

ANTHROPOLOGY ASSESSMENT PLAN

ANTHROPOLOGY PROGRAM MISSION

The purpose of the department's program for anthropology majors is to assist them in acquiring a comprehensive and integrated knowledge base within the discipline and the skills to apply this knowledge in their professional lives or post-graduate education.

GOALS

1. Acquire knowledge of core areas within the discipline: theory, methods, ethnography, archaeology, linguistics, and bioanthropology.
2. Acquire knowledge of a broad sub-area within the discipline.
3. Develop the skills to analyze and apply this knowledge.

LEARNING OBJECTIVES

The specific skills students should require in our program include the following learning objectives:

1. Achieve familiarity with different cultures in at least two regions of the world
2. Know the major anthropological approaches to understanding the human condition
3. Be able to explain societies in a holistic manner
4. Achieve competency in writing
5. Demonstrate critical thinking
6. Acquire quantitative skills for analysis
7. Demonstrate a willingness to engage learning and scholarship as a life-long endeavor

These skills address Strategic Goal 1 of the IPFW Strategic Plan, Provide Innovative, Relevant and Rigorous Academic Programs.

Our goals also substantially overlap with the IPFW Baccalaureate Framework as follows:

- Baccalaureate Goal (BG1) Acquisition of Knowledge
- Baccalaureate Goal (BG2) Application of Knowledge
- Baccalaureate Goal (BG3) Professional and Personal Values
- Baccalaureate Goal (BG4) Sense of Community
- Baccalaureate Goal (BG5) Critical Thinking and Problem Solving
- Baccalaureate Goal (BG6) Communication

The following anthropology program curriculum map contains the commonly taught anthropology courses and notes the courses that address the specific learning objectives of the anthropology program and the IPFW baccalaureate framework. An "I" indicates that a specific goal is introduced in the course, and "E" indicates the objective is emphasized, and an "R" indicates that a specific goal is reinforced in a course, otherwise the specific baccalaureate goal is indicated (see COM 114).

This curriculum map not only charts how our curriculum addresses our goals, but it will also be used as a tool for measuring the extent to which our program is meeting our objectives (see below)

Anthropology Program Curriculum Map

	Anthropology Assessment Goals							
Baccalaureate Framework Goals	BG1	BG1	BG2	BG6	BG5	BG5	BG3	BG4
Anthropology Learning Objectives	1	2	3	4	5	6	7	
Baccalaureate								
COM 114	BG6							
ENGW131/140				I				
ENG W233				I				
MA153/168/STAT125						I		
Anthropology Core Courses								
ANTH E105		I	I	I			E	
ANTH B200		I	I	I		I	I	
ANTH P200		I	I	I			E	
ANTH L200		I	I	I				
Group A Ethnographic Survey Courses								
ANTH E310	E		E	E				
ANTH E320	E		E	E				
ANTH E330	E		E	E				
ANTH E335	E		E	E				
ANTH E350	E		E	E				
ANTH E356	E		E	E				
ANTH E398	E		E	E				
SOC S410	E		E	E				
Group B Anthropology Topics								
ANTH E402	R	E		E	E			
ANTH E406	R	E		E	E			
ANTH E445	R	E		E	E			E
ANTH E455	R	E		E	E			
ANTH E462	R	E		E	E			
ANTH E375	R	E		E	E			E
ANTH E470	R	E		E	E			E
ANTH L400	R	E		E	E			

ANTH P360		E		E	E			
ANTH P370		E		E	E		E	E
ANTH P376	R	E		E	E			E
ANTH P400		E		E	E	E		E
ANTH P405		E	E		E		E	E
ANTH B405		R	E	E	E	R	E	E
ANTH B426		R	E	E	E	R	E	E
Capstone Course								
<i>ANTH H445</i>	R	R	R	R	R		R	R

*I = Introduced, E = Emphasized, R = Reinforced***ANTHROPOLOGY ASSESSMENT MEASURES**

Internal Interim Assessment

1. **Student Ability to Perform in Group A and B Courses.** Majors are required to take a core of 4 introductory courses (ANTH E105, ANTH B200, ANTH P200, ANTH L200). As an interim measure of our success in transmitting anthropology basics in this core, student performance in upper level Group A and Group B courses will be monitored (majors typically take these course after taking the core). These grades serve only as an indirect measure, or barometer, of our achievement of learning objectives. Systematic patterns of deficiency may indicate areas where we are not adequately addressing learning objectives in our introductory courses. The faculty will report the numbers of majors who receive D’s or below in these courses to the chair. At the end of the academic year, the faculty will review systematic deficiencies, if any, in the transmission of anthropology basics from the core introductory courses, and recommend changes if necessary.
2. **Course Offerings.** Every academic year, the frequency with which our courses are taught (and therefore the frequency with which we are addressing our learning objectives) will be examined in the curriculum map. This will identify inadequacies or imbalances in our ability to meet curricular needs.

Internal Exit

3. **Capstone.** Anthropology H445: History and Theory of Anthropology has always been our capstone course. It is restricted to majors who are graduating seniors. The course is a survey the major theories of anthropology of the past 150 years. Students read primary works and variously take written exams and write essays on these major works. Student performance is evaluated based on their written work and verbal performance in class. We also spend much time discussing the nature of graduate work and professional scholarship in the course. This course effectively ties together all of our learning objectives. A student’s grade is an effective gauge of the extent to which we have been successful in transmitting the breadth of anthropology to our students. If there emerges a pattern of low grades, or poor performance on certain assignments, then the faculty will address how our curriculum may not be adequately covering specific learning objectives.

4. **Survey of Graduating Majors.** A survey of graduating seniors will be conducted within the context of the ANTH H445 capstone course on an annual basis. The survey will consist of questions relating to whether students feel our curriculum has delivered on our learning objectives as well as student satisfaction.

External Exit

5. **Graduate & Professional School Admissions.** Part of our internal exit survey will consist of polling our year's graduates and noting how many have gone on to graduate school.
6. **Alumni Survey.** We would also like to conduct follow-up surveys of alumni. However, because departmental resources (personnel and material) are stretched to the limits we will, therefore, conduct graduate and alumni surveys regarding achievement of our program goals during years that we conduct a program review.
7. **Evaluation of achievement conducted by external visitors.** One of our external measures will also consist of evaluations of achievements of our programs' goals by external reviewers as part of our program review.

Anthropology Assessment Report for the 2009-2010 Academic Year

EXECUTIVE SUMMARY

During 2009-2010, the Department of Anthropology began our conversations on how best to resurrect and revise our program's assessment plan. With the retirement of the former chair we revisited and revised many of our program's documents. Historically, our assessments have not been done regularly, and because our junior faculty had never before participated in assessment, most of the 2009-2010 academic year was spent educating the junior faculty on the Department of Anthropology's existing documents. Namely, we engaged in conversations regarding what our program's mission is, what the goals and learning objectives of the program's curriculum are, and what assessment is. As part of the conversation, we revisited and revised our program's assessment plan in light of the Assessment Committee's recommendations on the 2007 assessment report and conversations that the chair has had with the Director of Assessment.

We are currently in the process of re-implementing and revising our program's assessment plan and we are submitting our revised plan for consideration by the Assessment Committee. As part of our ongoing program review process, we will be conducting an alumni survey and external visitors will evaluate our program's achievements. Therefore, given that we have no comparative data, our current assessment consists of (1) available indirect forms of assessment, (2) the submission of our revised assessment plan, and (3) a discussion of how we are making curricular changes in response to our indirect measures of assessment.

With that having been said, it appears from our indirect measures that we are achieving the learning objectives of the anthropology program. Our interim measures indicate that our students gain a familiarity with different cultures (Objective 1), learning how to understand them holistically (Objective 3), and develop writing skills (Objective 4) in our core curriculum. Last year we implemented direct assessment methods for our capstone course in order to address some of our learning objectives: our internal exit measure demonstrates that anthropology seniors are mastering the learning objectives of the program. Finally, one our external exit measures – graduate and professional school admissions – did not show a high admission rate to graduate school. Through an informal survey of our graduates, we found that most cited either personal (currently employed full time) or economic (fear of student loan debt) reasons for why they chose not to apply to graduate school.

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ANTHROPOLOGY ASSESSMENT MEASURES

Internal Interim Assessment

1. **Student Ability to Perform in Group A and B Courses.** Description: As an interim measure of our success in transmitting anthropology basics in our core courses, student performance in upper level Group A and Group B courses will be monitored (students typically take these courses after taking the core). These grades serve only as an indirect measure, or barometer, of our achievement of learning objectives. Systematic patterns of deficiency may indicate areas where we are not adequately addressing learning objectives in our introductory courses. The faculty will report the numbers of students who receive D's or below in these courses to the chair. At the end of the academic year, the faculty will review systematic deficiencies, if any, in the transmission of anthropology basics from the core introductory courses, and recommend changes if necessary.

Approximately 85% of our students in Group A courses received grades of "C" or higher, while 90% of our students in Group B courses received grades of "C" or higher. After a discussion among the faculty, it was clear that in each case the majority (66%) of the students who performed poorly simply stopped coming to class mid-way through the semester, and did not reflect on any lack of preparation in the anthropology curriculum. Therefore, our ability to meet Learning Objectives 2-4 (familiarity with other cultures, holistic understanding, and writing) does not seem to be deficient. Further, our discussion of student assessment (in class discussions, essay exams questions that emphasize critical thinking skills) within each faculty's Group A and Group B courses indirectly indicates that we are also achieving our Learning Objective 5 (Demonstrate Critical Thinking).

2. **Course Offerings.** Every academic year, the frequency with which our courses are taught (and therefore the frequency with which we are addressing our learning objectives) will be examined in the curriculum map. This will assist us to identify inadequacies or imbalances in our ability to meet curricular needs. If a course was taught, the number of sections offered is placed in bold next to each "X" that marks a learning objective.

Anthropology Program Curriculum Map

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Baccalaureate Framework Goals	BG1	BG1	BG2	BG6	BG5		BG3	
Anthropology Learning Objectives	1	2	3	4	5	6	7	
Anthropology Core Courses								
ANTH E105		20 X	20 X	20 X			20 X	
ANTH B200		7 X	7 X	7 X		7 X	7 X	
ANTH P200		4 X	4 X	4 X			4 X	
ANTH L200		1 X	1 X	1 X				
Group A Ethnographic Survey Courses								
ANTH E330	1 X		1 X	1 X				
ANTH E335	1 X		1 X	1 X				
ANTH E350	1 X		1 X	1 X				
SOC S410	1 X		1 X	1 X				
Group B Anthropology Topics								
ANTH E375	1 X	1 X		1 X			1 X	
ANTH E406	1 X	1 X		1 X				
ANTH E445	1 X	1 X		1 X	1 X		1 X	
ANTH E455	1 X	1 X		1 X	1 X		1 X	
ANTH P360		1 X		1 X	1 X			
ANTH P370		1 X		1 X	1 X		1 X	
ANTH P400		1 X	1 X	1 X	1 X	1 X		
ANTH P405		1 X	1 X	1 X	1 X		1 X	
ANTH B426		1 X	1 X	1 X	1 X	1 X	1 X	
Capstone Course								
ANTH H445	1 X	1 X	1 X	1 X	1 X		1 X	

With the exception of ANTH L200, our faculty were able to teach a broad array of courses that allowed us to meet our learning objectives in the Group A and B sections for the academic year 2009-2010. For the first time in many years, it was not necessary for our faculty to offer ANTH A495 courses to cover graduating majors' need to take a Group A course due, in large part, to strategic scheduling of Group A courses. All told, four Group A ethnographic area courses were offered, while nine Group B topical courses were taught.

However, during 2009-2010 there was only one person who taught a section of ANTH L200. This resulted in two of our graduating majors having to take LING L103 in lieu of ANTH L200. The Department of English's recent hiring of a new linguist who will also be teaching ANTH L200 should help to alleviate this problem in the future.

Internal Exit

3. **Capstone.** Anthropology H445: History and Theory of Anthropology has always been our capstone course. It is restricted to graduating seniors. The course is a survey the major theories of anthropology of the past 150 years. Students read primary works and variously take written exams and write essays on these major works. Student performance is evaluated based on their written work and verbal performance in class. We also spend much time discussing the nature of graduate work and professional scholarship in the course. This course effectively ties together all of our learning objectives. A student's grade is an effective gauge of the extent to which we have been successful in transmitting the breadth of anthropology to our students. If there emerges a pattern of low grades, or poor performance on certain assignments, then the faculty will address how our curriculum may not be adequately covering specific learning objectives.

Based upon our desire to restart our program's assessment, a number of modifications were made to our capstone course ANTH H445 during the spring of 2010. A number of key terms and concepts, figures, and theories were developed in consultation with the programs' faculty. Rather than simply focusing on summaries and discussion of key historic readings, two exams were developed to assess students' basic anthropological knowledge, and three writing assignments were used to assess students' familiarity with different cultures (Objective 1), an understanding of anthropological theory (Objective 2), an ability to explain culture holistically (Objective 3), ability to write well (Objective 4).

All but two of 12 students enrolled in H445 received A's or B's, in the course: one of the two lower performing students stopped coming to class half way through the semester. On an initial written assignment based upon a number of theoretical readings, students' ability to think critically (Objective 5) was deemed as inadequate, but by the end of the semester students' performance had improved dramatically. By the end of the semester those students were deemed well prepared to engage in life-long learning, especially continued graduate education.

4. **Survey of Graduating Majors.** We did not conduct a formal survey of graduating seniors within the context of the ANTH H445 capstone course during the spring of 2010. For the first time, however, we are in the process of developing a formal, discipline-appropriate survey instrument to be administered within ANTH H445 during Spring 2011.

External Exit

- 5. Graduate School Admissions.** Our internal exit will consist of polling our year's graduates and noting how many have gone on to graduate school.

Our official graduation list had 12 Anthropology graduates in spring and summer of 2010, none of who applied to graduate school. This was well below the 50-60% graduate school admission that we have historically had in our program. We have historically used graduate admissions as an indicator of program success, and we plan to continue to value it. However, we recognize that the desirability of graduate school for all of our majors is unrealistic, which is why in the future – as spelled out in our revised assessment plan – we will be using additional external exit measures.

- 6. Alumni Survey.** During the 2009-2010 academic year, we did not conduct follow-up surveys of alumni. However, in accordance with our revised assessment plan we will be conducting a follow-up survey of alumni during the 2010-2011 academic year as part of our current program review.

However, based upon informal conversations with our 2010 graduates, two were pursuing additional undergraduate degrees, eight already had full time employment (three who are employed in archaeological survey), one is a stay-at-home mother, and two were seeking employment. Among those who are employed in archaeological survey, all three intend on applying to graduate school and four of the other graduates also intend on eventually applying to graduate school. Among those students who expressed an interest in graduate school, all expressed both a desire to take a year off from school and a fear of increasing their student loan debt. For these reasons, although we are well below our historic rate of students who enter graduate school, we are still confident that we are meeting our Learning Objective 7.

- 7. Evaluation of achievement conducted by external visitors.** There was no evaluation of achievement conducted by external visitors during the 2009-2010 academic year. However, in accordance with our revised assessment plan we are anticipating an evaluation of achievement conducted by external visitors during the Fall 2011 semester as part of our current program review.

Curricular/Assessment Changes

Although the Department of Anthropology has not conducted a formal assessment since 2006, our faculty engaged in serious discussions last academic year regarding our assessment plan and we reflected on programmatic strengths and deficiencies that were apparent. We have already begun addressing those deficiencies that we recognized.

Number and frequencies of Group A course offerings

Prior to the 2009 – 2010 academic year, it was apparent to faculty of the Department of Anthropology that we simply were not offering enough Group A ethnographic courses and that curricular planning was deficient as the few Group A courses that typically were offered (ANTH E330 Indians of South America and ANTH E335 Mesoamerican Archaeology) were never taught during the Spring semester. Further, it was apparent that not enough Group A courses were being offered, and, instead, our faculty tended to rotate between Group B topical courses. This resulted in our faculty having to teach ANTH A495 Individual Readings classes in lieu of a Group A course and in addition to their normal teaching load. Subsequently, faculty have been encouraged to rotate among three upper level courses, and, more specifically, those faculty teaching cultural anthropology courses have been encouraged to develop and regularly teach a Group A course. In addition to the development of new Group A courses by current faculty members (ANTH E356 Cultures of the Pacific, ANTH E398 Peoples and Cultures of Central Asia), we have also recently hired an LTL who will be teaching ANTH E310 Introduction to the Cultures of Africa during the Spring 2011 semester, and we approved SOC S410 Modern Japan Society as a Group A course.

Assessment of Core Courses

For the first time this year we are in the process of assessing our core courses (ANTH E105, ANTH B200, ANTH P200) and establishing appropriate metrics through the use of pre-tests/post-tests and an evaluation of each courses' writing assignments. This form of assessment will inform us of how we are performing in achieving each of our stated learning objectives for each course, as well as how well we are meeting our stated general education goals for those courses. We will be reporting the results from this assessment in our next (2010-2011 academic year) assessment report. Results of these assessments will be used to assist us in revising our courses and curriculum.

Assessment of Area VI General Education Courses

This year we are in the process of re-certifying our Area VI General Education courses (ANTH E335, ANTH P370) and will be developing appropriate methods for assessing those two courses in accordance with the proposed Area VI General Education Assessment Rubric. This form of assessment will inform us of how we are performing in achieving each of our stated learning objectives those, as well as how well we are meeting the stated general education goals for those courses. We will be reporting the results from this assessment in future assessment reports. Results of these assessments will be used to assist us in revising our courses and curriculum.

As this relates to our revised program assessment plan, in the future we will be assessing our upper level (Group A and Group B) courses using the proposed Area VI General Education Assessment Rubric as a model. This will allow us to

evaluate the degree to which we are, indeed, emphasizing and reinforcing learning objectives spelled out in our revised assessment plan's curricular map.

Development of survey instruments for Graduating Majors and Alumni

As stated previously in this report and reflected in our revised assessment plan, we are currently in the process of developing an appropriate survey instrument for both graduating majors and our alumni that will consist of questions regarding whether our curriculum has delivered on our learning objectives as well as their satisfaction with our program. We will be implementing these surveys this year.