

Anthropology

College of Social Sciences

Student Outcomes Assessment Plan (Soap)

I. Mission Statement

The mission of the Department of Anthropology is to provide students with an understanding of the nature and adaptive role of cultural diversity in the modern world and throughout the history of human development. We maintain that this mission is best fulfilled by a three-field approach, in which the nature of human culture is approached from the complementary perspective of archaeology, physical anthropology, and cultural anthropology. A corollary of this mission is helping our students see the relevance of anthropological methods and knowledge in different contexts and stages of their lives as individuals, members of families, and citizens of local communities, nations, and the world. We strive to provide our students with the intellectual tools that can help them think critically about social issues, while impressing them with the vital role that their opinions and decisions play a role in a democratic society. We pursue this mission in the multicultural context of characteristics of the Central Valley, working together with students of diverse backgrounds and career goals, as well as businesspeople, service providers, and other constituencies in the local community.

This mission is addressed to anthropology majors as well as non-majors taking courses in the department. Non-majors can choose from among lower and upper division courses (some in the GE program) that introduce basic concepts in archeological, physical anthropology, and cultural anthropology, and suggest connections between sub-fields and current social issues.

Anthropology majors acquire a systematic exposure to the three fields through requirements that they both concentrate on one sub-field and maintain breadths across all of the sub-fields. Students who successfully complete the Department's program will be able to understand and apply basic anthropological concepts (such as culture, social organization, and social structure, and adaptation), and formulate reasonable arguments and opinions on the questions addressed by the discipline at large – such as the past, present and future of human cultural diversity, the nature of human social and biological evolution, and the evolutionary basis of human behavior. Consistent with our mission, we stress the application of knowledge in each of these areas. Finally, because many of these topics are the subject of ongoing anthropological investigation and debate, we intend for our majors to have the intellectual ability to continue their own pursuit of anthropological knowledge after they graduate and assume roles in their communities.

II. Goals and Student Learning Outcomes

A. Provide students with background in the concepts and bodies of knowledge used and produced by anthropologists.

1. Students will be able to discuss the basic core concepts of anthropology and cite factual evidence to support their arguments.
2. Students will demonstrate knowledge of history and contemporary trends in anthropological theory and ability to apply theoretical approaches to concrete problems.
3. Students will demonstrate the ability to think and write critically about anthropological topics. Students can identify key terms, concepts, and forms of argumentation used in anthropological discourse and evaluate their validity.

B. Provide students with training on the application of anthropological theory and method to problems in archeology, physical anthropology and cultural anthropology dependent on their emphasis in the major.

4. Students will become familiar with basic methods used on archaeological/ethnographic research, and demonstrate the ability to apply those methods to solve given problems.
5. Students will achieve competence in technologies used by anthropologists in collecting, managing, and analyzing data.

C. Prepare students to apply anthropological concepts to real world problems and effectively communicate results.

6. Students will demonstrate the ability to apply anthropological concepts and knowledge to solving practical problems.
7. Students demonstrate the ability to effectively communicate their informed judgment of applied problems in anthropological perspective.

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

Courses:	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
ANTH 2							
ANTH 3							

ANTH 100	R	R, E	R, M		R		R
ANTH 101 initial				I, R, E	I, R, E	I	I
ANTH 101 secondary				R, E, M	R, E, M	E, M	E, M
ANTH 104	R	R, E	R, M				M
ANTH 105W			M			R, E, M	R, M
ANTH 111 initial				I, R, E	I, R, E	I	I
ANTH 111 secondary				R, E, M	R, E, M	R	R
ANTH 111 tertiary				M	M	M	M
ANTH 116W			M				M
ANTH 193				E, M	E, M	E, M	E, M
ANTH 195	M	M				E, M	E, M

IV. Assessment Methods

A. Direct Measures

1. Pre-tests and post-tests – Pre and post-tests have and will be administered in ANTH 2, 3, 100, and 104. The Pre-tests have been given at the beginning of the semester and the post-tests at the end. These tests have been used to evaluate knowledge of basic anthropological concepts and the results of these tests have been tabulated and the results will be analyzed in order to determine the degree to which students in courses improved. In Anthro 2 (Introduction to Cultural Anthropology) and 3 (Introduction to Prehistory and Physical Anthropology) the pre and post-tests have and will be designed to demonstrate the effectiveness of the introduction of the knowledge of basic anthropological concepts. Because often students take their Anthro 2 and 3 at Junior Colleges and transfer to the university, it is important to administer pre and post-tests in Anthro 100 (Concepts and Applications) and 104 (History and Theory of Anthropology) to evaluate how prepared the students are for the reinforcement and emphasis of the knowledge

of these basic anthropological concepts.

2. Writing Assignment (embedded questions on exams, writing exercise, or paper) – The instructor and the assessment committee will review the embedded questions, writing exercise, or paper and evaluate the answers according to common standards set by the department and by anthropological methods. The most logical place for this assessment to occur is in Anthro 100 (Concepts and Applications) or 104 (History and Theory of Anthropology).

3. Field Tasks or Participant Observation (depends on student's major field with Anthropology) – Students who complete an internship (Anthro 193) and do archeological field (Anthro 101) work will have their records and work conducted in the field assessed. Additionally, students in Anthro 101 must demonstrate proficiency in field methods by achieving a passing score on quizzes on Blackboard. Students who focus on cultural anthropology and conduct participant observations in their Ethnographic Field work class (Anthro 111) will have their records, and other materials assessed. The instructors and assessment committee will review the records of students and evaluate the extent to which they demonstrate an application of theories and anthropological methods as judged against professional standards.

4. The department of Anthropology at CSU Fresno is a strongly applied discipline, thus the evaluation of how well prepared our students are to apply anthropological concepts to real world problems and effectively communicate the results is very important for us. These concepts are reinforced and emphasized in Anthro 195 (Colloquium). To evaluate the effectiveness of how our students are prepared to apply anthropological concepts to real world problems we have administered a pre and post questionnaire in this class. The results of the pre and post questionnaires will be analyzed the instructor and the assessment committee in order to determine the degree to which students in courses improved.

B. Indirect Measures

1. The reinforcement and emphasis of training our students to apply anthropological theory and method to problems in archeology, physical anthropology and cultural anthropology dependent on their emphasis in the major and the mastery of the application of anthropological concepts to real world problems occurs in Anthro 193 (Internship in Anthropology). To evaluate the students experience they will write a reflection upon the completion of the course. In this self-assessment the student will write about how their internship taught them about how anthropological concepts can be applied in the real world and how they used their training to apply anthropological theory and methods to problems in archeology, physical anthropology and cultural anthropology dependent on their type of internship. The results of these reflections will be analyzed by the instructor and the assessment committee in order to determine if these goals were met by the students in their internships.

2. Alumni Survey – The alumni survey will be used to measure the relationship between student's training and their abilities in post-graduation pursuits. The specific information

collected will be analyzed to see whether any adjustments to the program might enhance its effectiveness.

V. Student Learning Outcomes X Assessment Methods Matrix

Measures	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
Pre and post tests	X						
Writing Assignment		X	X				
Field Tasks or Observation				X	X		
Pre and post questioner						X	X
Internship reflection				X	X	X	X
Alumni Survey	X	X	X	X	X	X	X

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

Year 2011 to 2012

We conducted Pre and post-tests in Anthro 3 and Pre and post questioners in Anthro 195.

Year 2012 to 2013

Pre- and post tests in Anthro 2.

Pre and post-tests in Anthro 3.

Pre questioner completed in Anthro 100

Pre and post questioners in Anthro 195. The instructor and the assessment committee will evaluate this data from Anthro 195.

In the spring of 2013 we will collect student reflections from Anthro 193.

Design an Alumni Survey.

Year 2013 to 2014

Pre and post-tests in Anthro 2 and Anthro 100

A pre questioner in Anthro 100 and a post questioner in Anthro 195.

Collect student reflections from Anthro 193.

Papers will be collected from Anthro 104 and the Alumni Survey will be sent out.

Year 2014 to 2015

Pre and post-tests in Anthro 2 and Anthro 100

Conduct a Pre questioner in Anthro 100 and a post questioner in Anthro 195

Collect student reflections from Anthro 193.

Papers will be collected from Anthro 104 and the Alumni Survey will be sent out.

Field Tasks and observations will be evaluated by instructors. Students must pass the Anthro 101 blackboard methods quizzes and faculty will evaluate student's paper work and abilities to accomplish archeological methods in the field. In Anthro 111 classes, faculty will evaluate student's paper work and abilities to accomplish participant observation methods in the field.

Year 2015 to 2016

We will conduct a Pre and post-tests in Anthro 2 and Anthro 100

A Pre questioner in Anthro 100 and a post questioner in Anthro 195.

Collect student reflections from Anthro 193

Papers will be collected from Anthro 104 and the Alumni Survey will be sent out.

Field Tasks and observations will be evaluated by instructors. Students must pass the Anthro 101 blackboard methods quizzes and faculty will evaluate student's paper work and abilities to accomplish archeological methods in the field. In Anthro 111 classes, faculty will evaluate student's paper work and abilities to accomplish participant observation methods in the field. The assessment committee will review material collected and observations made by faculty to evaluate training methods in the field classes.

VII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

In Spring 2013 we reevaluated our assessment plan and methods of collection to better meet our goals and student learning outcomes. We added a student reflection exercise to our intern experience (Anthro 193), added a quiz that needed to be passed in the online Blackboard portion of the Archeological Field class (Anthro 101) and add the pre and post-test to Anthro 100 (Concepts and Application).

We collected pre and post-tests in Anthro 3 (Introduction to Prehistory and Physical Anthropology) from 2011 to spring 2013. These tests were used to assess that the students were learning core concepts basic to Anthropology. Over the past years that Anthro 3 has administered our pre and post-tests, we have consistently seen an increase in the score from the initial test to the one administered at the end. This data suggests that Anthro 3 is accomplishing this goal. We have started to collect pre and post-tests in Anthro 2 (Introduction to Cultural Anthropology) in the spring of 2013 to evaluate the same kind of data for this class. We will now shift to evaluating Anthro 2 from our evaluation of Anthro 3. In the fall of 2013 we will start to collect pre and post- tests in Anthro 100 (Concepts and Application) to assess the background knowledge of core concepts that these students should have learned in their Anthro 3 and 2 classes where ever they took them. The data will be useful to answer the question, are they ready to have these concepts reinforced in this 100 level course?

Pre and post Questioners have been collected in Anthro 195 (Colloquium) from 2011 to spring 2013. These questioners are designed to measure how we are doing at getting our students to think about how anthropological methods can be used to solve practical problems in the Job market, which is the focus of this class. Preliminary analysis of this data, demonstrated that the students are gaining a better understanding of the applied aspects of anthropology and what they would like to do with the training they have received from the department after they graduate. Thus the class is accomplishing its goal. However, the assessment committee from the preliminary review of the data collected, decided that more effective data could be generated by doing a pre questioner in Anthro 100 – a required cores early on in the major and then a post questioner in Anthro 195 – a course that is taken later in the major. This should do a better job of measuring how views have changed as students take classes in the major. Also a result from the preliminary evaluation of the data collected is that we are reassessing when students should take the Anthro 195 class. In previous years, we encouraged students to take this class the spring of their senior year, just before they graduated. Often we have alumni and people working in the applied aspects of Anthropology come and talk to the class. They tell students about classes they wish they had taken and what they should do to get ready for employment. This is not the best info to get just before they graduate. Through advising we are now encouraging students to take this course the spring of their junior year.

The internship opportunity has been a growing part of the anthropology major. It has provided students with real world opportunities to apply what they have learned in the classroom. Students that have taken this class have got their foot in the door and it has led to employment after graduation. As a result we have employed our former students at the Chaffee Zoo, the US Forest Service, Table Mountain Cultural Resources Facility, Santa Rosa Rancheria Cultural Resources Facility, various Private Cultural Resources Firms, Caltran Cultural Resources Division, Fresno County Health Department and Saint Agnes Hospital to name a few. To better measure the quality of the students experience we have added a

student reflection assignment which will be turned in at the end of the class. We will start this in the spring of 2013 and continue it through 2016. As the data is collected each semester the papers will be looked at by the supervising faculty member to evaluate the effectiveness of the experience at each of the internship locations. As the data is accumulated it will be reviewed by the assessment committee in the years from 2014 – 2016. This data will be used to evaluate the effectiveness of the internship program and to suggest any changes to it that deem necessary.

Papers will be collected from Anthro 104 (History and Theory) during the spring of 2004 – 2006. The instructor and the assessment committee will review these papers and evaluate them according to common standards set by the department. This data will be used to evaluate the writing company in general and specifically our students ability to write critically about anthropological topics, which is a core goal and student learning outcome for our department.

Starting in spring 2003 for the archeological field class (Anthro 101) we have imbedded quizzes in the on-line portion of this class. Before this the instructor found that students were copying on-line material from Blackboard to produce the required Resource Folder, but not many of them were reading the materials. By providing a quiz for each modal, which the students have to pass, it is hoped that this material will be more effective in preparing students for field work before they get there. The instructor will talk with the students to see if this is more effective and observe the students work during the field class to see if they are better prepared. Starting in the spring of 2013 and continuing through 2016, we will collect records, paper work, and observe the students ability to proficiently do archeological field methods in the archeological field class (Anthro 101). This material will be evaluated initially by the instructor but later in 2014-2016 it will be evaluated by the department's assessment committee. This data will be used to evaluate the adequacy of the class in training students in field methods in archeology.

Starting in the fall of 2013 and continuing through 2016, we will collect records, paper work, and observe the students ability to do participant observation in the ethnographic field class (Anthro 111). This material will be evaluated initially by the instructors but later in 2014-2016 it will be evaluated by the department's assessment committee. This data will be used to evaluate the class's adequacy in training students in field methods in cultural anthropology.

As part of the last department review, the Anthropology Department sent out an Alumni Survey. The department found the data generated for this survey very useful. In the spring of 2013, we will review this survey and make any changes that seem needed. This revised Alumni survey will be sent out in 2013-2014 and will continue to be sent out to new graduates in subsequent years through 2016. As this data accumulates the assessment committee will review it to determine any changes needed in our program.