**2012-2013 CLASS FACT Assessment Year End Report, June, 2013**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **Anthropology** | **Henry Gilbert** | **Laura Nelson (Henry Gilbert)** |

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

**A. Program Student Learning Outcomes**

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| 1 identify, summarize and sequence the basic schools of anthropological thought in all four academic sub-fields of the discipline; 2 apply basic qualitative and quantitative sociocultural (ethnographic), archaeological, or osteological research methods and skills; 3 describe, compare and relate human cultures across different regions of the globe; 4 examine human diversity holistically and scientifically, discriminating among and analyzing conceptions and misconceptions of ethnicity, “race,” and human biological variation; 5 identify pragmatic uses of anthropological methods and perspectives in approaching real-world solutions, and identify instances of and opportunities for applications of anthropological tools and ideas in employment and community development, both locally and globally; and 6 communicate information clearly in written and oral forms. |

**B. Program Student Learning Outcome(s) Assessed**

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| identify pragmatic uses of anthropological methods and perspectives in approaching real-world solutions, and identify instances of and opportunities for applications of anthropological tools and ideas in employment and community development, both locally and globally |

**C. Summary of Assessment Process**

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| Rapid globalization over the last 150 years has been bringing people of vastly different backgrounds into direct contact in an unprecedented way. Development of culture theory and the illumination of a common human evolutionary prehistory, something only possible over the last 150-200 years and executed in large part from anthropology departments, have proven fundamental in this process. The 'American School of Anthropology' is very well-known for its role in this intellectual/social transition, and anthropology is now considered essential knowledge for leaders and productive members of a modern, multicultural society. Collectively, anthropological knowledge emerges as tolerance, cooperation, and unity, and, as with other essentials of knowledge like history or philosophy, this justifies its place in academics.  But this seemingly esoteric knowledge has proven lately to be of economic utility in multicultural environments where productivity is mandatory. Anthropology is increasingly being applied in the global workplace. Additionally, many of the seemingly less-sublime, non-intellectual contributions of anthropology often go unnoticed. Forensic anthropology, archaeology, and paleontology are highly empirical, method-driven fields, and the engineering and computational aspects of these sciences provide many marketable skills. Assessment method: The assessment exercise was designed to introduce students to finding jobs INSIDE of anthropology but OUTSIDE of a traditional academic track. On a webpage called the anthropological niches page (http://www.fossilized.org/Anthropology/assessment/niches.php) they find 10 current resources with information about real-world jobs in Anthropology. They read through the information on the links provided, then click over to the assessment page. There they are asked 10 questions about the web resources (and thus provide feedback about their understanding of non-academic careers in anthropology). Students are asked to answer these questions thoroughly for full credit and submit using Turn-It-In.  The assessment compared our subjective grading of student answers to the exercise in lower and upper division classes. Interestingly, there was not such a clear trend towards higher average quality in the upper division that one might think, but, when observed closely, the number of strikingly high performers (those that put great effort in the assignment and who produced very meaningful results) was notably skewed toward upper division. But average lower and upper division students were similar (2.38/5 vs. 2.69/5) in the effort they put into the exercise, as is reflected by the similar mode and median scores (most scores were 2 and 3 and seemed like they lacked significant time investment). It seemed like a valuable exercise mostly for some of the upper division students. |

**D. Summary of Assessment Results**

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| ANTH 1000 responses (n=50, lower division, few ANTH majors) rated on subjective quality assessment Number of assessements scoring 1=6; Number of assessements scoring 2=21; Number of assessements scoring 3=21; Number of assessements scoring 4=2; Number of assessements scoring 5=0; (1[poor]-5[very well researched]). Note that none of the lower division students were assessed with a 5, although some got 1's.  ANTH 3100 responses (n=35, upper division, many ANTH majors) rated on subjective quality assessment Number of assessements scoring 1=0; Number of assessements scoring 2=13; Number of assessements scoring 3=15; Number of assessements scoring 4=4; Number of assessements scoring 5=3; (1[poor]-5[very well researched]). Note that most of the students are in the 2-3 range, while a few scored 5's, something not seen in ANTH 1000.  Summary: It is clear from the assessment exercise that we can do more work to address student careers in the non-academic world, and we will work together to incorporate more anthropology career training into the program.   Anthropology continues to thrive, often as much as a social modality and network builder as a technical skill, but anthropologists are certainly everywhere now. Most Americans now understand that culture is relative and expect and promote diversity, views developed by anthropologists well-over 100 years ago but not popular until the late 20th Century. As a perspective, anthropology is increasingly critical in any globally-oriented cultural environment. In technical respects, anthropology is growing rapidly, but skills tend to be niche-specific, with a mish-mash of great bachelor's level career-track job opportunities sprinkled across various hands-on disciplines.   Of course, as with any science, academic jobs tend to form the core of anthropology careers, but we would like to see our undergraduates prepared for a diversity of jobs after they are done with a BA. Ideally they could put the skills they learn in anthropology to use in starting a rewarding career in many different possible life paths.  One of the major outcomes of 2012-2013 assessment was in methodology. We have now established the format of future assessments, and have, as a group, come up with a larger set of questions and will produce different web-based exercises and that can address other Anthropology SLO's in a similar format that produces similar results. |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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| Let's work to make the assessment process more modular and cross-department comparable. |

Thank you for your hard work for the past year, and have a Great Summer!