

[Anthropology] Learning Assessment Report

Guidelines

Please see the companion document, “Learning Assessment Template with Instructions” for detailed guidelines and examples.

- All departments/programs offering undergraduate majors must complete and submit this document at least once every three academic years per the H&S schedule.
- Completed forms should be emailed as an attachment to learning_assessment@lists.stanford.edu.
- Completed forms should be submitted by August 15 of the academic year assigned to your department/program. Please see attached assessment schedule (also available in the department/program GUS-HSDO AFS archive folder).
- Small programs (those graduating fewer than ten students a year) may need to collect and archive student work every year in order to have enough student work for meaningful evaluation. If you would like more information on archiving student work, please contact Beth McKeown, bmckeown@stanford.edu.

1. Assessment Plan

1.a Program Information	
Name of Program (Major)	Anthropology
School	Humanities and Sciences
Academic Years Covered by this Plan	2017-2018
1.b Primary Faculty Contact	
Name	Sharika Thiranagama
Position	Assistant Professor of Anthropology
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1.c Other Contacts	
Name	Amelie Byun
Position	Undergraduate Student Services Specialist
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1.d Program Mission Statement

The courses offered by the Department of Anthropology are designed to: provide undergraduates with instruction in anthropology; provide undergraduate majors in Anthropology with a program of work leading to the bachelor's degree; and prepare graduate candidates for advanced degrees in Anthropology. Anthropology is devoted to the study of human beings and human societies as they exist across time and space. It is distinct from other social sciences in that it gives central attention to the full time span of human history, and to the full range of human societies and cultures, including those located in historically marginalized parts of the world. It is therefore especially attuned to questions of social, cultural, and biological diversity, to issues of power, identity, and inequality, and to understanding the dynamic processes of social, historical, ecological, and biological change over time. Education in Anthropology provides excellent preparation for living in a multicultural and globally-interconnected world, and helps to equip students for careers in fields including law, medicine, business, public service, research, ecological sustainability, and resource management. Students may pursue degrees in Anthropology at the bachelor's, master's, and doctoral levels.

The Department of Anthropology offers a wide range of approaches to the topic and area studies within the field, including archaeology, political economy, ecology, environmental anthropology, evolution, linguistics, medical anthropology, political economy, science and technology studies, and socio cultural anthropology. Methodologies for the study of micro- and macro-social processes are taught through the use of qualitative and quantitative approaches. The department provides students with excellent training in theory and methods to enable them to pursue graduate study in any of the above mentioned subfields of Anthropology.

In addition to gaining an excellent foundation for graduate research and study, students majoring in Anthropology can pursue careers in government, international business, international development agencies, international education, law, mass media, nonprofit organizations, and public policy.

1.e Undergraduate Program Learning Outcomes

Demonstrate an understanding of core knowledge within the Anthropology discipline

Demonstrate the ability to communicate ideas clearly and persuasively in writing.

Demonstrate the ability to identify analytical problems and make appropriate inferences and analytical arguments.

Demonstrate the ability to critically evaluate anthropological theory and ethnographic research

1.f Assessment Design

<p>Assessment Question</p>	<p>To what extent have our students achieved the learning outcomes of the major? To what extent are our students able to confidently know and argue about some of anthropology’s foundational questions? The capstone class was introduced to help students review previous courses as well as persuasively produce independent anthropological arguments</p>
<p>Nature of Student Work or Performance</p>	<p>The Anthropology Capstone addressed some of the critical debates that have been central to the discipline as it has developed. The class is divided into three sections comprising of two debate sections and one section on anthropology and public debate. Preparation for each debate was through class discussion of critical readings as well as extra-mural reading and preparation with debating partners. The debates were held in front of audiences of faculty and graduate students. The final section of the course on “Anthropology and Public Debate” comprises of readings on topical public issues. Students produce a written “op ed” style opinion piece bringing an anthropological lens to bear on a topical issue within the theme (in 2017-2018 it was Race in America.</p>
<p>How Student Work will be Analyzed</p>	<p>Score student work using a learning outcomes rubric.</p>
<p>Other Notes on the Assessment Design</p>	<p>Assessment is of debate performance and class discussions as well as written work for the third section.</p>

1.g Learning Outcomes Rubric				
	Unacceptable	Marginal	Proficient	Exemplary
Learning Outcome #1 Demonstrate an understanding of core knowledge within the Anthropology discipline	Lack of awareness of major theoretical debates. Unable to draw theory and evidence together in a plausible framework.	Limited knowledge of major theoretical debates. Ability to identify research question but with no certainty of its relevance to theoretical framework.	Demonstrate clear understanding of major debates within discipline. Situate problem beyond the theoretical scope of the research question. Research lacks sophistication and needs refinement.	Present different schools of thought which surpass a mechanical recitation of historical debates. Can demonstrate the interplay of theory and data.
Learning Outcome #2 Demonstrate the ability to communicate ideas clearly and persuasively in writing.	Formulate arguments in illogical and awkward manner and lack ability to persuade	Write in an awkward manner; some isolated arguments can be slightly persuasive	Demonstrate some ability to write ideas clearly; may lack ability to ponder all the arguments carefully and to persuade.	Write ideas clearly, able to ponder arguments logically, and capable of persuading others.
Learning Outcome #3 Demonstrate the ability to identify analytical problems and make appropriate inferences and analytical arguments.	The student is unable to identify an analytical question, make a clear argument, or use evidence to make appropriate conclusions.	Analytical question identified and data used to address question, but no larger argument made and no clear sense of connection of question to analytical problems in anthropology.	Analytical problem and data efficiently identified. Argument made with appropriate use of evidentiary material. Some minor mistakes of logic may have been made.	An exceptional analysis, from question formulation, analytical argument, to command of evidentiary material.
Learning Outcome #4 Demonstrate the ability to critically evaluate anthropological theory and ethnographic research	Inability or inconsistent ability to define basic concepts, key data, and to interpret theories	Some emerging ability to locate, remember, and express basic concepts; limited demonstration of critical thinking about key data and theories.	Demonstrate competence in recognizing and summarizing core concepts. Able to demonstrate good ability to critically evaluate key	Mastery of sophisticated concepts and ability to use high-level critical thinking skills to interpret data as well as contrast theoretical positions. Able

			anthropological theories and material.	to critically evaluate anthropological concepts and material.
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2. Collect and Assess Student Work

2.a Timeline of Assessment Activities		
Academic Year	Planned Activities (Fill in all rows of this column at the time the Assessment Plan is created, saying what you plan to do each year for the next three years going forward.)	Actual Assessment Activities Completed (Fill in one row of this column at the conclusion of each academic year, saying what activities were in fact completed.)

3. Results and Assessment Report

3.a Learning Outcomes Data Table					
	Unacceptable	Marginal	Proficient	Exemplary	Total Number of Students Assessed on Each Dimension
Learning Outcome #1	0%	40%	20%	40%	5
Learning Outcome #2	0%	0%	40%	60%	5
Learning Outcome #3	0%	0%	40%	60%	5
Learning Outcome #4	0%	0%	40%	60%	5

Notes: “Count” is the raw number and “%” the percentage of students evaluated who fall into each category (e.g. the number scored exemplary on learning outcome #1 divided by the total number of students assessed on learning outcome #1). **Please enter “0” when no students fall in a category; please do NOT leave any cells blank. Please check that percentages across each row sum to 100%, or note rounding error.** The table can be adapted to display trends over time or compare subgroups. Please contact learning_assessment@lists.stanford.edu for assistance.

3.b Assessment Report	
Written Summary of Assessment Results	<p>This is the first year the Capstone class was evaluated. It was intended to be evaluated every third year in order to gauge the progress of our students through different years. However, the 2017-2018 intake was very small (5 students) – it has been much larger in previous years. This year will serve as a benchmark for coming years and future assessment of the capstone within the assessment cycle.</p> <p>Assessment results suggest that while students were able to confidently make persuasive arguments and use concepts well in writing and in oral debates – nonetheless they entered the course without a broad knowledge of core classical anthropological debates. This meant that the course which was designed to test the application of such knowledge ended up having to provide such foundational knowledge and thus evaluated accordingly.</p>
Limitations of the Assessment Results	<p>See above – the sample size was far too small this year at 5 students and is not representative of previous years in terms of numbers. Thus the 2017-2018 year is limited in its ability to fully assess the progress of our students.</p>
What mechanisms will you use to share these results with program faculty?	<p>We will discuss these results at our faculty retreat fall 2019 when discussing the undergraduate program.</p>

What changes in the program do these findings suggest?	The assessment suggests closer attention to whether core debates are introduced prior to the capstone. However, writing and argumentation skills, as well as student motivation and excitement about the course seem to suggest that the Anthropology capstone does serve an important role.
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3.c Notes for the Next Assessment Cycle
<ul style="list-style-type: none">- keep assessing the capstone course for continuity- continue to use the learning outcomes rubric for consistency