1. What question or issue were you addressing with this activity?

The Department of Anthropology scheduled two assessment activities for the 2007/2008 AY (see 2006/2007 Annual Assessment Report):

1) Assess research skill outcomes specified in the 2005 Department Assessment Plan, and
2) Revise the 2005 Assessment Plan to accommodate curricular and scheduling changes and simplify the schedule of assessment for the new major to be implemented in 2008/2009 AY.

At the start of the 2008 spring semester, the Anthropology Department received its internal Academic Program Review Report. The program review committee faulted the April 2005 Department Assessment Plan because it failed to specify how direct and indirect measures specifically related to the Department learning outcomes and by what means the Department incorporated assessment results in curricular planning. The program review committee recommended that “the Department put in place an acceptable academic assessment plan that meets University guidelines” by the time of the next program review, and that the Program Review Oversight Committee award no more than a conditional approval if the Department failed to have a fully-implemented assessment plan in place by that time.

In light of the severity of the program review committee’s critique, and the implementation of a new undergraduate major curriculum in the 2008/2009 AY, the Department decided that there was no need to collect data to assess research skills given that would have entailed assessing an obsolete major using a discredited assessment plan. The Department decided to emphasize development of a new assessment plan in 2007/2008 AY. It had the following objectives in devising the new plan:

1) Revise Department Learning Outcomes to more closely reflect the Sacramento State Baccalaureate Expectations of Undergraduate Learning;
2) Devise an assessment plan that both directly and indirectly measures department learning outcomes;
3) Specify the means by which assessment results will be incorporated in curricular planning;
4) Schedule assessment activities to monitor the new major as it is implemented over the two to four year course rotation cycle and prepare the Department for its next self-study in 2013.

2. What data did you collect to address this question or issue?

No new data was collected. The Department met to discuss and agree on departmental learning outcomes that were consistent with Sacramento State Baccalaureate Learning
Expectations applicable to all four sub-disciplines (archaeological, biological, linguistic, and socio-cultural anthropology). Then, faculty within each sub-discipline devised direct assessment measures and schedules of assessment activities for the next five years.

3. **What did the data tell you?**
   See attached 2008 Anthropology Assessment Plan.

4. **As a result of faculty reflection on these results, are there any program changes anticipated?**
   Other than changes to department learning outcomes and attendant departmental policy (for example, listing learning outcomes on class syllabi) no program changes are anticipated at this time.
   
   a. **If so, what are those changes?**
      Not Applicable.
   
   b. **How will you know if these changes achieved the desired results?**
      Not Applicable.

5. **What assessment activities are planned for the upcoming academic year?**
   See attached 2008 Anthropology Assessment Plan. Data collection and assessment evaluation tasks, as defined for each sub-discipline will begin in the Fall 2008 Semester.
CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Department of Anthropology

ASSESSMENT PLAN FOR THE MAJOR IN ANTHROPOLOGY

(Adopted: 05/08)
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Introduction

The Anthropology Department has designed a new major to be implemented in Fall 2008. Each of the four sub-disciplines (archaeological, physical, linguistic, and socio-cultural anthropology) contributed a set of prerequisite, foundational, and elective courses to the curriculum intended to achieve core departmental outcomes (Attachment 1). The Department also committed to schedule at least one course in each sub-disciplinary category each semester. This means a cycle of two to four years will be required for the new curriculum to go through a full rotation of course offerings.

In addition, the Academic Program Review Report, received by the Anthropology Department in spring 2008, recommended, “the Department put in place an acceptable academic assessment plan that meets University guidelines.” The program review committee found that the April 2005 department assessment plan failed to specify how direct and indirect measures specifically related to the Department learning outcomes and by what means the Department incorporated assessment results in curricular planning.

In response to the Program Review, the Anthropology Department has significantly revised its learning outcomes and assessment plan to accommodate the new major and assess it as it is implemented. The assessment plan is scheduled to match the two to four year course rotations and prepare the Department for its next self-study in 2013. Below is a general discussion of the department mission and of core learning outcomes expected of every successful student receiving a BA in anthropology under the new major. Following that are specific assessment plans to be implemented by each of the four sub-disciplines before the next department self-study is prepared in 2012. These assessment plans derive directly from the core learning outcomes and will provide information that will form the basis of future curricular planning.

Anthropology Department Mission Statement

Anthropology is the only discipline that seeks to understand all aspects of human life, including past and present social and cultural processes and biological adaptations. It does so by focusing on human variation in time and space, with four traditionally recognized sub disciplines: anthropological archaeology, physical/biological anthropology, social and cultural anthropology, and linguistic anthropology. As a consequence of its broad focus, anthropology is also an integrative discipline that brings together scholarly work in the humanities, natural sciences, and social sciences. In the Sacramento Department of Anthropology, our mission is threefold

1) To advance knowledge about anthropology through the instruction of undergraduate and graduate students
2) To promote and cultivate original scholarship on issues of anthropological interest; and
3) To disseminate anthropological knowledge to the broader Sacramento community.

We aspire to give students the means to understand and respect the variety of human experiences and to develop the critical thinking skills that are necessary for participation in and active engagement of contemporary society.

The goal of the department at the undergraduate level is to offer students a program that prepares them for future academic or professional opportunities. The program reflects current substantive and theoretical
content of the discipline as well as the department's continued commitment to a diverse anthropology. It ensures that all majors are adequately exposed to contemporary developments in archaeology, physical/biological anthropology, social/cultural anthropology and linguistic anthropology, at the same time offering them sufficient exposure to practical skills needed in applied contexts following graduation. The department is committed to providing our majors the personal enrichment that is possible only through a liberal arts education.

Outcomes Overview

The core learning outcomes we expect majors in anthropology to achieve derive from the Sacramento State Baccalaureate Expectations of Undergraduate Learning prepared by the Faculty Senate Working Group on University Learning Goals in 1999/2000 (http://www.csus.edu/acaf/Portfolios/GE/lrngls.htm). These university goals fall into five categories of expectations: Competence in The Disciplines, Analysis and Problem-Solving, Communication, Information Competence, Cultural Legacies, and Values & Pluralism. However, for the purpose of articulating our department-specific learning outcomes, we find it useful to simplify these expectations into three categories: Competency in the Discipline, Critical Analysis & Research (combining pertinent aspects of Analysis and Problem-Solving, Communication, and Information Competence), and Cultural Legacies, Values, and Pluralism (combining pertinent aspects of Cultural Legacies, and Values & Pluralism). Each of these three core outcomes is discussed individually below.

Competency in the Discipline

Although student learning will vary depending on his or her interests within anthropology, by the time of graduation each student receiving a Bachelor of Arts in Anthropology from Sacramento State is expected to have acquired competence in the discipline by demonstrating

A. A broad knowledge of the development of anthropology.

B. A significant understanding of central aspects of anthropology, including the nature of science as a distinctive form of knowledge and practice, basic evolutionary theory and an understanding of the place of humans in space and time from a biological standpoint, social, cultural, and linguistic processes, ecological and economic adaptations, history, and past and present human diversity.

C. An ability to apply the perspectives and methods of at least one sub-discipline to specific problems and issues.

D. A general understanding of at least one anthropological theme or focus of study (for instance, prehistory, human evolution, religion, ethnolinguistics, political economy, etc.).
Critical Analysis & Research

In addition, students will be able to identify important foci for research and critical analysis, develop cogent analytical frameworks that enhance understanding, and develop and apply the basic research tools used within the discipline. These include

A.  Research: Students will be able to demonstrate knowledge of and experience in conducting basic research (i.e., fieldwork, library research, laboratory work) in at least one of the four subfields of anthropology.

B.  Methods: Students will be able to demonstrate a basic knowledge of data analysis within anthropology to diagnose and solve problems that are both qualitative and quantitative (i.e., ethnography, statistical research); they will also demonstrate knowledge of basic analytical tools (i.e., social-science software, anthropologically-oriented electronic databases, and library information technology).

C.  Writing: Students holding a minimum GPA of 3.0 in Anthropology will be able to express ideas and facts in discipline-specific writing as demonstrated by competency in the content, form, and organization of writing assignments along with an understanding of differing writing styles between the sub-disciplines. However, the Department has agreed to use common holistic scoring rubric as a template for grading and assessing writing assignments (Attachment 2).

Cultural Legacies, Values, and Pluralism

Finally, students will have a solid understanding of how the anthropological discipline has given insight into the biological and cultural complexity and diversity of humanity. Students will be able to apply anthropological method and theory in an ethical manner to settings outside the classroom by demonstrating

A.  An understanding of the relevance of anthropology to contemporary human life,

B.  The ability to use anthropological perspectives to analyze and make informed decisions about complex general or culture-specific problems and issues

C.  An understanding and appreciation of the diversity of human cultures and the values of different cultural traditions (including those defined in terms of status, race, ethnicity, gender, sexual orientation, religion, etc.).

Departmental Assessment Plan (2008-2012)

We use both direct and indirect approaches to evaluate learning outcomes. Indirect assessments are based on graduating senior exit surveys and the perceptions of graduate students and department alumni of the knowledge and skills gained during their tenure here. The Department began to administer exit surveys to graduating anthropology seniors in 2004 to assess how well students believed they had mastered key aspects of the major as then configured as well as general research skills. A series of six questions was developed for each of the four sub-disciplines (four for linguistic anthropology), and six more to assess perceived knowledge of broader research skills. These questions reflect expected outcomes identified in the April 2005 department assessment plan. Each question was scored from excellent to poor, with a "no impact" category used to reflect areas deemed non-applicable to the student. The Department will continue to use this indirect measure to assess the new major, but the questions will be updated to reflect
the new curriculum. Consequently, the faculty will meet early in the fall semester of 2008 to revise the exit survey questions. The updated survey will be ready to be administered to seniors graduated at the end of the fall 2008 semester and each semester thereafter until 2012. The Anthropology faculty will meet in fall semester 2012 to discuss senior exit survey results in preparation for the Department Self-Study.

Direct assessments are based on standard measures of classroom performance such as test questions addressing students’ familiarity of basic concepts and essays/term papers that evaluate students’ comprehension of core principles and their ability to locate, synthesize, evaluate and communicate effectively. Direct measures are devised, administered, and evaluated on a sub-disciplinary level. This is appropriate because although the four fields agree to adhere to the core learning objectives discussed above, they have differing perspectives and epistemological approaches that are reflected in the curriculum and can only be effectively assessed within sub-disciplines. Consequently, archaeological, physical, and socio-cultural/linguistic anthropology faculty have each prepared plans for direct assessment that are discussed individually below. Each sub-disciplinary plan has its assessment timetable. However, the entire faculty will meet in fall semester 2012 to discuss sub-disciplinary assessment results and any necessary curricular revision in time for the Department Self-Study.

**Archaeology Assessment Plan**

The archaeology faculty has chosen to emphasize assessment of departmental Disciplinary Competence, and Critical Analysis and Research Skills outcomes during the period between 2008 and 2012. To better inform curricular decisions, these general outcomes have been rephrased into specific learning objectives appropriate for the archaeology curriculum. Any student receiving a BA in Anthropology from Sacramento State is expected to have acquired competence in the sub-discipline of archaeology by demonstrating:

Objective 1. Knowledge of the influence of anthropological theory on the history of archaeology (Department Competence Learning Outcome A), and how theory has shaped our understanding of key transitions in human prehistory (Department Competence Learning Outcomes B and D).

Objective 2. Knowledge of the prehistory of at least one region of North America (Department Competence Learning Outcome B) and how anthropological theory concerning key transitions in human prehistory has shaped current understandings of the prehistory of that region (Department Competence Learning Outcomes C and D).

Regarding Critical Analysis and Research Skills, we expect that students receiving a BA in anthropology who have emphasized archaeology in their studies will be able to demonstrate:

Objective 3. An ability to apply the knowledge and methods of archaeology (including fieldwork, laboratory work, library research, and quantitative data analysis) to specific problems and issues in prehistory and/or archaeological method and theory (Department Critical Analysis & Research Outcomes A and B).

Table 1 presents a matrix of these objectives by class category. The prerequisite course, Anth 3, introduces students to the basic concepts and information necessary to achieve the three archaeology objectives. The courses in the first tier of archaeological foundation requirements (Anth 107, 110, and 115) primarily address Objective 1. These courses introduce students to the base of knowledge of the influence of anthropological theory on the historical development of archaeology, and the how the central aspects of archaeology have shaped our understanding of human prehistory. The second tier of archaeology foundation requirements (Anth 111, 112, 113, 114, and 122) addresses Objective 2. These
classes provide students with the perspective of how the methods and theories of archaeology have been applied to specific problems and issues in regional prehistory. Consequently, Objective 1 above will be listed on the syllabi of Anth107, 110, and 115, whereas Objective 2 will be on the syllabi of Anth 111, 112, 113, 114, and 122.

Students are expected to demonstrate evidence that they have achieved critical analysis and research outcomes primarily during the elective archaeology classes. Courses Anth 109, 124, and 127 call on students to use library methods to address specific problems and issues in prehistory and/or archaeological method and theory. Courses Anth 120, 126, 192A, and 195A cultivate fieldwork, laboratory work, and quantitative analysis skills in those majors with a primary interest in archaeology. Consequently, the objective above will be listed on the syllabi of all seven courses.

Table 1. Matrix of Archaeology Outcomes for Majors

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Lower Division</th>
<th>Foundation Tier 1</th>
<th>Foundation Tier 2</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: History-Theory in Prehistory</td>
<td>3</td>
<td>107, 110, 115</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 2: Theory in regional prehistory</td>
<td>3</td>
<td></td>
<td>111, 112, 113, 114, 122</td>
<td></td>
</tr>
<tr>
<td>Objective 3: Methods of Archaeology</td>
<td>3</td>
<td></td>
<td></td>
<td>109, 120, 124, 126, 127, 192A, 195A</td>
</tr>
</tbody>
</table>

Assessment Activities for 2008-2010

We plan two assessment goals for the archaeology curriculum for the period from fall semester 2008 to spring semester 2010. First to assess whether or not anthropology majors are acquiring the basic introductory knowledge in the lower-division prerequisite classes required for the upper-division foundational requirements and elective classes. It is particularly important to determine whether or not students who took Anth 3 at other CSU or California Community College campuses are getting comparable preparation to native Sacramento State students. To achieve the first assessment goal, archaeology instructors of the foundational classes (ANTH 107, 100, 111, 112, 113, 114, 115, and 110) will administer a non-credit, multiple choice quiz designed on the GE assessment questions for Anth 3 at the start of the fall and spring semesters of the 2008-2009 academic years (Attachment 3). The archaeology faculty will meet to discuss the quiz results in the spring semester of 2009.

Our second goal is to assess whether or not the courses allocated into the first and second tier of the foundational requirements are achieving learning outcomes in disciplinary competence (Objectives 1 and 2, Table 1). We will use essays/term papers to evaluate whether or not students are achieving the intended objectives in each tier of the archaeology curriculum. By mid-semester of Fall 2008, the archaeologist will devise a generalized essay assignment and grading rubric Student responses grading “C” or better (70% or better) will be pooled from each class for a two-year period (a minimally sufficient period to allow a full rotation of classes in both tiers of Foundation Requirements). The archaeology faculty will meet to review a sample of these responses in the Fall Semester of 2010. At that point, the archaeology faculty will consider if any changes to the curriculum need to be made.
Assessment Activities for 2010-2012

The assessment activities for this period will largely be contingent on the results of assessment during 2008-2010 requiring some flexibility in scheduling. It is possible that assessment results will warrant curricular changes that will need to be monitored during the 2010-2012 period. However, we anticipate our attention will shift toward assessing Critical Analysis and Research Skills expressed in Objective 3 of Table 1. Whether or not students have achieved this objective will be assessed through formal objective, short answer and essay questions administered via exams and exercises given throughout each semester in class. The archaeology faculty will meet to design these test questions during the spring 2010 semester.

Archaeology Assessment Time Schedule

Summer 2008
- Design quiz administered to foundational courses

Fall 2008 and Spring 2009
- At start of both semesters, administer quiz to students in all foundational courses. Archaeology faculty meet in spring semester to discuss quiz results.
- In Fall semester, archaeology faculty meet to devise essay assignment and grading rubric for assessing outcomes in Tier 1 and Tier 2 Foundation Courses.
- Essay question administered in both Fall and Spring semesters.

Fall 2009 – spring 2010
- Essay assignment administered in Foundation Courses both Fall and Spring Semesters.
- Archaeology faculty meet in spring to devise assessment questions for 2010-2012 period.

Fall 2010 and Spring 2011
- Archaeology faculty meet in discuss Foundation Course assessment results for 2008-2010.
- Assessment questions for 2010-2012 period begin to be administered in elective classes.

Biological Anthropology Assessment Plan

Any student receiving a Bachelor of Arts in Anthropology from CSUS is expected to have acquired competence in the sub-discipline of biological anthropology by demonstrating the following objectives:

1. An understanding of the nature of science versus other ways of learning or knowing; including, but not limited to, the scientific method and the ability of science to critically evaluate our findings by testing and retesting our conclusions and refining our theories (Department Competency Learning Outcomes B and D);

2. An understanding of basic evolutionary theory and principles, especially as they relate to the place of humans in space (within the primate order) and time (our evolutionary history) from a biological standpoint (Department Competency Learning Outcomes B and D); and
3. The ability to locate, critically analyze and synthesize relevant information from primary sources related to the sub-discipline and communicate these ideas competently (Department Research Learning Outcomes A and C).

Within this framework, the five courses in the foundation tier of biological anthropology requirements (Anth 151, 154, 155, 156, 157) specifically address these objectives (Table 2) and offer students the opportunity to explore the foundational knowledge in biological anthropology. These courses introduce students to the base of knowledge and ways of thinking and knowing within biological anthropology and allow the development of a skill set, including library searches and written (or oral) communication, basic to the sub-discipline.

Additional work in biological anthropology is found through the elective offerings (Anth 150, 152, 153, 158), and introduces students to further work in biological anthropology methods, data analysis, and diversity of topics within the sub-discipline. These classes are optional.

### Table 2. Matrix of Biological Anthropology Outcomes for Majors

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Lower Division</th>
<th>Foundation</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: Nature of science/ scientific method</td>
<td>1, 1a</td>
<td>151, 154, 155, 156, 157</td>
<td></td>
</tr>
<tr>
<td>Objective 2: Basic evolutionary theory</td>
<td>1, 1a</td>
<td>151, 154, 155, 156, 157</td>
<td>152, 153</td>
</tr>
<tr>
<td>Objective 2: Place of humans in space</td>
<td>1, 1a</td>
<td>154, 155, 157</td>
<td>152</td>
</tr>
<tr>
<td>Objective 2: Place of humans in time</td>
<td>1, 1a</td>
<td>151, 155, 156</td>
<td>153</td>
</tr>
<tr>
<td>Objective 3: Research: Library skills</td>
<td></td>
<td>151, 154, 155, 156, 157</td>
<td>153, 158</td>
</tr>
<tr>
<td>Objective 3: Research: Writing skills</td>
<td></td>
<td>151, 154, 155, 156, 157</td>
<td>153, 158</td>
</tr>
<tr>
<td>Objective 3: Research: Methods</td>
<td>1a</td>
<td>154</td>
<td>150, 158</td>
</tr>
<tr>
<td>Additional breadth</td>
<td></td>
<td></td>
<td>150, 152, 153, 158</td>
</tr>
</tbody>
</table>

**Assessing Learning Outcomes in Physical Anthropology**

Direct measures of these outcomes will come in two forms: 1) test questions addressing students’ familiarity of basic scientific and evolutionary concepts (Objectives 1 & 2 above), and 2) essays/term papers that evaluate the students’ ability to locate, synthesize, evaluate and communicate effectively (Objective 3 above). Individual faculty will evaluate test questions using a grading rubric developed by the physical faculty to be used when evaluating essays/term papers. Students with a “C” or better (70% or better) on assignments are considered to demonstrate competency in the objectives. Faculty teaching these foundational courses will meet once each year to review and discuss (and modify, if need be) the assessment strategies.

See Assessment Plan Schedule below for additional details.
Assessment Activities for 2008-2010

We plan to assess two goals for the physical anthropology curriculum between fall 2008 and spring 2010. First, we believe it is relevant to assess whether or not anthropology majors are acquiring the basic introductory knowledge in the lower-division prerequisite classes required for upper-division foundational classes. To this effect, all faculty teaching upper-division foundational classes (Anth 151, 154, 155, 156, 157) will administer a non-credit, multiple-choice quiz at the start of each semester during the 2008-2009 academic year. Before the start of the fall semester 2008, the physical anthropology faculty will design this quiz. The physical faculty will meet to discuss the results in the spring semester of 2009 to determine if changes need to be made to Anth 1. We anticipate that this schedule will also be followed during the fall 2009 – spring 2010 academic year.

Second, we plan to address our third Objective above, the students “ability to locate, critically analyze and synthesize relevant information from primary sources related to the sub-discipline and communicate these ideas competently.” We have designed a grading rubric (see below) for assessing student performance on essay/term paper assignments. All faculty teaching foundational classes during the two year academic period between fall 2008 and spring 2010 will assign and grade essay/term papers following this rubric. Faculty will meet at the start of each academic year (fall 2009 and fall 2010) to review the rubric and student performance on Objective 3 from the previous academic year. A two-year schedule is required for this assessment so that an acceptable sample of foundational courses may be rotated through the program.

Assessment Activities for 2010-2012

We plan to assess Objectives 1 and 2 (above) during the two-year academic cycle between fall 2010 and spring 2012. These Objectives will be addressed through formal objective, short answer and essay questions administered via exams given throughout each semester in class. The physical faculty will meet to design these test questions during the spring 2010 semester.

We anticipate that the results of these four years of assessment, covering all three of physical anthropology’s objectives, will be excellent data for our next Self-Study, due 2013.

Physical Anthropology Assessment Time Table

Summer 2008
  - Design quiz administered to foundational courses

Fall 2008 to spring 2010
  - At start of each semester, administer quiz to students in all foundational courses
  - Fall 2009 and fall 2010
    - Physical faculty meet to discuss quiz results

Fall 2008 – spring 2010
  - Each semester faculty assess student research/writing using rubric (Objective 3)
  - Fall 2009 and fall 2010
    - Physical faculty meet to discuss student research/writing skills, assignments and rubric

Spring 2010
  - Physical faculty meets to design test questions and grading rubric for Objectives 1 and 2.
Questions administered fall 2010 – spring 2012
Physical faculty meet to review results at the start of fall 2011 and fall 2012 semesters

Assessment Plan for SocioCultural and Linguistic Outcomes 2008-2010

During this period we plan to assess whether or not anthropology majors are acquiring satisfactory knowledge related to critical analysis and research skills. More specifically, we plan to determine whether or not majors are able to develop a cogent analytical framework that enables critical understanding of epistemological, theoretical and methodological issues related to the practice of fieldwork and production of ethnographic and linguistic knowledge.

Assessing Learning Outcomes in SocioCultural and Linguistic Anthropology

Direct measures:

Instructors of ANTH 146 will administer an essay question addressing the relationship between anthropological theory and ethnographic fieldwork towards the end of each semester during the 2008-10 academic years. ANTH 146 (Ethnographic Analysis) is the foundational course in sociocultural anthropology, with a prerequisite requirement of ANTH 2. ANTH 146 serves to reinforce material taught in ANTH 2 and to significantly expand understanding of both historical and contemporary ethnographic methods, concepts and, theoretical developments within the sub-field of sociocultural anthropology. Toward these ends, the course is structured around the reading and analysis of ethnographies selected by instructors based upon their own areas of interest and expertise. ANTH 146 is the prerequisite for further coursework in sociocultural anthropology and thus serves as a critical function in relation to elective coursework in Tier 2. Given our lack of control over instructors, texts, and substantive content at the Community College level, where many of our students take ANTH 2, we do foresee the possibility that ANTH 146 may need to undertake a certain amount of remedial teaching of ANTH 2 material. Nonetheless, our focus is upon preparing students to succeed in ANTH 146 and the coursework for which it serves as a prerequisite.

Instructors in ANTH 160 or 162 will administer an essay question addressing the relationship among anthropological and linguistic theory and ethnographic fieldwork towards the end of each semester during the 2008 –10 academic years.

Table 3. Matrix of SocioCultural and Linguistic Outcomes for Majors

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Lower. Division Req.</th>
<th>Foundation Tier 2/Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Development</td>
<td>002, 004</td>
<td>146, 160, 162</td>
</tr>
<tr>
<td>B. Central Aspects</td>
<td>002, 004</td>
<td>146, 160, 162</td>
</tr>
<tr>
<td></td>
<td>Research</td>
<td>Methods</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
</tbody>
</table>
SocioCultural and Linguistic Anthropology Assessment Time Table

- **Spring 2009**: ANTH 146/160/162 Instructors meet after Year One to discuss the success of direct-measure essay exam, and implement changes if deemed necessary.

- **Spring 2010**: ANTH 146/160/162 and Tier Two Instructors meet after Year Two to discuss the success of direct-measure essay exam over two years of course instruction, particularly in terms of whether the course succeeds as a prerequisite to elective courses. In connection with ANTH 146, such discussion will be vital given that this will be the first cycle in which all students enrolled in Foundational Tier 2/ Elective courses have taken ANTH 146.