

**Department of Anthropology Assessment Plan**  
**SUNY-New Paltz**  
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**IA. Mission Statement (Who we are and what we do)**

The anthropology program is a unique and challenging program that combines theories and methods from the humanities, social, and natural sciences and provides students a holistic and critical view of the human condition across space and time, which can:

- Prepare them for graduate training in anthropology and other social sciences (or other areas)
- Enable them to pursue careers in research, education, and human services; and careers with a strong international focus.

**IB. Program Scope (Program boundaries)**

1. B.A. degree program that provides a sound foundation in anthropology so that students may pursue graduate studies if they wish to do so. We offer a major (36 credits) and a minor (18 credits) in anthropology. The interdisciplinary nature of our program and an introduction to the methodologies of the main subfields, allow majors and non-majors to explore human societies and their cultures from multiple perspectives. The program helps prepare students for careers in which cross-cultural communication and understanding are necessary. However, because of its current size and lack of facilities, it cannot offer comprehensive undergraduate training in some areas, e.g., physical anthropology and linguistics. On the whole, course offerings resemble those offered by anthropology departments at peer institutions.

2. Collaborative activities within SUNY New Paltz: The program makes a significant contribution to the General Education (GE) Program by offering courses that meet GE standards. At present, a total of 11 courses have been approved for GE III. Some courses are part of the curriculum of interdisciplinary programs (Asian Studies, International Relations, Latin American Studies, and Women Studies). One is a distance course. The program also contributes to the university's First Year Interest Group (FIGS) Program.

3. The department tries to locate appropriate internship for students, but it does not guarantee them. During the past several years we have had student interns in the following areas: State Museum in Albany; Office of Parks, Recreation, and Historic Preservation (Troy); Department of Environmental Conservation; Museum of Natural History in New York City; and Mohonk Preserve. The department does not provide foreign field experience to students. Students interested in international experiences are encouraged to consult with our Study Abroad Office.

4. Currently we have 5 full time and 2 part time faculty on our staff. Sabbatical and grant research leaves preclude a full 5-faculty presence every year. Unlike in other social and physical sciences it is difficult to find qualified part-time faculty in anthropology in a small community to supplement and teach additional courses.

**IC. Activities and Processes (How we do what we do)**

The program endeavors to prepare intellectually well-rounded individuals who have a good understanding of the human condition and how human societies function. Given this,

**the faculty:**

1. Considers quality teaching essential and solicits SEIs and peer review
2. Offers the Eisenberg Scholarship to reward the best students in our major program.
3. Engages in curriculum development and updates current courses
4. Involves students in research activities (or helps them with other research projects)
5. Advises students in formal and informal contexts, helping them explore career objectives and verifying that requirements (for the major, GE, and graduation) are satisfied
6. Offers a major and a minor in anthropology. The minor enhances the interdisciplinary orientation of students.
7. Participates in campus-wide activities that enhance student learning and college life
8. Participates in professional associations and activities, and engages in research
9. Participates in departmental and University service. Faculty represents the department at freshmen and transfer orientations, accepted student day, open houses, and convocation to assist in recruitment and retention of students.

**The professional staff** (one part-time secretary):

1. Conducts administrative and clerical activities to support the program
2. Trains and supervises temporary student helpers that work in the department's office
3. Participates in program assessment with the faculty

**II A. Goals****Student goals (What we want students to know and do)**

1. To have a factual knowledge base (anthropological) and engage in critical thinking
2. To develop both qualitative and quantitative research skills commensurate for undergraduate degree
3. To be able to build on course work and explore areas of their own interest
4. To work towards completion of the degree and experience quality interactions with faculty

**Program goals (e.g., curriculum, advising, and faculty development)**

1. Offer a logically structured curriculum that instructs students in the subject matter of the main subfields of anthropology: archaeology, physical anthropology, cultural anthropology (ethnology), and linguistic anthropology.
2. Maintain an up-to-date curriculum that addresses new developments in the field and current issues in our society and the world-at-large.
3. Contribute to the university's General Education (GE) Program by offering significant courses that meet GE standards.
4. Participate in the university's First-year Interest Groups (FIGS) Program to enhance interdisciplinary training.
5. Maintain lab room to instruct students in basic methods employed by archaeologists and physical anthropologists.
6. Hire additional faculty and expand lab facilities to achieve the goals listed above.

**II B. Desired Performance Statements (Actions that contribute to achievement of goals)****Student learning performances**

1. Requirements for the major will enable students to demonstrate knowledge of the main subfields of anthropology, key anthropological concepts, research methods, and diverse cultures.
2. Anthropology GE and FIGS courses will enable students (majors and non-majors) to demonstrate competency in the areas the university establishes for such courses.
3. Anthropology students participate in internships, travel abroad, and regional and national conferences/lectures that enhance course work and career objectives.

**Program performance**

1. In an academic year cycle, teach a variety of courses that cover human evolution, archaeology, main themes in cultural anthropology, geographical area studies, theory, and methods.

NOTE: Some of these courses satisfy SUNY GE requirements; others are mainly targeted for anthropology majors and minors and students majoring in related disciplines. Overall, the curriculum is based on a paradigm which utilizes holistic, cross-culturally comparative, and interdisciplinary learning where students are taught to analyze human societies and cultures from a variety of perspectives.

2. Run a summer archaeology field school that gives students hands-on experience with archaeological field methods.

3. Quality teaching is promoted and provided.

4. Effective advising is promoted and provided.

a. Advisors monitor students' academic progress; students consult with their advisors once per term at a minimum (to register), and before they graduate (to review progress report and major plan form, and to fill out the application for graduation) as required by the administration.

b. While taking into account students' interests, the Chair and faculty serving as transfer advisors will assign about the same number of advisees to all full-time faculty. The anthropology faculty recognizes that the current sole archaeologist in the department may have more advisees.

c. All advisors (the full-time faculty of the department) receive the written specifications for the major and minor in anthropology. The college web site provides the university's GE and the graduation requirements for faculty use. All advisors refer unknowns or unclear advising issues to their Chair, the Dean of Academic Advising, or to the Dean of Liberal Arts & Sciences in accordance with the specifics of each case. Students read the Advising Handbook and are requested to bring their progress reports to advising sessions.

5. Recognizing that maintenance of an up-to-date curriculum requires active scholarship by the faculty, the program (and the administration) will:

a. Promote a rewarding environment for scholarship and research in accord with tenure and promotion concerns and institutional priorities.

b. Set workloads that allow for productive scholarship. The chair and transfer advisors will equitably assign the number of student advisees; the chair will impartially assign administrative tasks that demand faculty input.

### III. Step Three: Methodology (Student Learning Outcomes)

II B. Desired Performance: Student Learning	III A. What aspects of performance are critical to measure?	III B. How (by what means) will you gather the data?	III C. When will assessment begin?	III C. Who is responsible?
1. Demonstrate knowledge of the main subfields of anthropology, key concepts, research methods, and diverse cultures	Ability to define and distinguish between the 4 main subfields of anthropology	Course content analysis: General Anthropology, Cultural Anthropology, and Intro to Archaeology	Every three years	Faculty teaching the courses and Department's Curriculum Subcommittee
	Ability to collect, classify, synthesize, evaluate, and interpret data and be able to transform data into adequate ethnographic descriptions and hypothesis	Course content analysis: Research Methods, Development of Anthro Thought, Applied Anthropology, and others as suggested by Department's Curriculum Subcommittee	Every 3 years	Faculty teaching the courses and Department's Curriculum Subcommittee
	Describe and analyze cross-cultural similarities and differences from a variety of perspectives	Course content analysis: All area courses (e.g., Cultures of India, North American Indians, and Ancient Mesoamerica)	Every 3 years	Faculty teaching the courses and Department's Curriculum Subcommittee
	Assess the importance of new developments in the field	Course content analysis: Pertinent courses as suggested by Department's Curriculum Subcommittee	Every 3 years	Faculty teaching the courses and Department's Curriculum Subcommittee
2. Anthropology GE courses enable students to meet GE subject and critical thinking competencies; FIGS courses fulfill the goals of the FIGS program	Success in meeting the criteria established by the university for GE courses and FIGS	Course content and syllabi analysis: GE and FIGS courses	Every 3 years	Faculty teaching the courses and Department's Curriculum Subcommittee
3. Participation in: internships	Percentage that has completed an internship	Written notification from students to their advisors or official letters. (Voluntary compliance as this hinges on students' willingness to provide information.)	Yearly	Faculty advisors provide information to departmental secretary and she compiles statistics
Participation in: travel abroad	Percentage that has participated in a travel abroad program  (This hinges on financial factors external to the department.)	Notification from students to their advisors; records from Travel Abroad Office.  (Voluntary compliance as this hinges on students' willingness to provide information.)	Yearly	Faculty advisors and Travel Abroad Office provide information to departmental secretary and she compiles statistics
Participation in: conferences/lectures or other events (regional and national; not SUNY New Paltz events)	Number of conferences/lectures or other events that students attend	Records from faculty that advise the Anthropology Club or professor/s attending event with students	Yearly	Advisors to Anthropology Club and other faculty attending will provide data to departmental secretary (she compiles)

### Program Performance

II B. Desired Performance: Program	III A. What aspects of performance are critical to measure?	III B. How (by what means) will you gather the data?	III C. When will assessment begin?	III C. Who is responsible?
1. Variety of courses taught in a yearly cycle	Course scheduling & diversity of course content	Study of course scheduling and course syllabi	Every two years	Chair (scheduling) & Department's Curriculum Subcommittee (course content diversity)
2. Run a summer archaeology field school	Percentage of students that has completed the field school	Field school enrollment	Yearly	Field school director & Records and registration
3. Quality teaching	Course content reflects breadth and depth, the material is current, and the course meets GE & FIGS criteria (if one of these types of courses)	Course syllabi (Assessed according to rubric) & External peer reviewers for anthropology (not a GE/FIGS review)	Every 3 years  Normative period established by the administration for review of the department	Department's Curriculum Subcommittee and faculty teaching the courses  External to the department; other anthropologist/s would be involved
	Professors' ability to teach effectively	<u>Internal peer</u> evaluations & <u>SEIs</u>	<u>Internal peer</u> evaluations-as needed given considerations of tenure, merit, and promotion  <u>SEIs</u> -every semester for faculty that participate (not a university requirement)	Chair or other member of the faculty conduct peer review  IR compiles SEI statistics; Department chair summarizes results for the department
4. Effective advising	Students complete major/minor requirements in a timely manner	Graduating senior survey  and/or Records kept by Registrar	Yearly	IR administers and compiles data from senior survey,  and/or Records and Registration provides data
	Students learn about career options	Departmental survey for students	Every two years	Anthropology faculty administer and IR standardizes and compiles data
	Acceptance into graduate school	Records kept by Alumni Office and/or student notifies advisor (Voluntary compliance as this hinges on student's willingness to provide information.)	Yearly	Alumni office, students, and faculty.
5. Active scholarship by the faculty	Publications, presentations, and conferences attended	Faculty annual reports	Yearly	Department chair

**IV. Resources and Support Needed**

The proposed assessment plan requires campus assistance in two areas: compiling and processing of data. We predict that we will need the assistance of the office of Institutional Research, Alumni Office, and Registrar's Office.

We also know that in order to expose students to the breadth of our discipline in a rigorous manner, the department needs at least a physical anthropologist and to continue to teach the geographical area and theory courses for which we have lost lines.