

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: BA in Anthropology

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
2016-17	SLO 5: Effectively communicate anthropological issues and research. Write clear expository essays on anthropological topics. ("Communication").	Assessed final papers for ANTH 435 Medical Anthropology (spring 2017), using standard writing assessment rubric normed across BSS in April 2017.	Overall, student scores met or exceeded expectations in the four categories 92% of the time. They exceeded them 71% of the time.	Faculty will discuss these results at the faculty meeting in November 2017 and at the retreat in January 2018.
2015-16	SLO # 4: Demonstrate methodological skills in at least one of these subdisciplines of anthropology: archaeology; social and sociocultural anthropology; museum studies; and physical anthropology. ("Methods").	Assessed 38 final research papers for ANTH 415: Forensic Anthropology (Spring 2016 semester). Assessed 24 final research projects for ANTH 481: Human Identification (Spring 2016 semester).	ANTH 415: 97.3% (37/38) of students performed at or above the 75% benchmark for the overall paper score. The overall mean score was 87% (min-max 65-100%), also well above the 70% benchmark. ANTH 481: 95.8% (23/24) of students performed at or above the 75% benchmark for the overall paper score. The overall mean score was 86.1% (min-max 59-99%), also well above the 70% benchmark.	Faculty will discuss these results at the faculty meeting in November 2016 and at the retreat in January 2017.

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2014-15	SLO # 5: Effectively communicate anthropological issues and research. Write clear expository essays on anthropological topics. ("Communication").	Assessed 27 final research papers for ANTH 496: History of Theory and Method in Anthropology (Fall 2014 semester).	Reviewer found that 85% (23/27) of students performed at or above the 75% benchmark for the overall paper score. The overall mean score was 85% (min-max 72-100%), also well above the 70% benchmark.	Faculty will discuss these results at the next faculty meeting in October 2015 and at the retreat in January 2016.
2013-14	SLO #4 (Methods): Demonstrate methodological skills in at least one of these subdisciplines of anthropology: archaeology; social and sociocultural anthropology; museum studies; and physical anthropology.	Assessed final case reports for ANTH 481 (Human Identification), final lab practical exams for ANTH 478 (Zooarchaeology), and Exam 1 statistical data sets for ANTH 485 (Formal Methods for Anthropology).	Reviewer found a success rate of 90% for ANTH 481 (Mean score = 92%), indicating that most students have developed solid skills in human bone identification as a result of the course. Reviewer found a success rate of 85.7% for ANTH 478 (Mean score = 85.3%), indicating a high degree of success in vertebrate skeletal identification. Reviewer found a success rate of 100% for ANTH 485 (Mean score = 97.3%), indicating that all students could accurately hand calculate descriptive statistics on an exam from a data set.	Faculty will discuss these results at the next faculty meeting and at the retreat in January 2015.

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2012-13	SLO #2 Reason intelligently about ethical issues in human societies and in the practice of anthropology. ("Ethics")	Pre-test and post-test for ANTH 302 (Archaeology), 412 (Human Variation), ANTH 487 (Heritage Resource Management), and ANTH 465 (Conservation of Archaeological and Ethnographic Resources) to evaluate student understanding of ethics in Anthropology.	Reviewer found success rates of 73% for ANTH 301 (Mean score 77%), 100% for ANTH 412, 92.9% in ANTH 487, and 100% for ANTH 465 (Mean score 95.6%). Overall, students in all classes performed well on the post-test and/or essay and quantitative questions.	Faculty will discuss these results at the next department meeting and at the faculty retreat in January 2014. Ethics SLO may be more appropriately assessed qualitatively instead of multiple choice format.