

Assignments. Select **one** of the options below for assessment of one or more outcomes

The goal of assessment is to determine the degree to which students are able to demonstrate the knowledge, skills, or competencies stated in each of the Core Learning Outcomes. Moreover, the assessment is intended to provide **your department** information regarding patterns of student performance relative to the learning outcomes so **you** may identify opportunities for actions to improve student attainment of the Core Learning Outcomes. With that goal in mind, please identify below the student work products you plan to examine to allow you to best determine the degree to which students are achieving the learning outcomes and to assist you with learning improvement efforts.

Written assignment(s) that addresses/address outcome(s). Include outcome #, title and description for each assignment.

Outcome #: _____ Title:

Description of assignment:

Essay question(s). Provide the question(s) and outcome(s) below.

1. Outcome #: _____ Essay Question: _____
2. Outcome #: _____ Essay Question: _____
3. Outcome #: _____ Essay Question: _____

Pilot asynchronous written discussion that addresses outcome(s). Provide the outcome # and question(s).

1. Outcome #: _____ Discussion Question: _____
2. Outcome #: _____ Discussion Question: _____
3. Outcome #: _____ Discussion Question: _____

X Multiple Choice or T/F Marker questions – 3 to 4 questions per outcome. List the outcome and question numbers. A rubric is not used for Marker questions. “All the above” should not be used as the correct answer more than once. Courses that are IW or SRV/SRVI must use written assignments for those attributes. Complete the benchmark: We expect 70 % of students to answer 75 % of the question(s) correctly.

The following questions for used for the analysis

1. For Core Learning Outcome #2 (methods)
 - a) LiDAR has been used in archaeology primarily to:
 - a. map large areas of a site or sites
 - b. map archaeological pit features
 - c. record stratigraphy on a site
 - d. record magnetic variations in soils
 - b). *Terminus post quem* is a concept used in archaeology that refers to:
 - a. the earliest possible date of an archaeological deposit
 - b. whether an archaeological deposit is disturbed by plowing
 - c. whether an archaeological deposit is historic or prehistoric
 - d. how erosion affects a site
 - c). In typological sequencing, types are described by a set of traits called:
 - a. associations

- b. styles
- c. markers
- d. attributes

d). Potassium-argon dating:

- a. is used to date volcanic rock from hundreds of thousands to millions of years old
- b. has a half-life of 5730 years
- c. is used to date organic remains such as charcoal and bone
- d. was used to date the Shroud of Turin

2. For Core Learning Outcome #3 (Ethics)

a) A fundamental principle of heritage management is

- a. the conservation of the archaeological record
- b. the prevention of commercial and industrial development
- c. the repatriation of archaeological objects
- d. the publication of archaeological findings

b) According to NAGPRA, a museum must return specific skeletons, sacred objects, and funerary goods to Native American groups if:

- a. they request them
- b. the museum can no longer store the objects
- c. the Native American group guarantees to preserve and conserve the remains
- d. cultural affiliation linking the goods to the modern group can be shown

c) The reason the illegal excavation of antiquities is so devastating for archaeological research is:

- a. illegally excavated antiquities lack contextual information
- b. archaeological sites are destroyed to extract these antiquities
- c. no published record of the excavations exist
- d. all of the above

d) The return of human remains or artifacts to their country of culture of origin is called:

- a. repatriation
- b. preservation
- c. restoration
- d. reconstruction

Collecting and submitting the student assignment(s)

____ Will upload assignment(s) to Pilot

____ Will give access to assignment(s) on Pilot

____ Paper Copies: Student workers will copy the assignment before any grading begins and scan a separate .pdf of every student's assignment. The student worker will then create a zip file of the ungraded student work to be sent to Tammy Kahrig for entry into the Aqua system. Once the student work has been entered into Aqua, faculty listed as "Assessors" will be contacted to review a random sample of the work according to the rubric and results will be compiled and returned to your department.

Other: Use of scantron readouts created by CATS and reported to assessors

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| SECTION : RUBRIC SELECTION (A, B, C, & D) |
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Select the items you feel best match your assignment(s) in the rubric(s) on the next pages. Please highlight in yellow. **If this course has an IW attribute, please also complete section B. If the course has an MC attribute, please complete Section C. If the course has an SRV/SRVI attribute, please complete section D**

A. Element 5 Rubric. Select the item(s) you will use in your rubric by highlighting in yellow the item(s). You may select one or more of them. As there is overlap, choose the items that best fit the assignment you select for assessment. The items below are taken from the Association of American Colleges and Universities (AACU) Value Rubrics for Undergraduate Education.

If you have an MC, IW, and/or an SRV/SRVI attribute, please also see pages 6, 7, and 8.

IF YOU ARE USING MARKER QUESTIONS FOR THE OUTCOME, DO NOT USE THIS RUBRIC.

Benchmark: _____% achieve a _____ level of performance rating on the rubric.

| | Mastery 4 | Partial Mastery 3 | Progressing 2 | Benchmark 1 |
|--|---|---|---|--|
| Analysis of Knowledge | Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government. | Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government. | Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government. | Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government. |
| Evidence <i>Selecting and using information to investigate a point of view or conclusion</i> | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. |
| Student's position (perspective, thesis/hypothesis) | Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. | Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. |

| | Mastery 4 | Partial Mastery 3 | Progressing 2 | Benchmark 1 |
|---|---|--|---|--|
| Conclusions and related outcomes (implications and consequences) | Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. |
| Understanding Different Ethical Perspectives/Concepts | Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used. | Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies. | Student can name the major theory she/he uses, and is only able to present the gist of the named theory. | Student only names the major theory she/he uses. |
| Evaluation of Different Ethical Perspectives/Concepts | Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective. | Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate. | Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.) | Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts. |
| Design Process | All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines. | Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for. | Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused. | Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework. |
| Analysis | Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus. | Organizes evidence to reveal important patterns, differences, or similarities related to focus. | Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities. | Lists evidence, but it is not organized and/or is unrelated to focus. |

| | Mastery 4 | Partial Mastery 3 | Progressing 2 | Benchmark 1 |
|--------------------|--|--|--|--|
| Conclusions | States a conclusion that is a logical extrapolation from the inquiry findings. | States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. | States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. | States an ambiguous, illogical, or unsupported conclusion from inquiry findings. |

B. Integrated Writing Rubric (if applicable) If this is an IW course, you will use the items on this page. You may select one or more of them. Please highlight in yellow.

Benchmark for Rubric _____

| Item | Mastery 4 | Partial Mastery 3 | Progressing 2 | Emerging 1 |
|---|---|---|--|---|
| Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| Content Development | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary). | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation. |
| Sources and Evidence | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| Control of Syntax and Mechanics | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

C. Multicultural Competence Rubric (if applicable) If this is an MC course, you will use the items on this page. You may select one or more of them.

Benchmark for Rubric _____

| Item | Mastery 4 | Partial Mastery 3 | Progressing 2 | Emerging 1 |
|---|--|--|---|---|
| Cultural self- awareness | Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) | Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.) | Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.) | Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.) |
| Knowledge of cultural worldview frameworks | Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. |
| Empathy | Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group. | Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. | Identifies components of other cultural perspectives but responds in all situations with own worldview. | Views the experience of others but does so through own cultural worldview. |
| Verbal and nonverbal communication | Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences. | Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences. | Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding. | Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding. |
| Curiosity | Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. | Asks deeper questions about other cultures and seeks out answers to these questions. | Asks simple or surface questions about other cultures. | States minimal interest in learning more about other cultures. |
| Openness | Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others. | Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others. | Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change. | Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment. |

D. Service Learning Rubric (if applicable) If this is a SRV/SRVI course, you will use this section. You may select one or more of them.

Benchmark for Rubric _____

| Item | Mastery 4 | Partial Mastery 3 | Progressing 2 | Emerging 1 |
|---|--|--|--|---|
| Demonstrate understanding of how course content relates to a community problem. | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| Demonstrate ability to apply course learning content in a community project. | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| Demonstrate skills required to engage in an informed and respectful way with members of a community. | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |

Submit the entire form to the Pilot Assessment Plan Drop Box located in the Course: Element 5 Core Course Assessment 2021-2022 – located in Continuous Year.

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| SECTION 4: ASSESSMENT REPORT DUE December 15th, 2022 |
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A separate report needs to be submitted for each assessment plan approved by the Undergraduate Core Oversight Committee (UCOC).

Please upload this entire document to the Pilot course called Element 5 Core Course Assessment 2020-21 (continuous year) by Friday, October 1, 2022. The Final Report Dropbox link can be accessed via Content > Dropbox (Plans, Reports) > Final Report Dropbox.

Date Report Submitted:

Element: Core Element 5 – Social Science

Academic Year: 2021-2022

Course and Sections Assessed: Anthropology 2200, Introduction to Archaeology, Fall and Spring, 2021-2022

Describe the final assessment plan that was implemented and explain any changes made to the approved plan.

I. Core Learning Outcomes Assessed:

- 2.Explain and critique the methods of inquiry of social science disciplines.
- 3.Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge.

II. Procedures Used for Assessment:

The assessment involved sections of ATH 2200, Introduction to Archaeology, offered in the Fall of 2021, and Spring of 2022: IN each class, N=60. Multiple Choice Marker questions on exams were employed, with four addressing students' mastery of LO # 2, and the remainder addressing LO #3. The results were tabulated using scantron results processed through CATS testing services, and delivered to the SOSSIS anthropology assessment coordinator for analysis. All results were benchmarked at 70%.

The following questions for used for the analysis

- I. Outcome #: 2
 - 1) LiDAR has been used in archaeology primarily to:
 - a. map large areas of a site or sites
82% of Students answered correctly.
 - 2). *Terminus post quem* is a concept used in archaeology that refers to:
 - a. the earliest possible date of an archaeological deposit
56% of Students answered correctly.
 - 3). In typological sequencing, types are described by a set of traits called:
 - a. attributes
82% of Students answered correctly.
 - 4). Potassium-argon dating:
 - a. is used to date volcanic rock from hundreds of thousands to millions of years old

72% of Students answered correctly.

I. Outcome #: 3

1) A fundamental principle of heritage management is

a. the conservation of the archaeological record

67.5% of Students answered correctly.

2) According to NAGPRA, a museum must return specific skeletons, sacred objects, and funerary goods to Native American groups if:

d. cultural affiliation linking the goods to the modern group can be shown

85% of Students answered correctly.

3) The reason the illegal excavation of antiquities is so devastating for archaeological research is:

a. illegally excavated antiquities lack contextual information

b. archaeological sites are destroyed to extract these antiquities

c. no published record of the excavations exist

d. all of the above

72.5% of Students answered correctly.

4) The return of human remains or artifacts to their country of culture of origin is called:

a. repatriation

87.5% of Students answered correctly.

III. Summary of Assessment Results:

Students in all sections met or exceeded the 70% Benchmark on 6 of the eight marker questions. In only two instances, question 2 for LO# 2 and question 1 for LO#3, did students fall below the benchmark. In most other questions, student responses were in the 80% range or higher, which is well above benchmark expectations.

1. For the Area 5 Core Area of the Social and Behavior Sciences, the subdiscipline of archaeology is among the best disciplines for teaching students about the methodologies and ethnics of engaging in social science research. Archaeology is the study of past human lifeways using evidence from archaeological artifacts, ecofacts and features, excavated and analyzed using the methodology characteristic of this discipline. It is social scientific because it deals with human society and culture; but in addition, it uses rigorous data collection methods and quantitative and qualitative analysis to reconstruct past human social behavior.

Two of the four marker questions for LO #2, about the use of LiDAR and about typological sequencing, require that students be familiar with importance of carefully choosing and obtaining meaningful data, about the physical geography of a potential archaeological site. Through examining the mapping and artifactual distribution in a site, it becomes possible to better understand the humans who once occupied and constructed their lifeways on a specific site.

The remaining two questions, regarding *Terminus post quem* and Potassium-Argon Dating, require students recognize that a given archaeological context may contain evidence of multiple social groups having lived and performed activities in the same context. Unlike social science disciplines that investigate the behaviors of present day peoples, an archaeological context may represent multiple time periods, as people arrived, lived and were eventually replaced by a succession of others whose lifeways were different from those who preceded them. Thus, the use of both relative and absolute dating systems is essential in sorting out the succession of social groups that may have occupied a particular archaeological context. Students were least successful in the *Terminus post quem* question, and this lesson will be reinforced in future iterations of the course offering.

As an area 5 Core Social and Behavior Science, Archaeology also is a productive discipline to teach students about the ethical challenges that social scientists face. Although the human subjects of most archaeological contexts are dead, their living descendants still retain a vested interest in items (i.e. artifacts) that are subject to archaeological excavation and analysis. Additionally, since archaeological fieldwork must be done at specific sites, a frequent ethical dilemma arises when people, whether direct descendants or not of the past peoples of the archaeological context, are utilizing or occupying archaeologically relevant sites, and therefore might have their activities disrupted when performing archaeology survey and excavation work. Thus, the course teaches students to be mindful of the ethical needs of present-day peoples in spite of the immediate goals of archaeology to seek answers to questions about the past.

2. The four questions for LO #3, concerning heritage management, NAGPRA, the repatriation of artifacts and the problems engendered in illegal excavation, all speak to the fact that Archaeological excavations are not just about the past, but that this past that they are investigating continues to have a relevance for living people.

This gives rise to ethical conflicts between different social groupings, each of whom has a different perspective on how this past has a bearing on their present-day social relations. In North America in particular, which consists of people of many different origins, conflicts are frequently configured as between Native Americans, whose ancestors have a deep rooted connection to North American, and others whose ancestors arrived later in time, having originated on other continents. Therefore, teaching students about some of these conflicts will make them better attuned to the ethics of how we treat evidence of the past, and therefore more mindful of the need of present day individuals and communities, even if the students pursue disciplines other than archaeology in which they must be mindful of ethics of dealing with human beings in all times and places. The student fell slightly below the benchmark on the question on heritage management, and this lesson will also be reinforced in future course interactions.

IV. Actions Taken/Planned to Improve Student Learning in the Core

The data were provided to our cultural anthropologist, Dr. Geoffrey Owens. The data were collated and analyzed by Dr. Geoffrey Owens.

The Anthropology faculty, have historically discussed the learning outcomes in the context of our monthly curriculum meetings, all agree that the Introduction to Archaeology Core course has enjoyed considerable success, not only in guiding student towards meeting the learning outcomes for both the Core and the Anthropology program, but also as a means of recruiting and retaining students.

V. Assessment Administration Feedback

There may be limited room for significant improvement, so long as the Wright State University administration cuts support for programs. During retrenchment, we lost two of our four full-time anthropology faculty. And all of this also occurs in the context of a demand by the administration to increase class sizes, which makes it increasingly challenging to provide the one-on-one attention that enables students to successfully meet these outcomes.

For future assessments, the biggest challenge will be to continue to assess students' mastery of discipline specific learning outcomes in an environment of retrenchment. With the resignation of two of our four full-time faculty in anthropology, we have had to increasingly rely on adjuncts. We have attempted to reach out to these adjuncts to include discipline specific learning outcomes in their syllabi; however, the administration has often hired adjuncts based upon proposed course descriptions rather than learning outcomes, and in many instances, are hiring whomever is

available, rather than in subdisciplines such as biological anthropology where we most desperately need course offerings.

The next section is for the University Core Oversight Committee (UCOC) Review only.

UCOC Review

| Item | Complete/NA | Revision Requested | Comments |
|---|-------------|--------------------|----------|
| Learning Outcomes for Global Traditions | | | |
| Rubric for LOs | | | |
| Rubric for MC Attribute | | | |
| Rubric for IW Attribute | | | |
| Rubric for SRV/SRVI Attribute | | | |
| Assigned Departmental Reviewers | | | |

Committee Review Completed

Committee Chair Signature _____ Date _____

Second Review (if revision requested)

| Item | Complete/NA | Revision Requested | Comments |
|---|-------------|--------------------|----------|
| Learning Outcomes for Global Traditions | | | |
| Rubric for LOs | | | |
| Rubric for MC Attribute | | | |
| Rubric for IW Attribute | | | |
| Rubric for SRV/SRVI Attribute | | | |
| Assigned Departmental Reviewers | | | |

Committee Review Completed

Committee Chair Signature George R. Ows Date 12/13/2022