**Annual Departmental Assessment Report**

**Department or Program:** ANTHROPOLOGY

**Academic Year of Report:** 2019-20

**Department Contact Person for Assessment:** Frances White

**Section 1: Learning Objectives Assessed for this Report**

For each major in the department, list the learning objectives that were assessed during this period.

Major: ANTHROPOLOGY

1. Explain the development of anthropology as an academic discipline.
2. Outline the basic research methodologies in the major subfields of anthropology (archaeology, biological anthropology, and cultural anthropology) and elaborate on specific methods in one or more subfields.
3. Elucidate the significance of evolutionary and sociocultural theory for anthropological study.
4. Evaluate the influence of genetic, ecological, and sociocultural factors on human biological and cultural variation in the past and present.
5. Evaluate how anthropology can help us to better understand the broad range of important contemporary issues (e.g., global health crises, vaccination, migration, genetic advances, free trade, policies, etc.) that will require decision and policy making in the future.

**Section 2: Assessment Activities**

For academic year 2019-2020, we continued to assess all five learning outcomes through an exit survey implemented as part of the commencement registration process for graduating seniors, thus increasing our sample size from prior years and allowing for longitudinal analysis of program improvement. This survey posed a series of statements based directly on the learning outcomes for the Anthropology major. Specifically,

1: I have a basic understanding of how Anthropology developed as an academic field.

2: I have a basic understanding of the methods used in my area of concentration (archeology, biology, or cultural) in Anthropology.

3: I have a basic understanding of the ways in which theories are constructed and used in my area of concentration (archaeology, biology, or cultural) in Anthropology.

4: I have a basic understanding of the influence and impact of genetic, ecological, and sociocultural factors on individuals and societies.

5: I understand how Anthropology can help us better understand a broad range of contemporary issues.

Graduating students were required to respond to each question with a number between 1-5 with the following rubric: 1 - Strongly Disagree. 2 - Disagree. 3 - Neither Agree Nor Disagree. 4 - Agree. 5 - Strongly Agree.

There is also a written part where students are asked to answer one or more of the following questions: What are the most important insights you learned through your anthropology courses? What skills/knowledge did you learn in your anthropology courses that you believe will contribute to your future career and as a well-informed global citizen? Thinking about your anthropology courses, what information has stayed with you that you would like to share with others? If you were to recommend anthropology as a major, what are the most important reasons that you would do so?

Unlike previous years’ survey, responses were very low with only 18 students responding. A similar trend has been found for student experience surveys so that, under COVID conditions, this is perhaps not surprising. Although these low numbers make interpretation of the results problematic, the results were directly comparable to previous years with almost all but one student evaluating all five statements with a 4 (Agree) or 5 (Strongly Agree).

Despite this low participation, there were 10 responses to the written part of the survey which, although not as high as the previous number of 41 out of 54, did continue the trend of possible improvement following efforts to increase feedback by making the survey available earlier and directing students to the written section. These efforts will, therefore, be continued. Analyses of these qualitative data showed results consistent with our quantitative survey – with few exceptions our graduating seniors are knowledgeable in our desired learning outcomes.

Additional efforts that had been implemented the previous year to collect additional data were suspended under COVID.

**Section 3: Actions Taken Based on Assessment Analysis**

We will continue efforts to encourage student feedback and reinstate additional efforts once COVID restrictions are lifted.

**Section 4: Other Efforts to Improve the Student Educational Experience**

We continue to substantially rethink our entire advising structure because 1) we have lost nearly all of our advising FTE in our department, and 2) advising is now centralized at Tykeson Hall. We have spent an extensive amount of time communicating with Tykeson advisors about the best way forward for our majors, including meetings between our Tykeson advisors and our curriculum committee at least once a term and Tykeson advisors being present at one of our faculty meetings. Our current efforts have focused on moving Anthropology out of the Global Connections pathway as it is inappropriate to our department.

**Section 5: Plans for Next Year**

We continue to evaluate our major advising and working with Tykeson Hall advisors to ensure that our majors are served in the best way possible. We have no faculty departmental advising FTE next academic year, and much needs to be resolved to figure out where students will go to for different information. We have put considerable effort into our departmental website with useful information clearly listed and easily findable. Anecdotal evidence is telling us that our majors this past year are confused as to who they should speak to for departmental advising. We are working with Tykeson Hall towards creating an optimal advising experience for our majors given our current resources. In addition, we aim to revise our program assessment in order to make it easier to implement on a consistent basis. This requires our curriculum committee to meet on a regular basis as well as input from our entire faculty, neither of which were possible this past year under pandemic constraints. Our ultimate goal is to assess each learning outcome relative to each anthropological subfield in the near future. Because our data sources are often derived from 400 level courses, our course offerings will dictate what will be evaluated in any given year.