

## **Assessment of Student Learning: Department of Anthropology**

### **Departmental Learning Goals:**

Our goal is for students to develop skills in the following learning elements--problem, approach, theory, analysis, and application. These learning elements give them the ability to apply anthropology to societal issues:

- A. **Problem** – problems are identified through reading texts, reviewing articles, writing synopses, freewriting, developing abstracts, journaling, observing behaviors, reviewing books and evaluating other research,
- B. **Approach** – apply qualitative and quantitative methods to a problem, use ethnographic, oral tradition, linguistic, archaeological, human biology methods. The ethical issues associated with gathering data about humans and their social systems will be covered in classes and all students should review the ethical standards of the American Anthropological Association, Society for American Archaeology, American Association of Physical Anthropologists, and the Society for Applied Anthropology.
- C. **Theory** – set the problem within a theoretical tradition such as materialism, cultural determinism, structuralism, feminism, postmodernism, processual archaeology, post-processualism. Relate research to issues of cultural identity and change, globalization, culture ecology, gender, caste, class, ethnicity
- D. **Analysis** – be familiar with qualitative, statistical, systems, linguistic, human biology, archaeological, historical, cross-cultural analytical approaches
- E. **Application** – apply research findings and analysis to real problems through collaboration with clients, teamwork, internships, projects, advocacy

The result will be graduates who can apply anthropological methods, theory, and analysis to contribute to society through their efforts, insights, and leadership skills.

### **Assessment of Student Learning: Outcomes and Measurements**

- 1. We expect students to understand approaches and concepts appropriate to anthropology that are described above.
- 2. Students demonstrate their understanding through quizzes, exams, papers, essays, class discussions, collaborative projects, journals, portfolios, scrapbooks, annotated bibliographies, thesis and dissertation writing, applied projects.
  - a. Where writing is an important element in the instructional process, Departmental syllabi will include statements about plagiarism. Faculty will teach methods of proper citation and explain the concept of plagiarism.
  - b. All presentations and publications will identify the methods and sources used in developing information used.
- 3. In demonstrating learning outcomes students should show understanding, make comparisons and contrasts or provide examples of their own to illustrate knowledge of the material, and identify connections in their actions and communication.

4. We follow-up on professional achievements with the annual issue of Fragments.

### Departmental Assessment Practices

Assessments have to be geared to each of the student clientele—BAC Core students, majors, masters, and PhD. Progress through each level requires a wider array and higher skill level for the learning elements of problem, approach, theory, analysis, and application.

<b>ASSESSMENT PRACTICE</b>	<b>YES</b>	<b>NO</b>
External Advisory Board	Meets annually and advises the department about changes in practice, job requirements, and internship opportunities	
Written Student Learning Outcomes (either course or program)	All course syllabi will have learning outcomes by June 2005	
Undergraduate Internship	Internships are available and encouraged for undergraduates	
Graduate Internship	All MA graduate students do an internship.	
Graduate Thesis	All MA and MAIS students do theses. Theses are an alternate capstone experience for undergraduates	
Nationally normed or locally developed exit or competency exams		Not typically used in Applied anthropology
Capstone course(s)	Planning implementation of a capstone course for 2005-06 depending on availability of faculty	
Senior Seminars		X
Senior Thesis, Project, and Research Papers	Graduating seniors do either a capstone course, applied project, or thesis	
Undergraduate performance reviews	All undergraduate majors are required to have advising a minimum of once a year. Some students prefer every term. During the senior year, graduating seniors meet with the departmental advisor each term. Students also contact advisor by email if problems arise.	

Graduate Student Performance reviews	Spring term each year the progress of graduate students is evaluated with self analysis and faculty review.	
Student Assessment of Teaching	Each faculty member is expected to use the University assessment process for each course, each quarter	
Peer Assessment of Teaching	At least one peer assessment of teaching is conducted annually	
Assessment of Student Advising	Recently centralized undergraduate advising, plan a comparative survey for 2005	
Teaching is one component of annual review of faculty.	Annual reviews are given to pre-tenure faculty by May 1 each year. Three year PROF reviews are required for all faculty.	
Exit Interviews of Students		X
Current student assessment (survey)		X
Post-graduate assessment (alumni surveys)		X
Employer assessment (survey)		X
Student awards and recognition	An annual awards ceremony is held	