**2009 Anthropology Report**

**Step 1: Department/Program Mission** (Due September 15, 2009)

Anthropology and sociology are distinct fields united by a common interest in understanding human beings and their communities. Albion College's Department of Anthropology & Sociology teaches students to read with comprehension; think analytically, critically, and creatively; and to express themselves effectively. We emphasize a global perspective and pay particular attention to increasing students' knowledge of how race, ethnicity, gender, sexuality, and social class are socially constructed. The department offers classes that provide majors, minors, and non-majors with the theoretical and methodological tools necessary to understand and analyze the human condition in the past and present. We emphasize the importance of research skills that foster students' intellectual abilities to master the applications of anthropology and sociology to prepare them for graduate school, for employment, and to bring about positive change in the world.

**Step 2: List goals/outcomes** (Due September 15, 2009)

1.  Scope. Students will have a good sense of the scope of anthropology, with an understanding of the diversity of its many subfields and the way the field as a whole transcends traditional academic divisions of knowledge into the natural sciences, social sciences, and humanities.

2.  Scholarship. Students will be able to participate in anthropology’s ongoing conversation about the human condition and what it means to be human.  They will be able to conduct scholarly research and express their ideas and evidence in clear and coherent oral and written presentations.  They will be able to situate themselves within an intellectual tradition.

3.  Relevance. Students will be able to see anthropology’s practical relevance to contemporary social issues and problems.  They will also gain some understanding of how anthropology has changed in response to changes in the world in which anthropologists live.

**Step 3: Identify program components** (Due September 15, 2009)

*Required courses, elective courses,out-of-classroom or other experiences that are designed to achieve each educational objective. NOTE: Every class will not, nor is it expected to,achieve each outcome. The goal is to get an even distribution of experiences that achieve the outcomes.*

1. Scope.  Most of the anthropology courses offered will provide some exposure to the scope of the field, including diversity among various subfields.   Introduction to Anthropology (105), required for majors, provides a basic overview.   Prehistoric Archaeology (241), also required for majors, provides an introduction to archaeology and anthropological understandings of the distant human past and of how the human past can be studied from its material remains.

2. Scholarship.  This outcome is addressed in all anthropology courses, beginning with the Introduction to Anthropology (105) and continuing through our designated Capstone Course, Theory and Method in Anthropology (343).  Students who write a senior thesis or who conduct research in independent study courses will likely gain the best competence in this area.  Students are encouraged to acquire technical skills that fit with their particular interests.  For example, anthropology majors are encouraged to take two years of language study; many also take courses in GIS, mapmaking, photography, and video.

3.  Relevance.  This outcome is addressed in most, if not all, anthropology courses.  All students are required to take a course in an “ethnographic area”--Native North America (256), Social Change and Development in Africa (248), and Modern China (263)—and these courses will introduce students to how anthropology might be relevant to problems facing particular regions and ethnic groups.  Students are also required to take a course in “cultural studies”—including Anthropology of Sex and Gender (332),  Animals and Human Societies (220), and the Anthropology of Media (366).  These courses all demonstrate anthropology’s relevance to contemporary issues.  Courses in Global Transformations (375) and Environmental Anthropology (371) address anthropology’s relevance to problems associated with globalization and the environment.

**Step 4: Select methods/data sources and instruments** (Due September 15, 2009)

*...that you will use to gather information about whether expected outcomes and learning objective are being achieved. NOTE: You do not need to collect data from the same sources every year. Rather, some kind of assessment rotation will be sufficient (e.g., Years1 & 3, collect data from graduating seniors, Years 2 & 4 collect data from employers and alumni, etc.)*

To better assess our learning goals, in 2009 the department implemented a mandatory 90-minute essay exit exam that is taken by graduating seniors in the Spring semester. The exam included a question developed by anthropologists Molly Mullin and Lars Fogelin that was designed to address all three of our learning goals. Students do not need to obtain a particular grade on the exam; they simply need to take it to graduate. Department faculty will grade the exams, assess student learning, and then adjust course syllabi to address any objectives that are not being met.

The department also assesses student learning through less formal qualitative methods, including students’ performance in research projects (FURSCA, theses, directed studies, research assistants), as well as post-graduation success: getting into graduate schools and securing desired employment.

**Step 5: Analyze and interpret the data** (Due October 1, 2009 with preliminary data; due November 2, 2009 with final data for this assessment cycle)

(enter step 5 here)

**Step 6: How will the data collected be used for decision-making, strategic planning, etc**. (Due October 1, 2009 with preliminary data; due November 2, 2009 with final data for this assessment cycle)

*NOTE:You will need to submit a summary report of your findings to the Assessment Committee for review. In that report, please include details of how the data will be used, any program changes that will be made (or not made). Questions to ask yourself/to include in the report are as follows:*

*How, exactly, will your data be used to help with program planning and improvement?*

*Will your program form a committee to review assessment findings, and make recommendations for change or improvement in a timely manner?*

*Will your entire department convene to discuss assessment results and program changes?*

*Who will make formal recommendations for curricular or other changes—the chair/head? The committee?*

(enter Step 6 here)