**Annual Departmental Assessment Report**

**Department or Program:** ANTHROPOLOGY

**Academic Year of Report:** 2018-19

**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 2018-2019, 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?

Consistent with the previous year’s survey, analysis of the AY 2018-19 assessment (n=54 students) showed that a vast majority of students evaluated all five statements with a 4 (Agree) or 5 (Strongly Agree). Each statement was evaluated with a 3 (Neither Agree nor Disagree) between 1-3 times, and no student ever listed 2 or 1 as an answer. Further, most of the 3’s were generated by two students, as they were the only two who listed 3 as an evaluation for more than one statement.

Due to low participation in the written part of the survey the previous year (9 out of 63 students), part of our 2018 departmental annual assessment report stated that we needed to think of ways to increase survey participation. We made a concerted effort to do this through making the survey available earlier and directing students to the written section, and as a result 41 out of 54 students responded with written feedback. That is an increase in response rate from 14% to 76%, a result with which we were quite pleased. 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.

We also collected data to further assess Learning Objective 2 (Methodology) in our graduating seniors. We distributed a survey to faculty teaching our core methods classes taught in 2018-19, including ANTH 471 (Zooarchaeology), ANTH 473 (Adv Forensic Anthropology), and ANTH 487 (Biological Anthropology). The number of graduating seniors enrolled in these courses was 20. Faculty were asked to answer 4 questions to indicate the level of methodological understanding that these students had at the end of the course.

1 - This student successfully outlined or applied a methodological approach to address a research question in your subfield

2 - This student is able to identify the appropriate methodological approach to use if given a question to address in your subfield

3 - Based on a portfolio of a core assignment/series of assignments, this student is able to elaborate on at least one specific methodological approach in your subfield

4 - Based on his/her/their final grade, this student demonstrated a firm understanding of the methods taught in this class

Faculty 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

Only one student was identified as finishing the course without a sufficient knowledge of methods across the these four questions.

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

Because our faculty survey data are only from a subset of our methods courses, we will implement surveys in other courses to increase our sample size.

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

We have had 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.

**Section 5: Plans for Next Year**

We will be investing the majority of our time this next year in continuing to revamp our major advising and working with Tykeson Hall advisors to ensure that our majors are served in the best way possible. We are slated to have no departmental advising FTE next academic year, and much needs to be resolved to figure out where students will go to for different information. 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 will continue 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 and faculty surveys, 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 dictate what will be evaluated in any given year.