(s) of anthropology interested you most? Place in numeric order 1 through 4 (with 1 being most personally interesting and 4 being least interesting): - Linguistics

Count Percent

0 0.00% 1
2 20.00% 2
3 30.00% 3
5 50.00% 4
10 Respondents

Q53. What are your plans after graduation?

Count Percent
2 20.00% Attend graduate school
4 40.00% Intend to pursue a career in anthropology
1 10.00% Intend to pursue a career in some field other than anthropology (please specify)

Count Percent
1 100.00% Library and Information Science
3 30.00% Other plans (please explain)

Count Percent
1 33.33% I plan to take a little bit to step back and figure out whether grad school is the right move for me. I would love to pursue a career in anthropology.
1 33.33% I've been quite ill, and I am going to take some time off to work on improving my health. I hope to attend more school when I am feeling better.
1 33.33% Work in anthropology then continue towards a PhD after 2+ years of work
10 Respondents

Q54. You indicated that you plan to attend graduate school:
Count Respondent % Response %
2 100.00% 33.33% Where?

Count Percent
1 50.00% Not sure yet
1 50.00% Sweden
2 100.00% 33.33% What discipline/field? (If Anthropology, please indicate the subfield)

Count Percent
1 50.00% Cultural Anthropology
1 50.00% Zooarchaeology
2 100.00% 33.33% What degree?

Count Percent
1 50.00% Anthropology
1 50.00% PhD
2 Respondents
6 Responses

Q55. What do you believe to be the greatest strength of the WSU Anthropology program?

Count Percent
10 100.00%

Count Percent
1 10.00% A wide variety of professors and, particularly in upper division classes, small class sizes.
1 10.00% Archaeology opportunities
1 10.00% Availability of classes.
1 10.00% Field school and Lab opportunities
1 10.00% Great professors who specialize in many different fields of anthropology and care about the students.
1 10.00% Nothing. In fact it needs terrible improvement.
1 10.00% Professors that want to offer a breadth of information that reflects the holistic nature of Anthropology. I not only felt I could learn from the course material but from the experiences that each professor brought to the class.
1 10.00% The involvement and interest of the professors.
1 10.00% The professors are great, interesting and experienced. The study abroad trips offered are fantastic.
1 10.00% The Professors. They're knowledgeable, experienced, and invested in their students.
10 Respondents

Q56. What do you believe to be the greatest weakness of the WSU Anthropology program?
Count Percent
9 100.00%

Count Percent
1 11.11% Class availability
1 11.11% Funding and availability of paid research assistantships.
1 11.11% I believe that the anthropology department should have more 'hands-on' courses to provide better experience in the field of anthropology. T
1 11.11% I could have used more support and guidance. I felt invested in the program, but I didn't feel the program was invested in me. I built stronger relationships with the history department (my minor). For example, I was never informed by my guidance counselor that I needed to pass all my math courses before beginning required ANTH classes that had to be taken in sequential order.
1 11.11% Not enough professors or classes.
1 11.11% Not enough special topic classes!
1 11.11% The fact that one of your greatest professors in an adjunct and is no longer getting as many classes as she was in years past.
1 11.11% The greatest weakness in this department as a program is that it really does not prepare its undergraudate students to expand their knowledge really at all.
1 11.11% Too small
9 Respondents

Q57. Do you think the WSU Anthropology Program should add, delete, or change any courses or requirements in its curriculum?
Count Percent
7 70.00% Yes (please explain what and why)

Count Percent
1 14.29% A foreign language requirement should be added. Language and being able to learn and use different languages is a key skill in Anthropology.
1 14.29% Class size especially the lower division classes that meet the gen. ed. requirements.
1 14.29% I believe that the Anthro. Theory and Methods courses should be taught more than once a year, just in case some students can't work them into their schedule during the semesters in which the courses are currently taught.
1 14.29% I noticed that the University of Utah has a much greater array of classes to choose from. I would like to see forensic anthropology classes or even a major at WSU. Also, one required course is only offered in Fall and another required course is only offered in the Spring. This caused a problem for me, especially because they had to be taken in sequential order.
1 14.29% It should change the course in which it teaches its upper division of 4200 because a great number of the students were neither prepared or really educated in this section but expected to know material most of the students had never seen previously.
1 14.29% Maybe some public history courses under recommend courses?
1 14.29% No delete, but perhaps add some that highlight other geographic areas.
3 30.00% No
10 Respondents

Q58. How has your WSU anthropological training changed the way that you view the world and peoples of different cultural and ethnic backgrounds?
Count Percent
10 100.00%

Count Percent
1 10.00% absolutely
1 10.00% I am an Associate of General Studies graduate next month, and I have not yet completed all of my required anthropology classes. I don't feel qualified to answer this question until I have completed all my classes.
1 10.00% I am more aware and analytical of behavior
1 10.00% I believe I am able to understand other cultures and the world better because of it, and I know how to better pursue any questions I have about those things.
1 10.00% I have become more aware of the personal viewpoints of myself and others and how those viewpoints affect our interpretation of the cultures around us.
1 10.00% Instead of viewing peoples cultures in racial categories, I see human populations as groups of one species practicing and adapting to diverse environments and culture belief.
1 10.00% It has significantly changed the way I view the world and everyone that lives in it.I can confidently say I am not the same person that started the program, and the changes in my perspective have been for the better.
1 10.00% It hasn't changed any of my opinions on people of different cultural or ethnical backgrounds whatsoever.
1 10.00% It's given me the ability to think more critically about my own culture, and made me more aware of my own prejudices and biases. Also, it has considerably broadened my perspective and made me aware of things that I didn't know before.
1 10.00% More open/less judgmental
10 Respondents

Q59. Any further comments or suggestions?

Count	Percent
5	100.00%

Count	Percent	
1	20.00%	N/A
1	20.00%	no
1	20.00%	No
1	20.00%	None.
1	20.00%	Weber State University has an excellent Anthropology Program. I honestly think it is undervalued and underfunded at WSU. I honestly think that, if the professors received pay equal to their worth, they'd make three times what I'd guess their current salaries are.

5 Respondents