Discipline	Course Number	Title
Anthropology	205	ANT 205 06/26/2023-Introduction to Archaeology
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Social Sciences
Faculty Preparer		Christopher Barrett
Date of Last Filed Assessment Report		04/26/2019

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

    Yes

    The course was assessed Winter Semester 2018

2. Briefly describe the results of previous assessment report(s).

    The results for Student Learning Outcomes 1 and 2 were both greater than 75% (75% of students scored 75% or higher on the essay questions used to measure the outcomes).

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

    Given that the topic is so broad, it was found that students may have been over-exposed to some concepts and under-exposed to others. As the course was being converted into a DL modality, the master syllabus was revised to include a third student learning outcome focused on critiquing archaeological theory. Course lectures were also modified to emphasize more archaeological theory.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify the nature of the archaeological record, describe how scientific methods are used to explain that record, and critique the theories and conclusions made by archaeologists.

- Assessment Plan

- o Assessment Tool: Department exam
- o Assessment Date: Winter 2021
- o Course section(s)/other population: All
- o Number students to be assessed: All
- o How the assessment will be scored: Answer key
- o Standard of success to be used for this assessment: 75% of students will score an average of 75% or higher
- o Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2021	2022, 2021	2022, 2021

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
116	83

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The number differs from the number of enrolled students due to students who dropped the course, did not complete the exam, or who did not complete the essay portion of the exam.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students were enrolled in distance learning (DL) sections of the course.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This is the first time the course is being assessed in a distance learning format. Five (5) multiple-choice questions from Exam 1 and a short essay question were used to assess this outcome. Multiple-choice questions were scored using an answer key. To deter cheating, multiple-choice questions were drawn from a pool of questions; success rates, therefore, are reported here as the percentage of students who correctly answered these questions across all sections

and semesters (in other words, the success rate per question) since not every student answered the same set of questions. The essay question was graded using a rubric -- 9.375 points or higher equaled a 75% and was considered a success.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

While there was some variance from semester to semester (see assessment data), the total averages across all semesters and multiple-choice questions for Learning Outcome 1 were greater than 81% and met the standard of success. 69 out of 83 students scored a 9.375 or higher on the essay, resulting in a success rate of 82.9% which also exceeded the standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students can readily identify the components of the archaeological record and have demonstrated a satisfactory understanding of the goals and limitations of archaeological science.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Based on the results, which all exceeded the standard of success, there is little that needs to be changed with regards to this student learning outcome.

Outcome 2: Identify and describe the major long-term biological and socio-cultural changes associated with human evolution, domestication, and the rise of social and political complexity.

- Assessment Plan
    - Assessment Tool: Department exam
    - Assessment Date: Winter 2021
    - Course section(s)/other population: All
    - Number students to be assessed: All
    - How the assessment will be scored: Answer key

- o Standard of success to be used for this assessment: 75% of students will score an average of 75% or higher

- o Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2021	2022, 2021	2022, 2021

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
116	83

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The number differs from the number of enrolled students due to students who dropped the course, did not complete the exam, or who did not complete the essay portion of the exam.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students were enrolled in DL sections of the course.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Five (5) multiple-choice questions from Exam 1 and 2 were used to assess this outcome and was scored using an answer key. To deter cheating, multiple-choice questions were drawn from a pool of questions; success rates, therefore, are reported here as the percentage of students who correctly answered these questions across all sections and semesters (in other words, the success rate per question) since every student answered the same set of questions.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>No</u>

Of the five questions, only two had average scores (across all semesters) greater than a 75% success rate. Since only 2 out of 5 questions (40%) were successful, the standard of success was not met for this learning outcome.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students are quite good at identifying species names and place names. Students also have some capacity to identify theories associated with explanations for evolutionary trends such as bipedalism, encephalization, and the origins of social complexity.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

While it is clear that students understand the "big picture" of human biological and sociocultural evolution, they struggle with the details. Many students could not correctly identify morphological features important to differentiating hominin species and could not identify the relevant parts of theories related to evolution.

Outcome 3: Critique the explanations provided by the discipline of archaeology for the development of civilization in geographically distinctive areas of the world.

- Assessment Plan

    o Assessment Tool: Department exam

    o Assessment Date: Winter 2021

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer key and rubric

    o Standard of success to be used for this assessment: 75% of students will score an average of 75% or higher

    o Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2021	2022, 2021	2022, 2021

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
116	78

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The number differs from the number of enrolled students due to students who dropped the course or who did not complete the essay portion of Exam 2.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students were enrolled in DL sections of the course.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This student learning outcome was assessed with an essay included in Exam 2. The essay question was graded using a rubric -- 9.375 points or higher equaled a 75% and was considered a success. The success rate (as a percentage) was calculated as the total number of students scoring 75% or greater divided by the total number of essay attempts.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

The results for this learning outcome did not meet expectations. In only one semester (Winter 2022) did students meet or exceed the success rate. In all other semesters, the success rate was well below the threshold for success. The average success rate across all semesters was only 67.6%

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students are familiar with how theory is utilized in the archaeological sciences and are aware of at least some aspects of these theories.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

While students can identify what a theory is and who proposed it, they are far less capable of identifying the assumptions and limitations of these theories. Students seem to either accept these theories entirely with little or no critique, or reject them entirely.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

In general, the previous assessment showed that students were getting lost in some of the details, but were otherwise understanding the major concepts in the course. Lectures for the course were re-written when it was converted to a DL format, to streamline how these details were communicated -- some details and concepts were raised multiple times and contrasted with new concepts as they were presented in the course. These changes seem to have been successful, though I fear they may have been at the expense of students understanding larger concepts in the course.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This course continues to provide a solid introduction to one of the social sciences and a good foundational course for students seeking a degree in Anthropology. The assessment process brought to light the difficulty of trying to find a balance between low-level objectives (like identifying species, places, etc...) and high-level objectives, such as critiquing theory and aspects of the archaeological record.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

These results will be shared with part-time Anthropology instructors and with other interested members of the Department of Social Sciences.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Currently, the course has no assignments outside of	The large number of quizzes and exams in the course emphasizes test-taking over	2024

| | discussions and a few self-directed activities. Based on the results of this assessment, students need an activity to help them synthesize archaeological data with theory. Thinking Strings: Revealing Archaeology is currently used in the course; this courseware does a good job of bridging the gap between data and theory, but few students purchase it or make use of it during the course. It might be beneficial to reduce the number of quizzes in the course and make the courseware exercises graded activities. | comprehension. Reducing the number of quizzes (and/or exams), and replacing them with self-paced activities such as the exercises from Thinking Strings: Revealing Archaeology might help to refocus student attention on comprehension and not just memorization. | |

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

ANT205 Assessment Data
ANT205 Exam 1 Essay Rubric
ANT205 Exam 2 Essay Rubric

| **Faculty/Preparer:** | Christopher Barrett **Date:** 06/26/2023 |
| **Department Chair:** | Christopher Barrett **Date:** 06/26/2023 |

Dean: Scott Britten **Date:** 06/30/2023

Assessment Committee Chair: Jessica Hale **Date:** 11/22/2023

Discipline	Course Number	Title
Anthropology	205	ANT 205 02/08/2019-Introduction to Archaeology
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Social Sciences	Christopher Barrett
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

   No

2. Briefly describe the results of previous assessment report(s).

   3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

   5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify the nature of the archaeological record, describe how scientific methods are used to access and explain that record, and critically evaluate how those constructions of the human past affect us today.

- Assessment Plan

  o Assessment Tool: Department evaluated examination.

  o Assessment Date: Winter 2010

  o Course section(s)/other population: Anthropology 205-1

  o Number students to be assessed: 30

- How the assessment will be scored: Multiple choice questions will be scored using an answer key. The essay question will be scored using a departmentally-developed rubric.

- Standard of success to be used for this assessment: An average score of 75% correct or higher on the departmental examination for the sections(s) evaluated will indicate a successful performance of the course.

- Who will score and analyze the data: The objective section of the test will be scored by anthropology faculty members other than the instructor who administered the course. The brief essay will be scored by anthropology faculty members other than the instructor using the rubric.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2018	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
15	12

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

This outcome was assessed using questions drawn from the 1st and 2nd exams. All 15 of the students enrolled in the course took exam 1. Three students dropped the course after exam 1 and, consequently, only 12 students took exam 2. Collectively, 12 students out of the 15 enrolled in the course completed both exams.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students were part of a face-to-face class which met during the day. This was the same for Exams 1,2, and 3.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Both exams consisted of a 50 question multiple choice test and a short essay question. The multiple choice portion of each exam was scored using an answer key. The essay portion of each exam was evaluated using a rubric.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>

This learning outcome was addressed on Exam 1 and part of Exam 2. The average for Exam 1 multiple-choice was 74.6%; the average on the essay portion of Exam 1 was 86%. Of the multiple-choice questions on the exam which students missed at a frequency of 60% or higher, two of the questions dealt with theory, two with identifying specific hominin species, and one with defining a cultural period. The average for Exam 2 multiple-choice was 81%; the average on the essay portion of Exam 1 was 83%. Of the multiple-choice questions on the exam which students missed at a frequency of 60% or higher, all three of the questions dealt with people or place names associated with prehistoric groups. The essay responses for Exam 1 and 2 were generally good; responses demonstrated that students understood the differences between the major periods of human evolution, theories for the appearance of modern humans, aspects of the archaeological record that indicate social complexity, and the association between natural resources and the rise of civilization.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students demonstrated an understanding of methods; how aspects of modern archaeology such as dating methods, remote sensing methods, and chemical analysis are being used to reach conclusions about the past. Students also demonstrated that they understood archaeological hypothesis testing and the importance of context. In general, their essays were quite good and demonstrated that they understood the "big picture" when interpreting the archaeological record.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Many of the questions that students missed on the multiple-choice portions of the exams dealt with specific names, both for some of the archaeologists discussed in the class and for the names given to various artifacts and places. This is not that unusual, since the course covers such a broad range of topics from across time and space. One method that might be employed to help students commit this information to memory would be a weekly or bi-weekly review session, or an activity (such as filling out a pre-made outline or taking a weekly quiz) which would re-introduce material covered in previous class meetings. Currently a study guide is provided for each exam. This study guide could be expanded, or even turned into a practice exam.

Outcome 2: Identify and describe the major long-term biological and socio-cultural changes that have occurred over the course of human prehistory and history, and critically review the processes that have been proposed for explaining those changes.

- Assessment Plan

    o Assessment Tool: Department evaluated examination.

    o Assessment Date: Winter 2010

    o Course section(s)/other population: Anthropology 205-1

    o Number students to be assessed: 30

    o How the assessment will be scored: Multiple choice questions will be scored using an answer key. The essay question will be scored using a departmentally-developed rubric.

    o Standard of success to be used for this assessment: An average score of 75% correct or higher on the departmental examination for the sections(s) evaluated will indicate a successful performance of the course.

    o Who will score and analyze the data: The objective section of the test will be scored by anthropology faculty members other than the instructor who administered the course. The brief essay will be scored by anthropology faculty members other than the instructor using the rubric.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2018	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
15	12

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Three students dropped the course after exam 1 and, consequently, only 12 students took exam 3.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

> All students were part of a face-to-face class which met during the day. This was the same for Exams 1,2, and 3.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

> Exam 3 consisted of 50 multiple choice questions and a short essay question. The multiple choice portion of the exam was evaluated using a grading key. The essay portion of the exam was evaluated using a rubric.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

> Met Standard of Success: <u>Yes</u>
>
> The average for Exam 3 multiple-choice was 78.3%; the average on the essay portion of Exam 3 was 98%. Of the eight multiple-choice questions on the exam which students missed at a frequency of 60% or greater, more than half (5) were related to site names and features while the other three questions dealt with the characteristics of artifacts associated with specific cultures and/or periods. The high percentage for the exam is likely due to the question that the majority of students elected to answer (see attached Essay Questions rubric). The question regarding Indus civilization was part of a class discussion and also covered in the textbook and a film. While this met with the standard of success for this learning outcome it is likely that students were over-exposed to these concepts and it may represent a biased result.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

> There are several long-term processes discussed in the course: the biological evolution of human ancestors, the evolution of technology and control of the environment, and the evolution of socially and politically complex societies that occurred with the advent of domestication. Students demonstrated an understanding of these processes and their significance in explaining how the modern world came about.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

As with the first learning outcome, students understood the "big picture" of these long-term processes, but often could not explain how the archaeological record was used to support these conclusions. One way that this might be improved would be to assign a class project associated with each of the aforementioned processes, where the connection between the archaeological data and our understanding of biological and cultural evolution might be reinforced. Another way that might improve this outcome would be for students to research a specific archaeological site and then explain (during a class presentation) the association of the archaeological data from the site to understanding one or more of these long-term processes.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

A previous assessment report was not completed for this course.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

As an introductory course that provides credit toward the social sciences requirement of the Michigan Transfer Agreement (MTA) it is meeting student needs by introducing the methods and theory of archaeology, showing how prehistoric cultural behavior can be investigated scientifically, and highlighting the process of biological and cultural evolution of the human species.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

These learning outcomes and action plans will be shared with interested members of the Department of Social Sciences and to other individuals in the Division of Arts and Sciences concerned with learning outcomes and assessment.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	I would like to better emphasize the temporal and geographic nature of the	The results of the exams show that students understand theory and some of the justifications for	2019

	archaeological record by having students identify the location of archaeological sites on a map and by creating a timeline of events for a period of pre-history.	interpretation of the past, but often cannot identify specific sites or periods in the archaeological record. I would like to use an assignment that reinforces some of the information for each section of the course. This might take the form of a map that students use to identify specific sites, or a timeline that students "fill in" with relevant species, place, or artifact names. This could be applied to both the traditional sections of the class and to the online version.	
Course Assignments	A class project or research assignment that requires students to identify and categorize archaeological data according to archaeological site and location.	To improve outcome 2	2019
Other: Review Sessions	A review session prior to each exam and/or the distribution of a study guide / review sheet that outlines important concepts from the course.	To improve outcome 1	2019

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[Grade Records For ANT205 WI18](#)
[ANT205 Essay Rubrics](#)

Faculty/Preparer:	Christopher Barrett	**Date:** 02/12/2019
Department Chair:	Gregg Heidebrink	**Date:** 03/01/2019
Dean:	Kristin Good	**Date:** 03/04/2019
Assessment Committee Chair:	Shawn Deron	**Date:** 04/18/2019

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:

   Course Discipline Code and Number: ANT 205
   Course Title: Introduction to Archaeology
   Division/Department Codes: SS

2. Semester assessment was conducted (check one):
   - ☐ Fall 20___
   - ☒ Winter 20___
   - ☐ Spring/Summer 20___

3. Assessment tool(s) used: check all that apply.
   - ☐ Portfolio
   - ☐ Standardized test
   - ☐ Other external certification/licensure exam (specify):
   - ☐ Survey
   - ☐ Prompt
   - ☒ Departmental exam
   - ☐ Capstone experience (specify):
   - ☐ Other (specify):

4. Have these tools been used before?
   - ☒ Yes
   - ☐ No

   If yes, have the tools been altered since its last administration? If so, briefly describe changes made.
   Brief essay question with rubric added to multiple choice assessment tool.

5. Indicate the number of students assessed/total number of students enrolled in the course.
   8/18

6. Describe how students were selected for the assessment.
   Student that had completed their final exam took the assessment test.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
   More group discussion and interaction

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
   (See Master Syllabus.)

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected.***
   Students performed at 54% on the 30 multiple-choice questions.
   Students performed at 58% on the brief essay. (Only three students completed the essay question.)

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment.***
   The expectations are that students perform at an average of 70% on the assessment exam.
   (See master syllabus for rubric.)

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
   Strengths: *Unidentified.*

   Weaknesses: *Assessment should be administered separately from final exam.*

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

   As stated above, the exam will be given separately in future in order to obtain a larger and more representative sample of students who, additionally, are not already tired out by a final exam.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

   a. ☐ Outcomes/Assessments on the Master Syllabus
      Change/rationale:

   b. ☐ Objectives/Evaluation on the Master Syllabus
      Change/rationale:

   c. ☐ Course pre-requisites on the Master Syllabus
      Change/rationale:

   d. ☐ 1st Day Handouts
      Change/rationale:

   e. ☐ Course assignments
      Change/rationale:

   f. ☒ Course materials (check all that apply)
      ☒ Textbook
      ☐ Handouts
      ☐ Other:

   g. ☒ Instructional methods
      Change/rationale: *More classroom activities and filed assignments*

   h. ☐ Individual lessons & activities
      Change/rationale:

3. What is the timeline for implementing these actions?   *Fall semester.*

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

   Not effective in that a large, and attentive, sample was not attained.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

   The exam will be given alone in the future.

3. Which outcomes from the master syllabus have been addressed in this report?
   All __X__   Selected _____
   If "All", provide the report date for the next full review: ____Three years _____.

Submitted by:

Print: David Mackres   Signature _____   Date: 5/10/10
Faculty/Preparer

Print: R. LaHote   Signature _____   Date: 5/11/10
Department Chair

Print: _____   Signature _____   Date: MAY 1 2 2010
Dean/Administrator

Approved by the Assessment Committee 11/08

logged 5/14/10 sf

COURSE ASSESSMENT REPORT

Background Information

1. Course assessed:
   Course Discipline Code and Number: ANT 205
   Course Title: Introduction to Archaeology
   Division/Department Codes: H/SS

2. Semester assessment was conducted (check one):
   ☐ Fall 20___
   ☒ Winter 20_08_
   ☐ Spring/Summer 20___

3. Assessment tool(s) used: check all that apply.
   ☐ Portfolio
   ☐ Standardized test
   ☐ Other external certification/licensure exam (specify):
   ☐ Survey
   ☒ Prompt
   ☐ Departmental exam
   ☐ Capstone experience (specify):
   ☒ Other (specify): Core concept question

4. Have these tools been used before?
   ☐ Yes
   ☒ No

   If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.
   11/12

6. Describe how students were selected for the assessment.
   All students in section

Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
   N/A

2. State each outcome from the master syllabus that was assessed.
   All

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. Please attach a summary of the data collected.
   A core concept question relating to the six (6) basic goals of anthropological archaeology (stated in the master syllabus, see attachment) was administered to students as an unscored addendum to the final examination. The results of student responses to that question were compared to mid-term responses to the same question. The mid-term question was administered following a review; the same question on the final was presented without review. Full credit required students to provide all six components (15 pts. e.) in order (10 pts.). The total average score on the mid-term question was 65% (515 points/8 students); the total average score on the final evaluation question was 50% (545points/11students).

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success.

Please return completed form to the Office of Curriculum & Assessment, SC 247.

Criterion for measuring course success was for students to obtain -- on the unreviewed, evaluation question -- a raw average score of 80% of the raw score obtained on the mid-term. That criterion was not met: 545/708= 77% (708 obtained by 515x1.375 to adjust score up to that number that would equal 11 students and so allow a comparison.) However, since only eight students selected the future evaluation question on the mid-term exam, and all but one student answered it on the final, the results may not be fully representative. A pre-test/post-test will be utilized in future evaluations.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
    Strengths: Identifying higher level research goals

    Weaknesses: Identifying lower level research goals; sequencing research priorities

Changes influenced by assessment results
1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses, along with a timeline for these actions.
    Use of workbook to provide students practice with concepts during with of those sections.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
    ☐ Master syllabus
    Change/rationale:

    ☐ Curriculum
    Change/rationale:

    ☐ Course syllabus
    Change/rationale:

    ☒ Course assignments
    Change/rationale: See "course materials" changes.

    ☒ Course materials (check all that apply)
        ☐ Textbook
        ☐ Handouts
        ☒ Other: Workbook
    Change/rationale: Providing students with more "hands-on" examples will improve their understanding.

    ☐ Instructional methods
    Change/rationale:

    ☐ Other:
    Change/rationale:

Future plans
1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
    A pre/post-test will be employed in future.
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
    A pre/post-test format that is administered to all students will be more representative.

Submitted by:
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COURSE ASSESSMENT REPORT

Name: _DAVID MACKLES_   Date: _5-16-08_

Department Chair: _Randy N. LaHote_   Date: _5-23-08_

Dean: _____   Date: MAY 2 7 2008

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3