**2019-2020 Annual Program Assessment Report Guide**

Please submit your report to your department chair or program coordinator, the Associate Dean and Dean of your College, and to [james.solomon@csun.edu](mailto:james.solomon@csun.edu), Director of the Office of Academic Assessment and Program Review, by **September 30, 2020**. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please include this form with your report in the same file and identify your department/program in the file name. Please do not change the date on the form, and be sure to check that your report is ADA accessible.**

**College: College Social and Behavioral Sciences**

**Department: Anthropology**

**Program: Bachelor’s Program (B.A.)**

**Assessment liaison: Chin-hsin Liu/Suzanne Scheld**

1. **Please check off whichever is applicable:**

**A. x\_\_\_\_\_\_\_\_ Measured student work within program major/options.**

**B. \_x\_\_\_\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_\_\_\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_x\_\_\_\_\_\_\_ Participated in the 2019-20 assessment of General Education Section D: Social Sciences and U.S. History and Government student learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:

* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the GE learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include: e.g. SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes) and the creation or modification of new assessment instruments

1. **Preview of planned assessment activities for 2020-21.** Include a brief description as reflective of a continuous program of ongoing assessment.

The AY 2020-2021 Assessment Committee in the Department of Anthropology is considering assessing PLO #6 in the B.A.: *Describe and explain how anthropology can be used to engage in contemporary issues and can be applied toward addressing social problems.*

We are exploring the possibility of focusing on this PLO because we do not have any courses GE Section “E”, this year’s university-wide focus for assessment. It is a major concern that students leave the BA program with an understanding of how to apply their studies in the real world. Indeed, students are very preoccupied with the question of how they may leverage their studies in order to obtain a job and develop a career. We have relied on high impact practices such as hands-on work with collections, fieldwork, and fieldtrips to engage students in real-world experiences that help to draw the connections. In the current context of teaching online, the faculty wonder how to strengthen efforts to address this PLO given we are unable to employ a certain number of high impact practices. The Assessment Committee will with discussing its interest in focusing on PLO #6 in our upcoming October department meeting. We are also planning on discussing this matter with students in an upcoming open forum.