

Cover Sheet for Assessment Plans

Directions: Please complete a separate cover sheet for each degree program (e.g., Associates – Doctorate). Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department head and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: **Anthropology Program**
Department of Sociology, Anthropology and Social Work

Title and Level of Academic Program (e.g., Chemistry, Ph.): **Anthropology, BA/BS**

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.

Date of Endorsement:

October 18, 2004


Program Coordinator Signature

2/18/05
Date


Department Head's Signature

2/18/05
Date

College Dean's Signature
(Required for Undergraduate Programs)

Date

Dean of the Graduate School's Signature
(Required for Graduate Degree Programs)

Date

November 1, 2004: Assessment plans are to be sent to the respective Dean
November 29, 2004: Relevant materials are to be sent from the Deans to the Provost

**Revised Template
Degree Program
Assessment of Student Learning Plan
Kansas State University**

X Check the box if your program's student learning outcomes have been modified since January 2005. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date

College: Arts & Sciences
Department: Sociology, Anthropology and Social Work
Program: Anthropology Program
Date: October 18, 2004

B. Contact Person(s) for the Assessment Plans

Lauren W. Ritterbush, Anthropology Program Coordinator

C. Degree Program

B.A./ B.S. in Anthropology

D. Assessment of Student Learning Three-Year Plan

Anthropology Program Mission Statement:

(revised 9/28/04)

The Anthropology Program has two primary objectives:

- 1) To raise the awareness of Kansas State University students concerning cultural diversity, the common humanity we share, and the significance of this knowledge to their lives. We believe that understanding cultural diversity is an essential survival tool for the twenty-first century. Since anthropologists are the leading source of information on different peoples around the world, our courses are designed to introduce students to the concept of cultural diversity and many related issues. The large introductory courses in particular present a concise overview of anthropology and its major scientific insights into the nature of human beings, past and present.
- 2) To develop an understanding in undergraduate anthropology majors of the impact of culture on behavior, thought, biology, and the evolutionary aspect of humans. Anthropology provides an excellent knowledge and skills base for students seeking employment with a bachelor's degree in a wide variety of employment settings. Cultural resource management firms, public health, public administration, marketing, museums and zoos, the military, and social services are some of the many areas that have drawn on the training and experience of anthropology majors. A strong anthropological background offers excellent preparation for those entering graduate studies in anthropology and related fields, and in pursuing other professional training, especially medicine and law.

- Describe the processes of globalization and the ways they shape and are *shaped* by different aspects of culture in human communities throughout the world.

In accomplishing the above, students should be able to:

- Identify their own cultural biases as well as those of others, and be able to
 - Explain why these biases exist,
 - Set aside these biases in their own cultural analyses, and
 - Evaluate the cultural analyses of others (in ethnographies, films, news media reports, etc.) by recognizing what cultural biases are expressed.

Relationship to K-State Student Learning Outcomes:

| Program SLOs | University-wide SLOs (Undergraduate Programs) | | | | | Program SLO is conceptually different from university SLOs |
|--------------------------------------|---|-------------------|---------------|-----------|-----------------------------------|--|
| | Knowledge | Critical Thinking | Communication | Diversity | Academic / Professional Integrity | |
| 1. * <u>Anthropological Approach</u> | X | | | | X | |
| 2. * <u>Cultural Diversity</u> | X | | | X | | |
| 3. Dynamic Nature of Culture | X | | | X | | |
| 4. Linguistic Knowledge | X | | | X | | |
| 5. Humans as Biocultural Beings | X | | | X | | |
| 6. Critical Thinking Skills | X | X | X | | | |
| 7. Anthropological Theory | X | X | | | | |
| 8. Research Methods | X | X | X | | X | |

* This is a complete list of the Anthropology Program SLOs as revised 10/05/04. Only #1 & 2 will be assessed during the 2005-2007 assessment period.

1. Student Learning Outcome(s)

The Anthropology Program within the Department of Sociology, Anthropology, and Social Work at Kansas State University will focus on the first two (of eight) Student Learning Outcomes (SLOs) for the Anthropology Major (BA or BS). These are 'Anthropological Approach' and 'Cultural Diversity' and were chosen to be the focus of assessment over the next three years because the concepts covered by them are central to anthropology as a distinct field of inquiry and provide students with an understanding and respect for cultural diversity, a key aspect of anthropology and the focus of one of K-State's SLOs.

These two SLOs and their major components are described below:

1. **Anthropological Approach:** Students will demonstrate basic knowledge of the holistic four-field nature of anthropology and the concepts and integration of culture and biology as used by contemporary anthropologists. This specifically includes:

- The development of anthropology as a distinct field of inquiry and the relationship between anthropology and other academic disciplines.
 - Specifically, students should be able to:
 - Describe the development of anthropology as a profession in the nineteenth and early twentieth centuries,
 - Explain why anthropology can be considered both a science and a humanity, and
 - Describe its relationship to other fields.
- The four-field nature of anthropology and the relation of its subdisciplines to one another.
 - Specifically, students should be able to:
 - Describe the historic and contemporary relationship of the four fields to each other and
 - Identify the common features of humans as biological beings and race as a biological and social construction.
- The importance of ethics in anthropology.
 - Specifically, students should be able to:
 - Discuss the fundamental obligation of anthropologists to members of the societies they study, as well as to their research sponsors and the profession.

2. **Cultural Diversity:** Students participating in anthropology courses will gain an awareness and appreciation of cultural diversity enhanced by a holistic perspective on culture as integrated, dynamic, and embedded in broader processes of intercultural connection and globalization. This measure is particularly important in addressing part one of our mission statement in which we state our commitment to raising awareness of cultural diversity among students of all majors in the University.

- Specifically, students should be able to:
 - Identify ways in which different aspects of culture – economic, social, political, and religious practices and institutions – relate to one another in a cultural system (holism),
 - Draw comparisons between different cultures, past and present, recognizing that such comparisons require a holistic understanding of each of the cultures involved in the comparison, and

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

Basic concepts that form the foundation for understanding the anthropological approach and an in-depth understanding and appreciation of cultural diversity are introduced in the Introduction to Cultural Anthropology courses. The Anthropology SLOs #1 (Anthropological Approach) and #2 (Cultural Diversity) will be assessed using both direct and indirect measures in those courses (as well as upper-level cultural anthropology courses). The direct measures include pre- and post-tests administered to both majors and non-majors in the Introduction to Cultural Anthropology courses (ANTH 200, 204, and 210). Questions for these tests will be chosen from a bank of relevant multiple choice questions compiled by the instructors of the Introductory Cultural Anthropology courses.

Due to the size of these introductory classes (between 200 and 400 students) and the lack of graduate teaching assistants, it is not feasible to assign and grade extensive writing assignments that might be a better measure of these outcomes. However, small projects (500-1000 words) including research papers, mini-ethnographies, and critical analyses of the student's own culture are assigned in these classes to assess the students' abilities to apply the concepts they have learned.

Students in upper-level cultural anthropology courses are asked to further demonstrate their skills and knowledge of these subjects through essays, projects, and advanced essay tests designed by the instructors of those courses.

Both introductory and upper-level students also self-evaluate themselves through online surveys, specific questions added to course evaluation forms, exit interviews, and/or alumni surveys (indirect measures).

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

Assessment of these SLOs is conducted each semester through both direct and indirect measures (see above) administered by the faculty members responsible for instruction of the Introduction to Cultural Anthropology courses (ANTH 200, 2004, 210). The instructors of these courses will meet at the end of the Fall semester to discuss and evaluate student learning in these introductory courses based on the assessment tools. This information will be shared with the remaining Anthropology faculty no later than the end of the first five weeks of the following semester (see below).

4. What is the unit's process for using assessment results to improve student learning?

Results of the multiple choice tests are quantified at the end of each semester. Students in the introductory courses (majors and non-majors) should collectively score at least 85% on the post-test of relevant multiple choice questions. In addition, the instructors of the large introductory courses gather representative examples of written work that demonstrate the students' ability (or inability) to apply the concepts. Faculty teaching upper-level courses will also prepare similar assessment materials. These results are combined with those from the indirect assessment measures and shared between the faculty members who teach the Introduction to Cultural Anthropology courses each semester. Annually (end of the Fall semester) these instructors will prepare a brief summary of assessment of these SLOs and present that to the remaining Anthropology Program faculty for discussion. This will occur no later than five weeks into the following Spring semester. Additional assessments relevant to these SLOs that are completed in upper-level cultural anthropology courses will be added to the discussion at this time.

Means for improving student learning will be considered based on the identification of areas of weakness. Although it is impossible at this time to predict how weaknesses might be addressed, possible suggestions include using different teaching methods or textbooks, providing more focused training for Undergraduate Teaching Assistants, or revision of the curriculum, Student Learning Outcomes, or assessment process.