1. ASSESSMENT MEASURES EMPLOYED

Marker questions were used in the introductory course in archaeology (ATH 2200) taught by adjuncts Hanson and Krieg

Essay questions in ATH 4650 were used

Exit interviews were conducted by Riordan

2. ASSESSMENT FINDINGS

Objectives: 1. Preparing students for employment that utilizes social science skills (e.g. as archaeologists, forensic specialists, social services administrators, consumer researchers, etc.).

2. Preparing students for graduate and professional training.

Findings: Exit interviews reveal that:

- one graduate has gone directly into the graduate program in History at Wright State
- one graduate has started the M.A. in Humanities program at Wright State
- one student married and relocated out of state, seeking employment
- one student had a baby, and is waiting until 2014 to apply to graduate programs
- two other students have entered the local workforce
- the current disposition of three other graduates is unknown

In addition to the 2012-13 graduates cited above, we know from reports from recent alumni that:

- two students are pursuing M.A. degrees in anthropology (archaeology focus) at Ball State University
- one student is employed at WPAFB as an anthropometric researcher
- one student is currently applying to law schools for admission in fall, 2014
- one student is completing her M.A. in Public History at Wright State this spring
- one student is completing his M.A. in anthropology (archaeology focus) at the University of Alabama
- one student is completing her M.A. in anthropology (archaeology focus) at the University of Kentucky
- one student completed his M.A. in International and Comparative Politics at Wright State
- one student is pursuing his M.A. degree in anthropology (archaeology focus) at the University of Cincinnati
- one student just completed the M.S. degree in Forensic Science at George Washington University
- one student just completed her M.A. in Public History at Wright State and is now employed at the National Afro-American Museum
- one student is pursuing the M.A. degree in Medical Physiology at Case Western University
- one student is pursuing the Ph.D. degree in primatology at St. Andrews University
- one student is completing the Ph.D. degree in anthropology (archaeology focus) at The Ohio State University
- one student just completed the Ph.D. in anthropology (archaeology focus) at Michigan State University and is currently employed as a visiting assistant professor of anthropology at Oakland University

This list reinforces us in the belief that we have been doing a good job of preparing students for graduate and professional training.

**Outcome #2.** Students will master an undergraduate level of knowledge concerning the appearance and detection of archaeological sites.

**Findings:**

*Marker questions* were used in two sections of the introductory archaeology course (ATH 2200).

**Section 1** (60-62 students in two different exams):
- about diagnostic artifacts/traits, 98% correct
- about the constituents of the archaeological record, 73% correct
- about an important heritage site in the western US, 68% correct
- about damage to cultural heritage, 76% correct
- about transformation processes at a site, 90% correct
- about dating biases, 97% correct
- about lithic use at a site, 95% correct

**Section 2** (65 students, one exam):
- about applying absolute dating techniques, 79% correct
- about transformation processes at a site, 88% correct
- about dating biases at a site, 92% correct
- about lithic use at a site, 89% correct

An 80% correct rate is accepted as demonstrating mastery of the concepts.

These findings are interpreted to reveal a general mastery of the concepts, although results from four questions had responses that ranged from 68-79% correct.

An essay question used in the summer Field School in Archaeology (ATH 4650, 12 students) concerned the discovery of features within an excavation context and was answered in A or B-graded responses by 100% of the students. (B or better graded responses on essay questions is the threshold used to evaluate mastery of content.)

3. **RESPONSE TO ASSESSMENT FINDINGS**
We were unable to assess our Outcome #4 (Students will be able to write coherent and substantive research papers and reports). We failed to send out a letter to majors in the fall of 2012 to remind them to submit portfolios of their written work from three courses, preferably one from each subfield. As a result, we did not receive any portfolios this year, and realized the fact too late to try to obtain them. This was rectified by sending a letter to all majors in the fall of 2013, and at least one portfolio has been submitted to date.

We appear to have a very good success rate in having our graduates matriculate into good graduate degree programs, and do not believe there is any need to make significant modifications to the curriculum. One change we will implement in the fall of 2014, however, is a 1-credit overview course that will orient anthropology majors to the anthropological subfields, professional expectations, information about graduate programs and when and how to apply to them, etc.

4. ASSESSMENT ACTIVITIES FOR COMING YEAR

A survey will be sent out to Anthropology majors and alumni during the Spring semester 2014. We will collect writing portfolios from graduating seniors and marker question data from introductory and selected upper division courses.

5. UNIVERSITY LEARNING OUTCOME ASSESSMENT

The University Learning Outcome to be evaluated in 2013-14 will be #1: Wright State graduates will be able to communicate effectively.

The University Learning Outcome to be evaluated in 2014-15 will be #4: Wright State graduates will be able to apply the methods of inquiry of the natural sciences, social sciences, and the arts and humanities.