**Annual Departmental Assessment Report**

**Department or Program:** ANTHROPOLOGY

**Academic Year of Report:** 2017-18

**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 2017-2018, we assessed all five learning outcomes through an exit survey implemented as part of the commencement registration process for graduating seniors. 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.

A second part of the survey requested a written answer to following question: Please write a paragraph, reflecting on one or more of the following questions: a. What are the most important insights you learned through your anthropology courses? b. 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? c. Thinking about your anthropology courses, what information has stayed with you that you would like to share with others? d. If you were to recommend anthropology as a major, what are the most important reasons that you would do so?

For this AY 2017-18 assessment, the members of the current and most recent Anthropology Departmental Executive Committee convened to analyze and discuss the results of this exit survey. This included the Chair of the department, the incoming and outgoing Director of Undergraduate Studies, the outgoing Director of Graduate Studies, a Professor of Anthropology, and a departmental undergraduate advisor. Our analyses of the survey showed that a vast majority of the 43 (out of a possible 63) students who responded to the five questions answered all questions with a 4 (Agree) or 5 (Strongly Agree). Only a small fraction ever listed a 3 (Neither Agree nor Disagree), and no students ever listed 2 or 1 as answers. Very few students (9) answered the written question, and all of those responses were positive. After discussing these results and analyses, we concluded that overall our majors are graduating having successfully fulfilled our Anthropology learning outcomes. However, we do acknowledge that this is conclusion is based only on one source of data. We further discussed ways to improve this source and the importance of adding other sources as well.

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

One of our goals is to increase the response rate to our exit survey. We are currently in discussion on how to accomplish this. We are also deliberating on ways to generate more critical feedback, particularly for the written answer in the survey. Such actions will increase our sample sizes and make the results of the survey more robust and informative.

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

We have implemented new advising approaches where the departmental advisors have specialized knowledge and research experience in each of our subfields (cultural, biological, archaeology). The outcome has been a more customized experience for our majors, who typically focus on one subfield. We will continue to adapt this system as the advising model across CAS changes with the implementation of Tykeson Hall. We have also grown our online course offerings, both during the academic year and over summers. The outcome of this has been reaching more students and providing increased flexibility to non-traditional students.

**Section 5: Plans for Next Year**

We intend to improve our current exit survey to increase response rate and solicit critical feedback on potential ways to improve accomplishment of our learning outcomes. We will also begin implementation of other sources of data in order to assess 1 or 2 learning outcomes in more depth in relation to particular subfields. The sources of data will include student portfolios, faculty surveys, and in class student self-assessments from a selection of 400 level classes related to our chosen learning outcomes. 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 dictatate what will be evaluated in any given year.