

**Anthropology Program Assessment
November 2015**

Section One: Program Student Learning Outcomes

I. Understanding of the four main fields of Anthropology: Cultural, Physical, Archeology, and Linguistic Anthropology, and how these sub-disciplines integrate to inform a holistic understanding of humanity.

Students graduating with an Anthropology major should demonstrate knowledge of the following concepts and issues:

- A. Fundamental anthropological terms and concepts central to the four subdisciplines;
- B. How the subdisciplines and fields of study contribute to the discipline of Anthropology;
- C. The nature of human cultural and biological diversity;
- D. The influence and interaction of evolution and culture in shaping humanity.

II. Understand and analyze the complex processes that shape people's lives around the world.

Students graduating with an Anthropology major should demonstrate understanding of the following concepts and issues:

- A. How anthropology contributes to illuminating the lives, experiences, and cultures of peoples of the past and present;
- B. How the intersection of various cultural factors (such as race, ethnicity, class, gender, etc) shape people's lives;
- C. How our evolutionary and cultural past influences people's lives today.

III. Critical Thinking and Writing Skills

Students graduating with an Anthropology major should demonstrate the ability to:

- A. Think critically and reflexively about other cultures as well their own
- B. Interrogate cultural concepts and categories that may be taken-for-granted
- C. Utilize cross-cultural comparisons to challenge cultural assumptions
- D. Evaluate the strengths and weaknesses of arguments or theories, and discuss counter-arguments and opposing views;
- E. Evaluate, analyze, and synthesize sources from various print, electronic, and first-hand experience for the credibility, reliability, and bias of their theoretical positions and interpretative frameworks;
- F. Present solid, well-supported arguments.

IV. Research Methodology and Skills

Students graduating with an Anthropology major should be able to:

- A. Demonstrate an understanding of methods used in each of the four subdisciplines;
- B. Identify a particular problem or question for a research project;
- C. Identify relevant literature or data needed to inform a research project;
- D. Design and carry out a research project using at least one method pertinent to one of the subdisciplines (such as ethnography, interview, participant observation, content analysis, archival research, close textual analysis, quantitative measurements of specimens, behavioral or ecological data collection, etc.);

- E. Synthesize original research with theories and concepts from relevant literature;
- F. Reflect upon and critique the role of the researcher and author in the processes of research and writing;
- G. Know the ethics of anthropological research, including representation, disclosure, and responsibility to research subjects and/or local people.

V. Applications of Anthropology

Students graduating with an Anthropology major should understand or be aware of:

- A. How anthropology contributes to solving social problems found in everyday life and work in local, regional, national, and global contexts;
- B. How anthropology contributes to solving problems related to human health, nutrition, and general well-being on multiple scales;
- C. How anthropology contributes to an understanding of human interactions with the environment, and to potential solutions for human-generated environmental issues;
- D. Academic and non-academic occupations available to students with anthropological coursework and training.

Section Two: Assessment Methods/Tools Appropriate for Learning Outcomes

Assessment Tools:

This biennial report includes three methods of assessment, both direct and indirect, at the program and course levels.

Course Level:

1) Direct Assessment:

- Pre and post-tests
 - ANT 204 Introduction to Cultural Anthropology: Fall 2012 sample
 - ANT 122 World Ethnography: Five-year analysis
- Embedded Course Assessment
- Research papers (six courses)

Program Level:

2) Indirect Assessment:

- Exit Interviews with graduating majors: Five-year analysis

Program Milestones:

Entrance:

- ANT 202 Introduction to Biological Anthropology
- ANT 204 Introduction to Cultural Anthropology
- ANT 206 Language and Culture
- ANT 208 Introduction to Archeology

Midpoint:

- ANT 301 Reading Theory (Introductory theory course; topics vary by instructor.)
- All 300 level courses

Field Experiences (Research Methods Courses):

- ANT 350 Ethnographic Methods
- ANT 362 Archeology Field School
- ANT 375 Forensic Anthropology

Capstone:

- ANT 494 History of Anthropological Thought

Section Three: Analysis and Interpretation of Assessment Results

Direct Assessment – Course Level: Pre and Post Tests

Anthropology 204 Introduction to Cultural Anthropology **Instructor: Dr. Stephanie May de Montigny**

Pre and Post Tests were taken from one sample of Anthropology 204 Introduction to Cultural Anthropology (Fall 2012). This is one of the four introductory courses required of majors. As such, it is one of the first milestone courses for the program. ANT 204 enrolls 60 students, both majors as well as students from across the University.

The test focused on seven concepts that students should know by the end of the course (see Appendix). I gave the test on the first day of class and again at the end of the semester. Responses were rated in terms of the thoroughness of the knowledge of the concept, depth, complexity, and critical thinking. Specific responses were scored according to the following rubric.

✓- 1 point	✓ 2 points	✓+ 3 points
A beginning level answer. Some correct information. Shows minimal or incorrect knowledge of the concept. Lacks sophistication and depth in understanding the concept. Response does not recognize complexity in the concept. For concepts like culture, race, class, and gender, does not recognize the socio-culturally-constructed character of the concept. Lacks critical thinking.	An intermediate answer. Shows more correct information and some sophistication and depth of knowledge of the concept. Answer may show knowledge of concept grounded in popular but not academic understandings. Recognizes minimal, if any, complexity in the concept. Does not recognize socio-culturally constructed character of concepts like culture, race, class, and gender. May show some critical thinking.	An advanced answer. Shows thorough information and knowledge of the concept. Response is sophisticated and/or nuanced. Recognizes complexity in the concept. May challenge popular notions of the concept. Recognizes the socio-culturally constructed character of concepts like culture, race, class, and gender. Demonstrates critical thinking.

The results below stem from the pre and post-test administered in ANT 204 in Fall semester 2012.

Concept	Pre-Test		Post-Test	
	Total Score	Average Score	Total Score	Average Score
	58 students		33 students	
Culture	82	1.41	48	1.45 (+.04)
Ethnography	22	.39	50	1.5 (+1.11)
Cultural Relativism	14	.24	46	1.39 (+1.15)
Ethnocentrism	33	.57	75	2.27 (+1.7)

Race	57	.98	50	1.52 (+.54)
Class	93	1.6	56	1.7 (+.1)
Gender	75	1.29	47	1.42 (+.13)
	Beginner: 0 – 1 Intermediate: 1 – 2 Advanced: 2 – 3			

Analysis:

The scores for all concepts rose from the pre-test to the post-test indicating that overall students improved in the depth and complexity of their understanding. In the post-test, they showed greater critical thinking and awareness of the socio-cultural construction of concepts such as culture, race, class, and gender.

The smallest increases were in culture, race, class, and gender. In the pre-test, students showed more understanding of these concepts than the other, more discipline-specific, terms. Some were already nuanced in their responses, presumably from content in previous courses in Anthropology as well as other fields like Women’s and Gender Studies, Sociology, Social Justice, and more. Many showed some rudimentary knowledge although this tended to be grounded in popular notions of the concepts. While responses of this sort demonstrated some misconceptions, students did receive some credit for them (see rubric above).

The improvements noted in the post-test on these concepts demonstrated that many students gained greater complexity in their understanding and developed their ability to approach the concepts more critically, often challenging the popular misconceptions with which they began. In all four categories, students showed a greater recognition of the socio-culturally constructed nature of these concepts.

As evident in the pre-test, students began the course with the least knowledge of the more discipline-specific terms like ethnography, cultural relativism, and ethnocentrism. This is to be expected since this is an introductory course, and for many students it is their first Anthropology course. The students showed substantial improvement in their understanding of these concepts in the post-test at the end of the semester.

It was something of a surprise that the greatest increase was in understanding ethnocentrism. I can only speculate on the reasons behind this. First, I suspect that students’ encounter with the course material (especially the different cultural practices of peoples around the world) prompts them to confront their own ethnocentrism. Thus, the course gives them tools for understanding their own engagement with the world around them. Second, learning about ethnocentrism gives them a way to understand some of the reasons and rationales behind others’ behaviors and the local and global events that they see. Thus, the real world application of this concept helps their understanding click into place.

In terms of mastery in understanding concepts, I would consider: beginner: 0 to 1; intermediate: 1 to 2; and advanced: 2 to 3. By this scale, the responses on the pre-test fell into the beginner range with the exception of culture, class, and gender that crossed into the low intermediate range. In the post-test, all scores were well into the medium to high intermediate range. Indeed, ethnocentrism reached the advanced category. For an introductory course, I would expect students to end the course in the high intermediate range. I would not expect a lot of advanced mastery of course content and concepts until students completed at least one upper level course.

Conclusions and Responses:

The pre and post-test scores show that the ANT 204 is effective in teaching students discipline-specific concepts, broadening the depth and complexity of both discipline-specific and broader terms, and helping students practice and develop their critical thinking. In this way, the course meets the program's learning outcomes of: understanding the field of Anthropology, its fundamental terms and concepts; analyzing complex processes that shape peoples lives (for example, race, class, and gender); and critically thinking about other cultures as well as one's own. Some students were also able to fulfill another level in the learning outcomes, that of interrogating cultural concepts and categories that may be taken-for-granted.

Culture:

I was a little disappointed that the improvement in understanding the concept of culture was not higher. While the students do enter the course with some rudimentary knowledge of the concept, I think the smaller than desired improvement is due in part to the complexity of the term and the need for more explicit attention to it in the course. Anthropologists have debated definitions and theories of culture ever since the discipline began. Indeed, this history is the focus of our capstone course. Being able to recognize the variable concepts of culture as theoretical frameworks for the interpretation of behavior and social phenomena represents a very advanced level of understanding—something students should approach by the end of the capstone course. It requires a different way of thinking and a different approach to reading and other material that centers on identifying and interrogating ideas rather than merely remembering content.

In ANT 204, I presented students with two rather complex definitions of culture and explored their pros and cons in terms of analyzing social behavior. Getting one's brain around these definitions proved challenging for the students. In the post-test, I found that a number of students either fell back on the easier, popular definitions of culture, or they absorbed some elements of the definitions presented in class, but not all of them.

While this represents some change, I wanted more improvement. Indeed, as students will face more challenging explorations of culture in their later courses, the capstone in particular, spending more time on theories of culture in the earlier courses should improve their chances for success later. For these reasons, I modified course content to do the following: explicitly address the definitions of culture more often; spend more time taking apart the elements of the definitions and illustrating them with real world examples; engage students in high impact practices to explore and apply concepts of culture.

In regard to the last item, I had students conduct an exercise from their textbook that required them to collect observational data on the spatial arrangement of products in a store. They brought these observations to class where they worked in groups to look for patterns and connect these to underlying rationales (see Appendix). Drawing on the Geertzian framework that defines culture as a system of meaning, they then had to apply his concept of a cultural text to figure out what these stores communicated about American culture. This proved a fun and productive means to emphasize culture and introduce students to applying theory to data analysis.

Later in the course, we delved into some content that challenged the definition of culture used by their textbook. I introduced another definition posed by Anthropologist, Luke Lassiter. We then read and discussed material on the symbolic use of henna in Morocco and the Apache sunrise ceremony, a girls' puberty ritual. I used these examples to illustrate the strengths and weaknesses of these definitions of culture and show them the contested nature of the concept.

Likewise, I would like to see greater improvement in the understanding of concepts of race and gender (see table). I have added more content on these concepts as well. Since I made these changes, I have seen improvement in the complexity of students' understanding of culture and race. I feel I still need to give more attention to the socio-cultural construction of gender. However, I have not yet gathered quantitative data to support my impressions. I think students in ANT 204 have begun to reach a good level of understanding for an introductory course and also practice and develop some skills that will enhance their success in later classes.

World Ethnography (Anthro 122)

Pre- and Post-Testing

Instructor: Jeff Behm

Questions:

1. What is Anthropology?
2. What is an indigenous society?
3. What is culture?
4. What is acculturation?

Scoring (points awarded for answers to each question): 0 = no answer

1 = answered, but entirely wrong, equivalent of letter

grade F 2 = equivalent of letter grade D

3 = equivalent of letter

grade C 4 = equivalent of

letter grade B

5 = excellent, detailed answer, equivalent of A

TEST SCORES

Semester	Enrollment	Mean Scores											
		Number		Question 1		Question 2		Question 3		Question 4		Total	
		Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
F2010	154	155	129	0.9	3.9	0.7	4.2	0.9	4.5	0.1	4.1	2.6	16.7
S2011	-----	assessment tests not administered (different instructor) -----											
F2011	159	146	117	1.6	4.2	0.7	4.0	1.1	4.5	0.2	4.1	3.6	16.8
S2012	153	157	133	1.7	4.1	0.9	4.2	1.0	4.7	0.1	4.5	3.7	17.5
F2012	149	152	130	1.6	4.1	1.0	4.2	1.1	4.6	0.1	4.4	3.8	17.3
S2013	155	161	127	1.9	4.2	0.9	4.1	1.3	4.7	0.1	3.9	4.2	16.9
F2013	88	89	71	1.8	4.5	0.9	4.3	1.2	4.9	0.0	4.3	3.9	18.0
S2014	81	80	65	1.9	4.4	1.0	4.4	1.3	4.8	0.1	4.5	4.3	18.1
F2014	49	52	49	2.1	4.6	1.1	4.5	1.4	4.9	0.1	4.4	4.7	18.4
S2015	38	41	37	2.1	4.6	1.2	4.6	1.5	4.9	0.1	4.4	4.9	19.0
mean	1.7 4.3	0.9 4.3		1.2 4.7		0.1 4.3		4.0 17.6					

Note: The number of students may be larger than final class enrollment due to drops during the semester.

MEAN IMPROVEMENT

(Includes only students who took both the Pre-Test and Post-Test)

Semester	Question 1	Question 2	Question 3	Question 4	Total
Fall 2010	3.0	3.5	3.6	4.0	14.1
Spring 2011	----- assessment tests not administered (different instructor) -----				
Fall 2011	2.6	3.3	3.4	3.9	13.2
Spring 2012	2.4	3.3	3.7	4.4	13.8
Fall 2012	2.5	3.2	3.5	4.3	13.5

Spring 2013	2.3	3.2	3.4	3.8	12.7
Fall 2013	2.7	3.4	3.7	4.3	14.1
Spring2014	2.5	3.4	3.5	4.4	13.8
Fall 2014	2.5	3.4	3.5	4.3	13.7
Spring2015	2.5	3.4	3.4	4.3	14.1
mean of means	2.6	3.3	3.5	4.2	13.7

Analysis:

Over nine semesters, from Fall 2010 and Spring 2015 the students enrolled in World Ethnography were give a short quiz at the beginning (Pre-Test) and the end (Post-Test) of the semester. Four questions were asked:

- What is anthropology?
- What is an indigenous society?
- What is culture?
- What is acculturation?

Students were asked to provide a brief (one or two sentence) answer or response to each question. Because Anthro 122 is an introductory-level course. These four concepts are basic to anthropology. Any student who has successfully completed a basic, introductory-level course in anthropology should know and be able to apply these concepts. Students in Anthro 122 are not expected to have any prior experience in Anthropology. Since Anthropology is seldom taught in high schools the only likely exposure to anthropology would be in educational television or other popular media.

The answers were scored on the following scale:

- 0 = no answer (fairly common on many of the pre-tests)
- 1 = answered, but entirely wrong; equivalent of a letter grade of F
- 2 = answered the question, but most of the critical information is either ommitted or wrong; equivalent of a letter grade of D
- 3 = all of the essential part of the topic are present, most of the information is correct; what you could expect an average student to know and be able to apply; equivalent of a letter grade of C
- 4 = all components of the answer are present, most are correct; what you could expect an above average student to know and be able to apply; equivalent of a letter grade of B
- 5 = excellent answer; what you could expect an exceptional student to know and be able to apply; equivalent of a letter grade of A

Anthropology is intended to expose students to other societies and their cultures. This is usually done through the examination of several ethnographies, the detailed case-studies of individual societies. The recent offering of Anthro 122 have used either three or four case studies.

Not surprisingly, the mean pre-test scores, either on individual questions and exam totals, were fairly low. Pre-test scores on individual questions ranged from 0% to 42% of the possible score of 5 points. The total exam scores on the pre-tests ranged from 13% to 24% of the possible score of 20 points. These low scores indicate just how little exposure our students have to even the basic concepts of Anthropology.

The post-testing indicates that we had measurable success in exposing students to the basics of anthropology. All scores improved considerably. Mean scores on individual questions on the post-test ranged from 78% to 98% of the maximum possible score of points. Mean exam totals ranged from 84% to 95% of the maximum possible score of 20 points.

Embedded Course Assessment: Research Papers
Instructor: Dr. Stephanie May de Montigny

All six courses included here are small, seminar style courses with substantial research projects. The WBIS course is a beginner level course with the main focus on learning to write research paper. The other courses are all upper level courses. With the exception of 350, the do not carry pre-requisites and enroll students in various majors. ANT 350 is the most advanced course and requires that students have at least two of the Anthropology 200 level courses. ANT 350 centers on the independent research projects of the students who gather data through participant-observation and interviewing.

Courses included in analysis:

WBIS 188 Art Across Cultures, Spring 2011 (21 students) (In this course, Mech/Lang was separate category from Format. Used Mech/Lang score only. All other categories weighted at 20% of paper grade.)
ANT 350 Ethnographic Methods, Fall 2011 (14 students) (All categories weighted at 20% of paper grade. Content, Research were combined)
ANT 344 Kinship, Gender, and Sexuality, Fall 2012 (24 students) (Mech/Lang/Format and Voice/Orig weighted at 10% of paper grade. All other categories at 20% of paper grade.)
ANT 342 Expressive Culture, Spring 2013 (14 students) (Mech/Lang/Format and Voice/Orig weighted at 10% of paper grade. All other categories at 20% of paper grade.)
ANT 344 Kinship, Gender, and Sexuality, Fall 2014 , (16 students) (Mech/Lang/Format and Voice/Orig weighted at 10% of paper grade. All other categories at 20% of paper grade.)
ANT 342 Expressive Culture, Spring 2015 (15 students) (Mech/Lang/Format and Voice/Orig weighted at 10% of paper grade. All other categories at 20% of paper grade.)

Students	Argmnt % Score	Content % Score	Orgnztnt % Score	Mechncs, Lang, Format % Score	Research, Citation % Score	Voice, Orignlty % Score	Overall % Score
Averages: (21 stu) WBIS188 S11	83.6	88	83.7	84.4	81.1	NA	84.7
Averages: (14 stu) ANT 350 F11	89.3	89.1	87.8	87.7	89.1	93.1	89.4
Averages: (24 stu) ANT 344 F12	85.7	87.63	88	88.2	83.2	84.7	84.5
Averages: (16 stu) ANT 344 F14	82.8	83.8	83.5	80	81.6	85.4	82.9
Averages: (14 stu) ANT 342 S13	87.5	87.2	86.8	86.6	85.07	89.6	86.9
Averages: (15 stu) ANT 342 S15	85.2	85.9	85	85.6	83.9	86.6	85.6

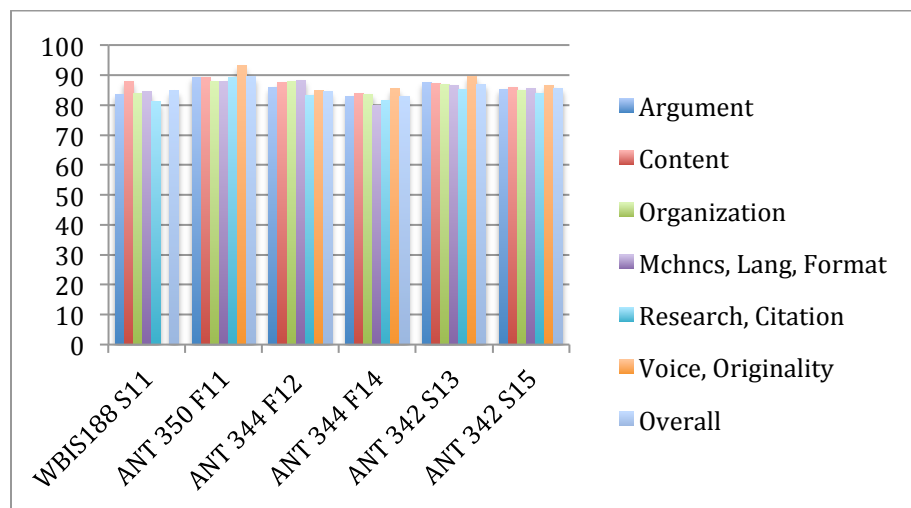
Analysis:

I haven't been able to find any clear causes behind the somewhat lower scores in the second runs of ANT 344 and ANT 342. In ANT 342, the decreases were less than two points in all categories except argument (2.3) and voice and originality (3). In ANT 344, the decreases ranged from a 1.6 points to 8.2 points. (Voice and originality went up by .7 points.) The greatest decrease was in mechanics/language/formatting. I can only speculate on possible correlations such as the number of students who had previous courses with me or in Anthropology; less attention in the course to how to write research papers; and/or less clear guidelines provided. In four out of the six courses, research and citation was the lowest rated category. ANT 350 clearly had the highest ratings in almost all categories. This makes sense as the focus of the class is on the student's original ethnographic research projects through which they learn about all phases of ethnographic research and writing.

Responses:

Based on the analysis above, I intend to modify course content to make sure all students, regardless of major, get enough background in Anthropological concepts and method, guidance on writing research papers, and more clear guidelines for the papers. The scores also confirm my subjective impression that I need to spend more time on citation and bibliographic format.

I taught ANT 350 again in Spring 2014 but changed the format dramatically to emphasize collaborative ethnographic methods. The resulting paper focused more on student reflection on the research process and didn't conform to the same paper grading criteria used in the classes included in the analysis. I changed the course format in response to some confusion expressed in SOS surveys in previous runs of ANT 350 over how to do an original research paper, designing and collecting original data, and the workload. Since students needed more guidance and a reduction in their workload, I decided to try working on one project altogether instead of students separately designing and conducting their own unrelated projects. Doing so emphasized ethical issues through the Human Subjects Review. It also emphasized collaborative methods that arise from feminist anthropological research methods to empower research subjects, and address ethical issues. The change was very successful. I will continue with the same format in Fall 2016 but will return to the research paper and assessment criteria. This should allow me to measure the impact of the changes in course format.



Exit Interview Analysis:

Part 2: Student Self Assessment of Anthropological Concepts and Skills

This program assessment contains data from the Exit Interviews of graduating Anthropology majors over the last five years. Students were asked to rate their understanding of Anthropological concepts and their development of various skills. Concepts included: culture; human evolution; race, class, and gender; culture change and globalization; human adaptations to and interactions with the environment; human diversity. They were asked to both rank their understanding of anthropological theoretical perspectives as well as their abilities to identify and apply theory. They were asked to rate themselves in other skills such as: interrogate assumptions; identify multiple perspectives; evaluate sources; present strong arguments; conduct research; and identify ethical issues in anthropological research.

In Spring 2013, Spring 2014, Spring 2015, students were not asked to rate themselves on a number scale, so researcher had to interpret this based on their comments. As discussed below in the response section, this should be changed in the future to better reflect student opinion and reduce ambiguity. In Spring 2013, Spring 2014, Fall 2014, some concepts and skills were dropped from the self-evaluation section. These were re-introduced in Spring 2015.

Five-Year Overview

In each of the past five years, exit interviews covered how students evaluated themselves in four conceptual areas (culture; human evolution; race, class, and gender; and human diversity). They also covered how students evaluated their abilities in four skills areas (identifying, understanding, and applying theory; evaluating the strengths and weaknesses of sources; conducting research; and identifying ethical issues in anthropological research). As noted elsewhere, other concepts and skills were included in other years, but those listed here were continuously evaluated (see tables 3 and 4). Theory is included in both concept and skills as students were asked also to evaluate their understanding of it.

Over the past five years, students rated their understandings of human diversity and culture consistently high, while culture had a small dip in 2011/12. The average score for human diversity was significantly higher in 2014/15 than it was in 2010/11. Race, class, and gender has experienced some highs and lows, peaking in 2013/14. Human evolution has climbed steadily. Evaluating sources has also climbed to become substantially higher in 2014/15 than it was in 2010/11.

Research skills peaked in 2011/12, sank substantially, and then rose again to achieve its highest score in 2014/15. Identifying ethical issues was high through 2012/13 then dropped quite a bit to replace theory as the lowest scoring category. It has begun to climb but has not yet returned to its former peak. Until 2014/15, theory occupied the lowest scoring category, but reached a peak in 2014/15.

Fall 2010 / Spring 2011

The category rated lowest most frequently was theory; 53 percent of students rated theory as their lowest category. These scores resonate with the faculty's observations as discussed in weekly program meetings that theory needed to be more explicitly addressed in all courses.

The second lowest was human evolution; 35 percent of students rated this as their lowest category. Globalization was rated lowest by 29 percent of students. 24 percent of students rated crafting and presenting strong arguments (written and oral) as their lowest category.

The highest average rating was multiple perspectives (4.32). Ethical issues (4.19) was a close second. The lowest average rating was theory (identify and understand) at 3.4.

The high rating in their understandings of concepts of culture (4.57) shows student progress through the program. For example, the scores in this concept were relatively low in the beginning milestone course: ANT 204 (232) Introduction to Cultural Anthropology. However, the graduates' higher self evaluation in concepts of culture shows that their understanding developed in depth and complexity with their progress through the program.

Fall 2011 / Spring 2012:

For 29 percent of students, theory was their lowest rated category. Theory also had the lowest average ratings overall. The next lowest scores were in race, class, and gender, culture change and globalization, and human evolution (all averaged 3.8; each marked lowest by 14% of students). Human interaction with the environment and evaluating sources were slightly better (3.9 average; each marked lowest by 14% of students). Ratings in these concepts varied significantly depended on the students' choices and emphases in course work.

Evenso, most students rated themselves good or excellent on most concepts and skills. Students rated themselves strongest in identifying multiple perspectives (4.5 average) and research skills (4.5 average).

Fall 2012 / Spring 2013

On average, the highest rated category in this section was ethical issues (4.36). The lowest category was culture change/globalization (3.8). This was followed closely by theory (3.95) and research (3.96). One factor in the latter score may be that only one of these students took ethnographic methods. In the year that more students took ANT 350, they ranked themselves higher in research.

Two categories tied for those that students ranked lowest most often: theory (50%) and culture change/globalization (50%). Students ranked both human diversity and research low in 25 percent of responses.

Fall 2013 / Spring 2014

Two categories tied for highest average rating (4.5): human diversity and race, class, and gender. Of note, only 8 the 13 students could be considered in the low ratings because five students ranked themselves uniformly high in all categories. 25 percent of students ranked their lowest category as human evolution. 25 percent ranked ethical issues lowest.

The lowest average rating again was in theory (3.5). Of the 8 students who could be counted in this area, 50 percent ranked their lowest category as theory. By this time, although the program had instituted an introduction to theory course, most of these students had entered the program before it was a requirement. Of the six students who took the introductory theory class in Fall 2013, only one ranked theory as their lowest category.

One category that went down in rating in spring 2014 was the ethics category. It's unclear why this is the case, although only three of these students (25%) took ANT 350 Ethnographic Methods where this is a heavy focus, especially through the Human Subjects Review. In the F11/S12 cohort, when ethical issues was rated in the top four highest rated categories, eight of the students (57%) had taken ANT 350 Ethnographic Methods.

Fall 2014 / Spring 2015

For the first time, theory was not the lowest rated category in understanding concepts and skills! Indeed, it was not even in the lowest four. This is quite a dramatic change and would seem to indicate the success of both adding the introductory theory course and making efforts in all our courses to explicitly emphasize identifying, understanding, and applying theoretical perspectives to the interpretation and analysis of data. Nevertheless, 40 percent of students still ranked theory as their lowest category. This shows that we still need to continue stressing theory. It also may indicate that all the graduates had not taken the introductory theory course yet. The category with the lowest average score was culture change and globalization (3.59). This has surfaced as a recurring issue which will be discussed in the response section. 50 percent of students ranked this as their lowest category.

Exit Interview Analysis:

Parts 3 and 4: Program Assessment Strengths

Program elements that students noted as strong included faculty, skills, course content and range, the student community, and hands-on research experiences. Some of the skills students mentioned included writing and learning to recognize multiple perspectives. They commented on curricular strengths in three of the main fields of Anthropology: Cultural, Physical (Biological), and Archeology. They appreciated the diversity of courses across the subdisciplines, the breadth of theory to which they were exposed, and the choice they were allowed in required courses such as research methods. Students also pointed out features they enjoyed within classes such as discussion formats and ice-breakers. By far, the most commented upon feature of our curriculum were the hands-on experiences and opportunities for research that we have provided. Students commented on such experiences provided through labs, courses, field school, study abroad, and independent research programs like McNair and Student-Faculty Collaborative Research Grants.

In terms of faculty, students noted that the Anthropology faculty were approachable or accessible. They stated that the faculty demonstrated enthusiasm for their material, topics, and discipline in class. Students added that this enthusiasm enhanced the classroom experience and helped them learn. Students commented that they were impressed with the knowledge that faculty demonstrated.

Students consistently pointed out that they enjoyed the closeness among their fellow Anthropology majors as they progressed through their Anthropology courses. This community, they said, was enhanced through extra-curricular activities such as those provided by the Anthropology Club. In essence, this demonstrates a learning community that carried throughout students' college career. It improved the chances of their academic success and gave them support in their non-academic lives. Communications we have received from alumni show that these connections have continued beyond college. Much credit must be given to the students themselves, especially the Anthropology Club officers, for fostering a high level of community among them. Nevertheless, the faculty should also receive credit for encouraging student bonding and building student-faculty rapport through our support of the Anthropology Club, initiating and attending extra-curricular activities, and creating bonding academic experiences like field school.

Activities that Enhanced Student Experiences as a Major/Minor

One of the experiences that students noted the most was the Archeological Field School offered in spring interim. Students commented that field school impacted the bonding created between students, gave them deeper knowledge of the discipline, afforded hands-on experience, and taught them skills in research methods.

Anthropology Club and the particular events organized by the club received many comments from students. Of particular note, many students were impacted by their trip to the American Anthropological Association (AAA) conference with the faculty.

As already mentioned, students noted that these extra-curricular events fostered community among them as well as familiarity and rapport between students and faculty. As faculty have observed and discussed, this sense of community and rapport transfers to the classroom and improves both the quality of the classroom experience and student success.

Hands-on research experiences reiterated a common theme in the exit interviews appearing here again to enhance students' careers as Anthropology majors and minors. Students frequently pointed to either hands-on work in general or to specific experiential opportunities through physical and archeological labs and the ethnographic methods course.

Improvements to the Program

The main area in which students made suggestions for improvement was in curriculum. While students commented positively on the breadth and variety of courses, they still wanted more courses offered more frequently and more instructors. They asked for more classes in general, and in specific areas (such as linguistic, cultural, and physical/biological anthropology, Applied Anthropology, Native American studies, race, non-U.S. content, and quantitative methods). Some students pointed out that courses that were listed in the catalog or website not being taught. Even though the hands-on experiences and research opportunities in the Anthropology program are very strong, students wanted more. Some suggested introducing theory (identify, understand, and apply) earlier. Of particular note, were comments on the strength of writing in the program and the request for even more. Students expressed a desire for more and earlier guidance on planning a course career.

Other suggestions included encouraging Anthropology Club to be more active and adding more events. Students frequently requested offering more information sessions on resume-writing and searching for jobs. The comments of some students, both in critique of the program and themselves, pointed to a need for greater balance between school and work during college and more opportunities for work on campus. There was a marked increase in students stating that work impeded their participation not only in extra-curricular activities but also interfered with their course schedules. No doubt, this situation lay behind the request for more flexibility in the times that courses were offered.

Applying Anthropological Training Beyond College

Overall students saw varied and substantial ways that they would draw on and benefit from their training as Anthropology majors. Many stated that they would use their anthropological training in their work lives. A growing number of students commented that they were considering pursuing an advanced degree in a subfield Anthropology. Of note, the one student who intended to become a full-time missionary stated that her anthropological training significantly impacted her.

Beyond practical use in jobs and further education, Anthropology had a tremendous effect on how students perceived their engagement with and understanding of people and the world beyond college. Many noted that they would use the understanding they had gained through Anthropology to approach everyday life. They also said that Anthropology informed how they interacted with other people. More specifically, students said their anthropological background helped them understand diversity and interact with diverse peoples. In another recurring theme, students stated that their anthropology education would help them identify and understand multiple perspectives. They also felt that Anthropology would help them understand local and global events and issues. In particular, many said that their education in Anthropology would help them identify the underlying reasons and rationales behind a wide range of phenomena including human behavior, politics, events, and so on.

Students also identified skills that they acquired through their anthropological education. These included thinking and approaching life in a culturally relativist manner and critical thinking more generally. Of note, several students commented that their anthropological training encouraged them to take the initiative to further investigate topics, seek out information, and otherwise “look stuff up.”

A number of students pointed out that Anthropology had afforded them personal growth. They said Anthropology had contributed in some way to their own self improvement and that their thinking had become more reflexive. Others commented that Anthropology had broadened their awareness or made them a more interesting person by deepening their conversational topics and skills.

Exit Interviews Analysis: Conclusions and Responses

The faculty discuss exit interview results every year and have already responded to some of these findings. But we need to meet to discuss the data overall and correlate the numbers to other factors such as faculty leave and administrative duties, the courses the students took, etc.

Exit Interview Revision: Revisions of the exit interviews should better reflect of program offerings; address any gaps in information collected and needs for new information; eliminate redundancies and non-productive questions; and demonstrate how the program fulfills COLS general education and liberal arts learning outcomes.

Student responses show that we need to consider revising the exit interviews and re-phrasing the questions. It was clear in the student self assessment of concepts and skills that the phrasing of some questions caused some confusion. For example, students interpreted diversity to mean human variation from the perspective of biological anthropology. The question on race, class, and gender was likewise interpreted as race and human variation as expressed in biological anthropology. These categories should be separated for clarification, such as: race and human variation; and cultural diversity. The question on gender needs to be separated out. In addition, the question on theory in two different places was redundant. The topic of human adaptation and interaction with the environment needs to be re-phrased--perhaps sustainability would be a good substitute.

Taking out the numbers in the student self assessment caused confusion and ambiguity in the interpretation of results. In some cases, the researcher rather than students had to figure out how well they rated themselves. The number scale should be retained for a more accurate representation of students' own opinions.

Exit Interview Format: The faculty also should discuss which elements of the interview should remain in a face-to-face format and which would be more productive if conducted

through an on-line survey (such as Qualtrics). There are a number of advantages to an on-line format. It would allow collection of more information than possible in a short, face-to-face interview; reduce bias; reduce ambiguity in the interpretation of data; allow students more freedom to express their views; and greatly increase the efficiency of data collection, analysis, and assessment.

Curriculum

Theory: The scores in the concepts and skills section resonated with the faculty's observations that theory needed to be more explicitly addressed in all courses. Since then, we have made a point of identifying theoretical perspectives, showing how they are applied to research, and having students themselves engaged in activities that apply theoretical frameworks to analyzing data. In addition, we modified our curriculum and requirements for the major by adding an introductory theory course. We started teaching the introduction theory course (ANT 301) in Fall 2012, and it is now taught every fall. Students entering that year were required to take it, but those entering before that time were not. So this likely would affect the responses of graduates at least through Spring 2016. Nevertheless, as noted elsewhere, we have already begun to see improvements in students self-evaluation of their understandings of theory.

Globalization: The culture change and globalization question needs to be separated as the concepts are quite different and seen as so by the students. As separate questions, these concepts would likely receive very different ratings. Culture change is addressed in numerous courses. As this is consistently a low-rated category, the program faculty need to discuss and decide what priority globalization will be in its curriculum. The program has one course specifically on globalization, but it is seldomly taught. One factor to consider is that the program has a high number of non-western courses that would be submitted to fit the global citizenship requirement. In this regard, globalization needs to be addressed more explicitly in such courses. Anthropology as a discipline has a global emphasis, but as yet this is not reflected in the self-evaluations of our graduates.

Identifying Ethical Issues in Anthropological Research: This topic has gone up and down in student self-evaluations. Now it is one of lower rated categories. The program faculty should discuss this category and determine its level of priority in the curriculum. Should the research methods courses that stress this issue be taught more often? Is that possible considering demands on the faculty? Should identifying ethical issues in research receive more emphasis in Anthropology classes in general? To do so would dovetail well with wider University learning outcomes. The Anthropology program already serves these outcomes in the USP with the Quest II offering of ANT 204 Introduction to Cultural Anthropology. It is not clear how much this course serves the majors or recruits new ones. ANT 204 is a course required for the major, but it appears that more majors take the non-Quest version of this course.

Section Four: Program’s Response to Assessment Results

For more details on analysis and responses, please, see sections on pre- and post-tests and exit interviews. Anthropology faculty discuss assessment results at weekly program meetings. All program faculty receive electronic copies of this report. Faculty discuss and decide on changes to the program. In the next reporting cycle, the program assessment will include analyses of embedded course assessments, course pre- and post-tests, and exit interviews. The effectiveness of any changes will be tracked through the following assessment measures:

Course Level:

Direct Assessment (especially in milestone courses):

- 1) Pre- and post-tests
- 2) Embedded assessments: Tests, papers, and other assessments conducted in classes

Program Level:

Direct Assessment

- 3) Bi-weekly meetings

Indirect Assessment:

- 4) Exit Interviews with graduating majors

Table of Assessment Results and Program Responses:

Assessment Methods/Context: Pre and post tests ANT 122		
Program Learning Outcomes	Analysis and Interpretation of Results	Program Response
I. Understanding of the four main fields of Anthropology	<p>Test Questions:</p> <ul style="list-style-type: none"> 1. What is Anthropology? <p>Scores on these questions improved from pre-test to post-test (see attached). Measurable success in exposing students to the basics of anthropology.</p>	<p>Course has successfully met learning outcomes. Continue course examination of three or four ethnographic case studies. Continue course coverage of fundamental concepts and topics of Anthropology.</p>
II. Understand and analyze the complex processes that shape people's lives around the world.	<p>Test Questions:</p> <ul style="list-style-type: none"> 1. What is an indigenous society? 2. What is acculturation? <p>Scores on these questions improved from pre-test to post-test (see attached). Course succeeded in teaching students about the cultural, social, economic, political contexts of indigenous people in the world today and the impacts of globalization on cultural change and preservation.</p>	<p>Course has successfully met learning outcomes. Continue course examination of three or four ethnographic case studies.</p>

<p>III. Critical Thinking and Writing Skills</p>	<p>Test Questions: 1. What is culture? Scores on these questions improved from pre-test to post-test (see attached). Course succeeding in developing students' critical knowledge as engaging with concepts of culture requires them to evaluate competing definitions, interrogate preconceptions, and challenge popularly held notions of culture.</p>	<p>Course has successfully met learning outcomes. Continue course examination of three or four ethnographic case studies. Continue course coverage of fundamental concepts and topics of Anthropology.</p>
<p>Assessment Methods/Context: Pre and post tests ANT 204</p>		
<p>Program Learning Outcomes</p>	<p>Analysis and Interpretation of Results</p>	<p>Program Response</p>
<p>I. Understanding of the four main fields of Anthropology</p>	<p>Test questions: explain discipline specific concepts: ethnography, cultural relativism, and ethnocentrism -The students showed substantial improvement in their understanding of these concepts.</p>	<p>-Course successfully met learning outcomes in this area. -Students achieved medium to high intermediate range of understanding commensurate with expectations for an introductory level course.</p>
<p>II. Understand and analyze the complex processes that shape people's lives around the world.</p>	<p>Test question: ethnocentrism -Student improvement and responses demonstrate that the course prompts them to confront their own ethnocentrism. Thus, the course gives them tools for understanding their own engagement with the world around them. Second, learning about ethnocentrism gives them a way to understand some of the reasons and rationales behind others' behaviors and the local and global events that they see</p>	<p>-Course successfully met learning outcomes in this area. -Students approached an advanced level of understanding of ethnocentrism thus exceeding expectations for an introductory level course.</p>
<p>II. Understand and analyze the complex processes that shape people's lives around the world. III. Critical Thinking and Writing Skills</p>	<p>Test question: Culture Smaller than desired improvement. Due to: complexity of the term and the need for more explicit attention to it in the course. A number of students either fell back on the easier, popular</p>	<p>Modified course content to: -explicitly address the definitions of culture more often; -spend more time taking apart the elements of the definitions and illustrating them with real world examples; -engage students in high impact</p>

	<p>definitions of culture, or they absorbed some elements of the complex definitions presented in class, but not all of them.</p>	<p>practices to explore and apply concepts of culture Through: -store observation and in-class group analysis, applying Geertz's concept of the cultural text, drawing conclusions about American culture. -illustrate and compare definitions of culture through real-world ethnographic examples: henna in Morocco, Apache sunrise ceremony -Improvement observed but needs to be measured.</p>
<p>II. Understand and analyze the complex processes that shape people's lives around the world. III. Critical Thinking and Writing Skills</p>	<p>Test question on race: Student responses showed improvement. Would like to see greater improvement.</p>	<p>Modified course content: -to directly interrogate concepts of race, the history of the development of definitions of race, the history of the definition of whiteness. -Included content in reading, lecture, video and discussion. -Included high impact practice: groups explore AAA Race website via guided worksheet questions. -Improvement observed but needs to be measured.</p>
<p>II. Understand and analyze the complex processes that shape people's lives around the world. III. Critical Thinking and Writing Skills</p>	<p>Test question on gender: Student responses showed improvement. Would like to see greater improvement.</p>	<p>Forthcoming change to modify course content. -Course already contains substantial content on gender but more attention needs to be paid to directly critiqueing preconceptions and assumptions about sex and gender via cross-cultural ethnographic examples.</p>
<p>III. Critical Thinking and Writing Skills</p>	<p>Test questions: Explain concepts: culture, race, class, and gender -The improvements noted in the post-test demonstrated that many students gained greater complexity in their understanding and developed their ability to approach the concepts more critically, often challenging the popular misconceptions with which they began. In all four</p>	<p>-Course successfully met learning outcomes in this area. -Students achieved medium to high intermediate range of understanding commensurate with expectations for an introductory level course.</p>

	categories, students showed a greater recognition of the socio-culturally constructed nature of these concepts.	
Assessment Methods/Context: Embedded Course Assessment – Research Papers		
Program Learning Outcomes	Analysis and Interpretation of Results	Program Response
III. Critical Thinking and Writing Skills IV. Research Methodology and Skills	Decreases in several research paper assessment categories for second runs of two courses (ANT 342 and 344). Reasons not entirely clear but may be due to: less familiarity of students with Anthropology, research paper writing, or unclear assignment guidelines. Lower scores on papers in research and citation category.	Modify course content to ensure all students have sufficient background in Anthropological concepts, methods. Provide more guidance on writing research papers. Make sure assignment guidelines are clear. Modify course content to ensure thorough coverage of appropriate citation methods (also see above).
III. Critical Thinking and Writing Skills IV. Research Methodology and Skills	Research papers in ANT 350 showed students found independent ethnographic project extremely challenging and workload very heavy.	Modified course format to stress collaborative ethnographic methods, ethical issues, work together on one project, reduce workload, emphasize reflection. Will continue with same format but will modify the research paper and assessment criteria to emphasize analysis and writing and track impact of course changes.
Assessment Methods/Context: 5 year analysis of exit interviews		
Program Learning Outcomes	Analysis and Interpretation of Results	Program Response
II. Understand and analyze the complex processes that shape people's lives around the world. III. Critical Thinking and Writing Skills	-Students evaluated their understanding of concepts: culture; culture change and globalization; adaptations and interaction with the environment; human evolution; race, class, and gender; and human diversity. -Responses were satisfactory to excellent in most categories. Student self assessment of	Program has met learning outcomes in relation to most concepts and skills. Program will continue to analyze exit interviews on a biennial basis. Faculty will revisit the exit

	concepts and skills showed that the phrasing of some questions caused some confusion.	interviews and discuss revision and consider using online format for some survey questions (see analysis section for more detail).
	Globalization -Question on culture change and globalization caused confusion -Rated lowest of the concepts -Rating has gone down over the years	-Separate culture change and globalization categories. -Program faculty will discuss and decide what priority globalization will be in its curriculum. -Discuss addressing globalization more explicitly in content of courses. -Revise non-western courses to fulfill global citizenship requirement.
	Taking out the numbers in the student self assessment caused confusion and ambiguity in the interpretation of results.	Faculty will revisit the quantitative portion of the exit interviews, discuss possible online format for some survey questions.
III. Critical Thinking and Writing Skills IV. Research Methodology and Skills	Students evaluated their abilities in four skills areas (identifying, understanding, and applying theory; evaluating the strengths and weaknesses of sources; conducting research; and identifying ethical issues in anthropological research). Students generally rated their research skills high.	Program has met learning outcomes in relation to most concepts and skills. Program will continue to analyze exit interviews on a biennial basis.
	Students frequently commented on the benefits they receive from research opportunities.	Program will continue to offer research methods courses and supervise independent student research. Program hired a forensic anthropologist who has expanded these research opportunities in new directions.
	Identifying ethical issues was high through 2012/13 then dropped to replace theory as the lowest scoring category. It has begun to climb but has not yet returned to its former peak.	Faculty will discuss this category and determine its level of priority in the curriculum, the frequency of research methods courses that emphasize ethics, and emphasizing ethical issues in courses.
	Until 2014/15, theory occupied the lowest scoring category, but reached a peak in 2014/15.	Faculty modified course content courses to emphasize: -identifying theoretical

	The scores resonated with the faculty's observations that theory needed to be more explicitly addressed in all courses.	perspectives; -applying theory to analyze data. Program added an introductory theory course (ANT 301) as a requirement for the major in Fall 2012. Improvements were evident in 2014/15 scores.
I. Understanding of the four main fields of Anthropology IV. Research Methodology and Skills	Most frequent student responses on program strengths included: faculty; hands-on research experiences; quality, variety of classes; student community. Favorable activities included: field school, Anthropology Club.	Faculty will continue to offer high quality curriculum, analyze and improve their already effective pedagogical practices, offer research experiences, support student community and faculty-student rapport, and offer extra-curricular events.
	Most frequent student responses on improvements to the program included: more courses, more research opportunities, more faculty.	We hired one new tenure track faculty member and one full-time instructional academic staff member who contribute courses and research opportunities in cultural anthropology and biological anthropology.
	Student responses on improvements indicated a lack of linguistic anthropology.	We need to hire a linguistic anthropologist.
	Students requested more guidance in job search information and skills.	Program will discuss offering out-of-class workshops in this area. Faculty will discuss modifying course content to add more of this information to classes.
V. Applications of Anthropology	Most frequent student responses indicated that they had learned to apply anthropology to: -everyday life; -their jobs and work life; -further higher education; -interacting with other people; -understanding local and global events; -understanding multiple perspectives; -understanding human behavior; -understanding diversity; -understanding themselves; -critical and reflexive thinking.	Program has met learning outcome. Will continue to offer high quality curriculum, faculty-student extra-curricular events, independent research opportunities for students, and so on.