



Anthropology Assessment Plan

<http://www.caspercollege.edu/assessment/index.html>

Instructions: To submit an assessment plan for a specified degree program, please respond to each of the questions below. *Use as much space as you need to describe the degree program assessment plan.* Once this form is completed, please email it as an attachment to kthatcher@caspercollege.edu. For guidelines and/or assistance in developing a plan for assessing student learning, please contact Kathleen Thatcher or consult resources on the Assessment website at <http://www.caspercollege.edu/assessment/index.html>. The Outcomes Committee will review your plan to provide constructive feedback, as well as to identify particular academic departments for potential assessment awards to support continuing assessment efforts.

1. **Degree Program: Anthropology**
2. **Department: Anthropology**
3. **School: Social and Behavioral Science**
4. **Person(s) Responsible for Developing Plan: Barbara Mueller, Ph.D.**
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6. **Phone: 307-268-2517**
6. **Date Submitted: October, 2011**

1. Does this program offer a distance learning degree? Yes No

(*Note: Please complete a separate Assessment Plan form for each degree program.)

A. Conceptual Assessment Plan Components

Assessment enables an understanding of what students are learning as a result of the program. Assessment findings can be used for a variety of purposes including making decisions regarding curriculum and instruction as well as providing feedback to students.

1. *List your program's mission and goals.*

Goals:

- I. Students will learn to appreciate the variety of cultures throughout human history
- II. Understand the history of human biological and cultural development and the importance that environment plays in shaping social and cultural behavior
- III. To develop a knowledge about, and respect for, human diversity.

Mission: With the above understanding, students will be able to continue to pursue a degree in anthropology, and better function in a globalized world.

2. *List the student learning outcomes for the degree program addressed by this plan.* (Note: Please complete a separate Assessment Plan form for each degree program.)

Students will be able to:

- I. Define and understand the place of anthropology within the social sciences as well as the subfields within anthropology.
 - II. Describe when and how humans and human culture evolved and how they were influenced by the environment.
 - III. Understand how prehistoric remains can provide an understanding of human behavior and culture.
 - IV. Discuss the functions of religion and develop an appreciation for the history and diversity of the world's religions.
 - V. Develop an appreciation for non-western art and culture by studying the impact of cultural, religious, and historical events on major works of Asian art.
3. *Explain the student learning outcomes relation to the unit mission and goals (i.e. Do the student learning outcomes reflect the unit goals and objectives, further the mission, are rooted in the academic discipline, etc.?)*

Students enrolled in an anthropology degree program must complete a wide variety of classes that will provide them with the holistic background required by anthropologists. The course requirements reflect the "four field" approach to contemporary anthropology. Many of these courses will also meet the general education and/or "cultural environment requirement" required for graduation from CC.

4. *Describe how and by whom assessment findings will be used.*

Assessment findings will be used consistently by the faculty who teach the anthropology courses, and will also be used by the Department Chair in working with adjunct faculty to ensure that they are providing the necessary academic background for students. This data will also prove useful in ensuring the students are well grounded in the anthropological discipline and in determining future major requirements.

B. Implementation Assessment Plan Components

It is important to create a detailed implementation plan that aligns each student learning outcome with each of the following items:

- (A) how/where program outcomes are learned,
- (B) what evidence/indicator(s) will be collected, including both direct and indirect evidence
- (C) how the evidence/indicator(s) will be collected and by whom,
- (D) how the evidence/indicator(s) will be analyzed and by whom, and
- (E) how assessment findings will be communicated back to the academic unit's faculty and students and used to improve the degree program.

Please note, it is important that the implementation plan collects useful information and that the collection and analysis methods are manageable given the resources available in your academic unit.

1. *Instructions:* For each program-level outcome (not course objectives), please provide information for each category listed below. Both direct and indirect evidence/indicators should be utilized in your assessment plan. You are encouraged to utilize existing evidence/indicators when feasible to keep the process manageable. You should also collect evidence/indicators throughout the program and not just at the end.

Program Learning Outcome	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)
I	ANTH 1200	Quantitative Qualitative	Formal exams Written paper	Scantron and instructor	In-class and formal grading
II	ANTH 1100	Quantitative Qualitative	Formal exams Written work	Scantron and instructor	In class and formal grading
III	ANTH 1300	Quantitative Qualitative	Formal exams Written paper	Scantron and instructor	In class and formal grading
IV	RELI 1000	Quantitative Qualitative	Formal exams Written paper	Scantron and instructor	In class and formal grading
V	HUMN 2045	Quantitative Qualitative	Formal exams Written papers	Scantron and instructor	In-class and formal grading

2. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

The Chair for the Anthropology Department will review the syllabi of the anthropology faculty members to assure that the assessment plan is being instituted and utilized throughout the semester.

C. Global Design & Use

It is critical that degree program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

1. *Describe the process through which your academic unit created this assessment plan.*

Include:

a. *Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit's departmental review schedule.)*

The plan will be reviewed on a tri-annual basis, to correspond with the departmental review schedule. (The last Anthropology Dept. Review was held in 2009.)

b. *How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.*

Students have been evaluating the anthropology courses yearly for at least 20 years using a standardized, college-administered evaluation form. Their comments, suggestions (and gripes) are reviewed yearly and taken into consideration when the syllabi, exams, and papers are planned for the following year. The students also have written assignments which enable them to become involved in their coursework and the faculty use the students' input in changing the course to respond to student needs. E.g. the Physical Anthropology written assignment in 2010 incorporated on-line materials

from the new Smithsonian Exhibit “What it Means to be Human” which opened in March, 2009 to replace standard library research.

c. What external sources were consulted in the development of this assessment plan?

The Society for Anthropology Instructors at Community Colleges (SACC), a sub-branch of the American Anthropological Society, provided the foundation for this plan. Additional material was taken from Anthronotes, The Smithsonian Museum of National History publication for Educators.

d. Assessment of the manageability of the plan in relation to departmental resources and personnel

This plan is manageable with the help of adjunct faculty. The budget for anthropology is adequate and has been for several years.