



**Program Portfolio
Anthropology/Sociology
2010-11**

Description of Program

The Anthropology and Sociology Program offers an interdisciplinary program leading to a degree in Anthropology and Sociology with concentrations in Anthropology, Sociology, or Sociology-Social Welfare. The program prepares students desiring careers in a field requiring direct social involvement, wishing to enter anthropology or sociology as a profession, or pursuing a broad liberal arts education designed to enhance their understanding of humans and their social and cultural environment. In all courses and program activities, faculty are firmly committed to the task of enhancing the learning and reasoning abilities of students and allowing them to see the problems and processes of contemporary America in the light of broader cross-cultural and social-comparative perspectives.

The Anthropology/Sociology major has three possible concentrations, the first two of which attract a broad range of students interested in graduate study, professional work in the field, and/or a liberal arts orientation for their other majors and the last of which attracts students interested in more applied aspects of the field. The Anthropology concentration exposes students to other cultures as well as their own through courses in global, North American, and Northwest U.S. societies, and in ethnolinguistics, physical anthropology, and archaeology/prehistory. Recently, it has become the administrative “home” for a new interdisciplinary Native American Studies minor.

The Sociology concentration examines general principles which help to explain the order, meaning and coherence of human social and cultural life. This is the track students follow if they are considering graduate work in sociology. Emphasis is placed throughout the curriculum on the relevance of sociology to an understanding of contemporary society. The concentration in Social Welfare stresses acquisition of sociological knowledge for practical application in the helping professions or social activism and integrates the theoretical and the practical by linking coursework with off-campus experiences and professional socialization. Students from all three concentrations participate in the department’s Haven from Hunger initiative, which integrates service learning and community development into the curriculum.

The program provides a full range of undergraduate and General Education service courses, both on campus and online, along with practicum, research, reading and conference, and seminar offerings, and enrolls about 500 students annually. The Anthropology/Sociology Program also offers an extremely popular minor, which requires coursework in both disciplines.

Recent Programmatic Changes

There have been several significant changes in the Anthropology/Sociology Program since 1998. In terms of personnel, Dr. Dahl is the only faculty member who was here before 1998. Drs. Powers and Grigsby replaced retiring senior sociologists Burke Thomason and John Millay. Dr. Jerofke taught distance education courses and eventually part-time on campus as well until securing a tenure-track position beginning 2007-08. The distance education adjunct instructors

have all been added to the program since 1998 as new distance education courses have been developed.

Accompanying personnel changes, there have been curriculum modifications, including deleting or adding courses to better reflect differences in interest and expertise. In addition, all three concentrations now require a greater number of credits (20) in the companion discipline. Recently, program faculty have been preparing to revise the overall program objectives and vision to encompass a set of “literacies” that they believe are vital to not only a good grounding in our disciplines, but to becoming a well-educated and well-rounded scholar and global citizen. This curriculum work is ongoing. The major is now offered online with the anthropology concentration.

How Program serves the Mission of the University and needs of region

Most years, Anthro/Soc confers the most bachelor's degrees in the College of Arts and Sciences, as well as granting the most minors for students (distance and otherwise) completing Liberal Studies degrees. The popularity and health of the Anthropology and Sociology program, which includes a wide array of both on-campus and distance education courses, is self-evident. The program has not rested on its laurels, but continues to actively develop new initiatives, including a Native American Studies minor (with a view to eventually developing it into a stand-alone minor and, one day, a major), and an expected applied anthropology concentration.

On the sociology side, an increasing number of graduates attend graduate school or go immediately into numerous professional social welfare positions in the region (although this is not a professional social work program), including supervisory positions. There are currently more than fifteen anthro/soc graduates working in the social welfare arena in a professional capacity in La Grande alone. Faculty from this program also developed the Haven From Hunger project, which not only helps the region's poor with food resources, but also provides leadership and community action opportunities for students.

In addition to the above applied and practical aspects of the program, the Anthropology/Sociology faculty are dedicated to promoting the liberal arts as fields of study and learning that have their own intrinsic value for not only our students, but for all members of society. We wish for our students to be not only practical, but inspired by the complexities of the world around them and eager to engage in scholarly endeavors and the life of the mind for their own sakes, and to become the best world citizens they can be.

Anthropology/Sociology

Vertical Curriculum Mapping: Anthropology/Sociology--PLOs

Course Levels	Benchmark/ Expected Standard of Performance	1 Content Knowledge (courses required of all majors)	2 Inquiry (courses required of all majors)	3 Communication (courses required of all majors)	4 Critical Thinking (courses required of all majors)	5 Civic Engagement (courses required of all majors)	6 Integrated Learning (courses required of all majors)
	<i>Program sets benchmark</i>						
400-Level	Program sets scale		SOC 455 SOC 456 ANTH 454	SOC 420		SOC 454	SOC 409 SOC 499 ANTH 499 ANTH/SOC 401/405
300-Level		SOC 315 ANTH 360	SOC 327		ANTH 356		
200-Level		ANTH 220			SOC 204 SOC 205		
100-Level		ANTH 101					

I. Program Objectives/Outcomes

Students receiving a BS or BA degree in Anthropology/Sociology will be able to do the following:

1. **Communication:** Demonstrate a solid understanding of core concepts in anthropology and sociology through effective communication, including scholarly writing and public presentations.
2. **Inquiry:** Demonstrate and apply cross-cultural perspectives, rooted in inquiry-based knowledge, in the analysis of social, economic, and political issues.
3. **Critical Thinking:** Demonstrate effective skills in critical thinking, analytical and reflective writing, and appropriate discourse within the core disciplines.
4. **Civic Engagement:** Identify, analyze, and address real world problems through scholarly and structured civic engagement.
5. **Integrated Learning**

II. Four-Year Assessment Cycle: Anthropology/Sociology

Year	Outcome to be Assessed
Spring 2009	2. Demonstrate and apply cross-cultural perspectives, rooted in inquiry-based knowledge, in the analysis of social, economic, and political issues.
Fall 2009	4. Identify, analyze and address real world problems through scholarly and structured civic engagement. 5. Integrated Learning
2010-2011	1. Demonstrate a solid understanding of core concepts in anthropology and sociology through effective communication, including scholarly writing and public presentations.
2011-2012	3. Demonstrate effective skills in critical thinking, analytical and reflective writing, and appropriate discourse within the core disciplines.

III. Curriculum Assessment Plan

Year	Outcome	Course/Milestone Activity	Assignment/ Task (done by students)	Assessment Tool (to measure outcome)	Standards/Levels of Achievement
Sp 2009	Inquiry Inquiry	▫ ANTH 201: Intr. to Physical Anthropology & Archaeology ▫ ANTH 320: Human Adaptation	Writing Assignment Take-home essay exam	Rubric Rubric	Proficient, adequate, developing
2009-2010	Civic engagement Inquiry Communication & Integrated Learning	▫ SOC 454: Social Theory ▫ ANTH 356: Language & Culture ▫ ANTH 101- Intr. to Cultural Anthropology	Community observation/interaction Writing assignment Writing assignment	Rubric Rubric Rubric	Proficient, adequate, developing
2010-2011	Communication Inquiry Inquiry Civic engagement	▫ SOC 205: Social problems ▫ ANTH 312: Native Peoples of N. America ▫ ANTH 220: Physical Anthropology ▫ SOC 327: Intro. to Social Research	Writing assignment Writing assignment Writing assignment Community observation/interaction	Rubric Rubric Rubric Rubric	Proficient, adequate, developing

2011-2012	Critical Thinking	▫ ANTH 372: Sex and Gender	Critical Comparative Essay and Final Exam	Rubric	Proficient, Adequate Developing
	Civic engagement	▫ SOC 420: Social Welfare Practices	Writing assignment	Rubric	
	Civic engagement	▫ ANTH 375: Food and Nutrition	Community observation/interaction	Rubric	
	Inquiry	▫ SOC 350: Pornography and Gender Studies	Writing assignment	Rubric	
2012-2013	Inquiry & Integrated Learning	▫ ANTH 101: Intro to Cultural Anthropology	Writing assignment	Rubric	Proficient, Adequate, Developing
	Inquiry Communication	▫ SOC 454: Social Theory	Writing assignment	Rubric	
		▫ SOC 345: Media, Politics and Propaganda	Writing assignment	Rubric	

Spring 2009

Degree Program: Anthropology and Sociology
Outcome Assessed (i.e. Critical Thinking): Inquiry
Course / Activity: ANTH 201, Introduction to Physical Anthropology and Archaeology

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Identify problem	Student essay - rubric		67% at 2 Or 3	100%
Methodology	Student Essay - rubric		67% at 2 Or 3	100%
Technology	Student Essay – rubric		67% at 2 Or 3	100%
Research	Student Essay - rubric		67% at 2 Or 3	100%

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

ANTH 201 students were given an assignment in which they had to engage in inquiry to answer a variety of questions related to physical anthropology and archaeology. These questions required doing web research on human evolution topics, looking at atlases (hard copy or online) to locate archaeological and paleoanthropological sites, finding and reading a special traveling exhibit on campus, and identifying/evaluating a scientific and pseudoscientific website related to course themes. Since the assignment was added part way through the term, it was optional and given extra credit points, but almost all students did it.

Analysis of Assessment Results

	1	2	3
	Developing	Adequate	Proficient
Trait #1: Identify problem	assigned problem	agreed upon problem	student generated
Course Prefix/Number:	8 24%	11 33%	14 43%

	1	2	3
	Developing	Adequate	Proficient

Trait #2: Methodology	may be flawed or inappropriate		simple, appropriate		well-conceived	
Course Prefix/Number:	5	15%	12	36%	16	49%

	1		2		3	
	Developing		Adequate		Proficient	
Trait #3: Technology	little use		basic use		appropriate use	
Course Prefix/Number:	6	18%	7	21%	20	61%

	1		2		3	
	Developing		Adequate		Proficient	
Trait #4: Research & Expertise	nothing relevant		some background		well-connected	
Course Prefix/Number:	7	21%	8	24%	18	55%

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

The results of the assessment exercise indicate one weakness and that is the students' ability to evaluate websites. Students did a good job summarizing what they found, but did not seem able to determine that one was a legitimate science site about biology and evolution, and the other was an "intelligent design" site that would not be considered scientifically legitimate in the field of physical anthropology. So I will be working a bit more with students on the concepts of science, pseudoscience, testability, evidence, and so forth, so they can better evaluate websites and other media pertaining to these topics.

Degree Program Outcomes Assessment

Spring 2009

Degree Program: Anthropology and Sociology

Outcome Assessed (i.e. Critical Thinking): Inquiry

Course / Activity: ANTH 320: Human Adaptation

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Inquiry	Student essay - rubric	1-3, % at 2 or 3	67% at 2 Or 3	100%

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

The activity was a take-home essay exam. Students attended an onsite class and were required to complete the exam using information obtained from the class lectures, films and textbook.

Analysis of Assessment Results

	1		2		3	
	Developing		Adequate		Proficient	
Trait #1: Identify problem	assigned problem		agreed upon problem		student generated	
Course Prefix/Number: ANTH 320	#4	23.50%	#9	56.25%	#4	23.50%

	1		2		3	
	Developing		Adequate		Proficient	
Trait #2: Methodology	may be flawed or inappropriate		simple, appropriate		well-conceived	
Course Prefix/Number:	#4	23.50%	#9	56.25%	#4	23.50%

	1		2		3	
	Developing		Adequate		Proficient	
Trait #3: Technology	little use		basic use		appropriate use	
Course Prefix/Number:	#4	23.50%	#9	56.25%	#4	23.50%

	1		2		3	
	Developing		Adequate		Proficient	
Trait #4: Research & Expertise	nothing relevant		some background		well-connected	
Course Prefix/Number:	#4	23.50%	#9	56.25%	#4	23.50%

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

Students had sufficient time to complete the assignment, but would have benefitted from an online research component to the take home exam. My plans are to include the additional research component the next time the class is taught.

Degree Program Outcomes Assessment

Fall 2009

Degree Program:
Outcome Assessed (i.e. Critical Thinking):
Course / Activity:

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Civic Engagement	Student essay - rubric	1-3, % at 2 or 3	67% at 2 Or 3	100%

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

Students have been assigned to one of three groups. Each group must apply a theory of power, using Steven Lukes' 'three dimensional' perspective on power, to the local community. Each group will develop a proposal designed to apply the perspective they were assigned, and to do some preliminary testing of their proposal. Students' work will be evaluated based on how well they demonstrated an understanding of the theory, and how to apply it to a community setting. End-of-term presentations will provide a forum to compare the three perspectives toward gaining a better understanding of the complexities of power structures even in a small community, and of the theories that purport to explain them.

Analysis of Assessment Results

Class is still in progress, so no analysis will occur until the end of the quarter.

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

Closing the Loop statement will be made at the end of the quarter.

Degree Program Outcomes Assessment													
Winter 2011													
Degree Program: Anthropology and Sociology													
Outcome Assessed: Inquiry													
Course / Activity: ANTH 220, Physical Anthropology													
Summary of Assessment Results													
Performance Criteria			Assessment Method			Measurement Scale		Minimum Accepted Performance			Results		
Identify problem			Take-home assignment					67% at 2 Or 3			88%		
Methodology			Take-home assignment					67% at 2 Or 3			88%		
Technology			Take-home assignment					67% at 2 Or 3			88%		
Research			Take-home assignment					67% at 2 Or 3			88%		
Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples													
Explanation of Assignment / Activity / Prompt													
ANTH 220 students were given a take-home assignment in which they had to engage in inquiry or understand the practice of inquiry as performed by others to answer a variety of questions related to physical anthropology. These questions required doing web research on human evolution topics, looking at atlases (hard copy or online) to locate paleoanthropological sites, and identifying/ evaluating one scientific and one pseudoscientific website related to course themes. The assignment was optional and given extra credit points; unlike the first time I tried this when almost all the students did the assignment, this time only 17 out of 51 students completed it. I do not know why this is (see closing the loop, below).													
Analysis of Assessment Results													
	1			2			3						
	Developing			Adequate			Proficient						
Trait #1: Identify problem		assigned problem			agreed upon problem			student generated					

Course Prefix/Number:	2	12%	8	47%	7	41%
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	1	2	3
	Developing	Adequate	Proficient
Trait #2: Methodology	may be flawed or inappropriate	simple, appropriate	well-conceived

Course Prefix/Number:	2	12%	8	47%	7	41%
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	1	2	3
	Developing	Adequate	Proficient
Trait #3: Technology	little use	basic use	appropriate use

Course Prefix/Number:	2	12%	8	47%	7	41%
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	1	2	3
	Developing	Adequate	Proficient
Trait #4: Research & Expertise	nothing relevant	some background	well-connected

Course Prefix/Number:	2	12%	8	47%	7	41%
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Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations												

For some reason, only 17 out of 51 students chose to do this optional assignment, which is unusual because they usually are very attentive to earning extra credit! The results were particularly good, which indicates to me that it was mostly the better students who completed the assignment. The two people who scored very low basically turned in worksheets that were sloppy and incomplete, so this does not really reflect their actual inquiry skills.

In the past, the assessment exercise indicated a weakness in students' ability to evaluate websites. I wrote in the past that "students did a good job summarizing what they found, but did not seem able to determine that one was a legitimate science site about biology and evolution, and the other was an 'intelligent design' site that would not be considered scientifically legitimate in the field of physical anthropology. So I will be working a bit more with students on the concepts of science, pseudoscience, testability, evidence, and so forth, so they can better evaluate websites and other media pertaining to these topics."

This time around, students did a much better job of analyzing the websites. However, whether this is related to some improved guidance and instruction on my part or just a more adept group of students, I cannot really tell. It is probably a combination of both.

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Degree Program Outcomes Assessment

Winter 2011

Degree Program: Anthropology and Sociology

Outcome Assessed (i.e. Critical Thinking): Inquiry

Course / Activity: ANTH 312

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Respond to problem	Student paper - rubric		60%	100%

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

Students were asked to write a paper in response to the following prompt: With regards to the rights of indigenous peoples, is it important that their cultural rights be safeguarded? What kind of argument can you make for and/or against such a move within the world community and how can you envision a system of protections for such individuals and groups both within and outside of the region in which they may reside?

In addition, specific guidelines regarding the papers are provided in the syllabus, which include:

- All papers must fall between 1100-1300 words, not counting the references. No papers below or above the prescribed word count will be accepted.
- You are expected to bring two copies of your draft short paper to class the Wednesday before each is due.
- All short papers are due Friday in class. You will lose one full letter grade for each day the paper is late.
- Use reputable references.
- If you quote anything from anywhere you need to provide information about the author, the date and the page

number that you got the quote from in the body of your paper. An example would be Linda Jerofke says that "if you quote anything from anywhere you need to provide information about the author..." (Jerofke 2005:1 (I made up a page number for this one).

- If you paraphrase anything (reword someone else's words) you also need to give credit to the person in the body of your paper, such as (Jerofke 2005).
- If you use internet sources you'll need to get the following information if at all possible: author, website name, date you accessed the site, title of the article if any and the web address.
- Please use 12-point type for your paper and make sure to double-space.
- Put your name on your paper.
- Give your paper a title.
- Check for typos.
- Use a minimum of four sources for your paper and two must be hard copy resources (article or book) as references. You can use internet resources, just make sure they are reputable.
- Please do not use strings of quotes (one quote after another) in your paper. It is better to use your own words and to leave quotes for something that sounds unbelievably great.
- Please do not even consider copying a paper off of the internet or from any other source to turn in as your own work. I seem to get about one a quarter. If I find that someone has done this I will give their paper a zero and will turn them in to Student Affairs. If you are unclear about what constitutes plagiarism then you should read the information presented in the EOU Student Handbook and the EOU Writing Lab website (see link above).

Analysis of Assessment Results														
				1	2		3							
				Developing	Adequate		Proficient							
Trait #1: Respond to problem				18%	5%		77%							
Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations														

Programmatic Assessment: Synthesis and Recommendations

In Spring 2009, ANTH 101 and ANTH 454 were evaluated for gen-ed inquiry outcome. Approximately 50 students participated in the evaluation, with over half falling within the adequate to proficient levels of achievement. The assessment schedule for gen-ed, required anth/soc as well as elective courses are on track (see above).

Student Accomplishments

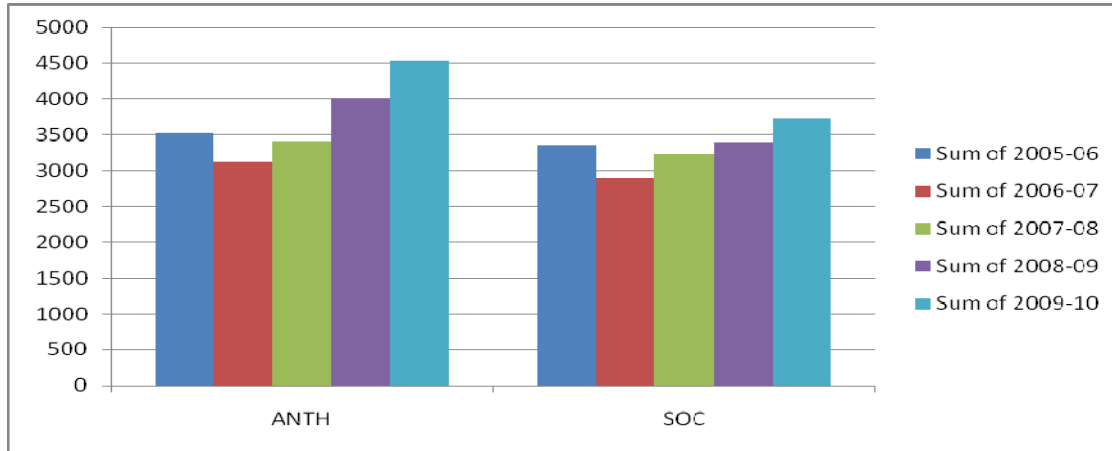
Anthropology/Sociology students come from a range of backgrounds, ethnicities, and social classes, with a substantial number of nontraditional students and older students and including both women and men. The steady number of majors and minors graduating in recent years also shows clearly the demand for this degree. Most of our students declare their majors after taking and having a positive experience with a lower-division course in one of the disciplines.

Based on majors listed in commencement programs for the past decade, Anthropology/Sociology has had more graduates (about 25-30 each year) than any other Arts and Sciences discipline with the exception of Biology, and with fewer faculty FTE than Biology. The program has about 75 or more majors “in the pipeline” at any one time. A large percentage of Anthropology/Sociology graduates move on after graduation to activities and careers closely related to their majors.

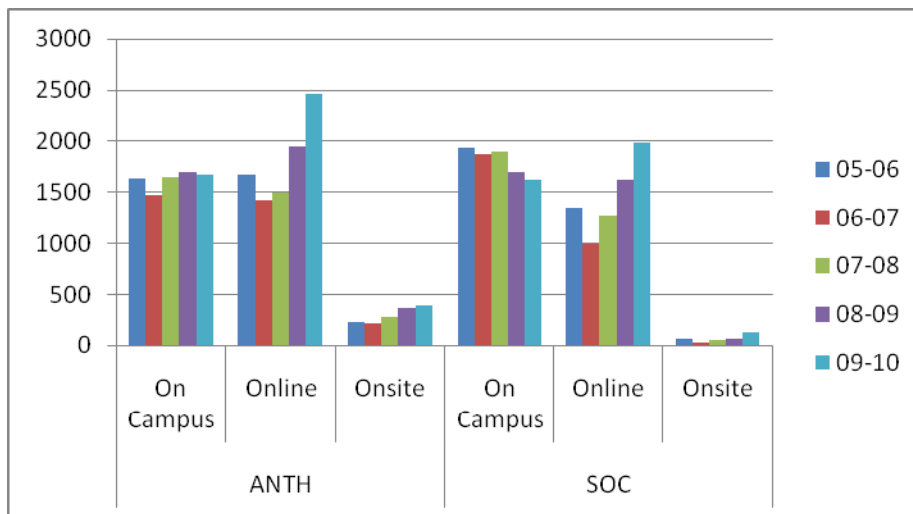
Faculty and students in the Anthropology/Sociology Program also participate significantly in programs involving other regional institutions, such as the Forest Service (for social and cultural impact studies, and archeological survey work), and agencies and facilities doing work in corrections, alcohol and drug treatment, human services, nursing, care for the elderly, mental health, foster care, and, increasingly, local cultural and heritage-related projects. To these ends, the Anthropology/Sociology Program has from the very outset been thoroughly interdisciplinary, both in its overall conception and in its formulation of course content for each program offering.

Enrollment Program Performance

	Data				
Prefix	05-06	06-07	07-08	08-09	09-10
ANTH	3531	3115	3421	4015	4535
SOC	3361	2901	3229	3395	3738
Grand Total	6892	6016	6650	7410	8273

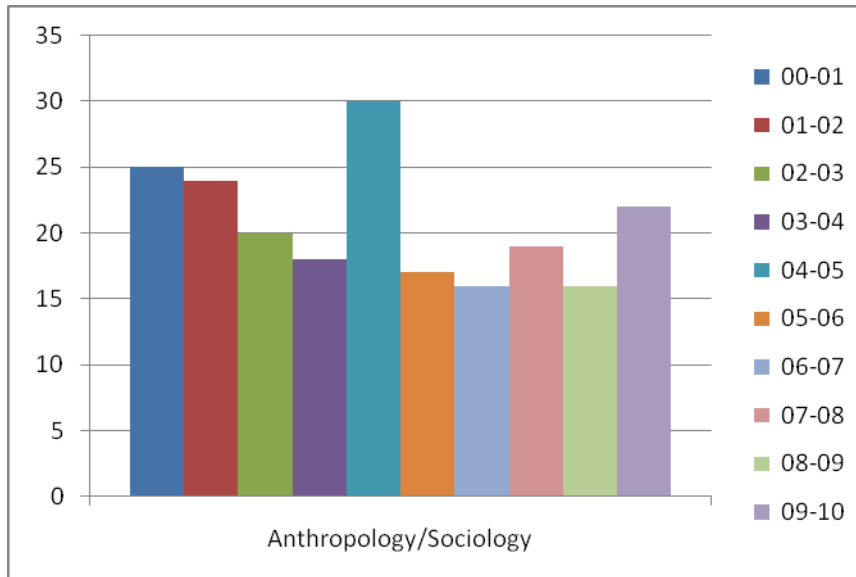


		Data				
Prefix	Campus	05-06	06-07	07-08	08-09	09-10
ANTH	On Campus	1632	1473	1650	1698	1676
	Online	1675	1428	1495	1945	2465
	Onsite	224	214	276	372	394
ANTH Total		3531	3115	3421	4015	4535
SOC	On Campus	1940	1874	1901	1703	1625
	Online	1349	995	1270	1626	1989
	Onsite	72	32	58	66	124
SOC Total		3361	2901	3229	3395	3738
Grand Total		6892	6016	6650	7410	8273



GRADUATION DATA

	Data									
	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Bachelors										
Anthropology/Sociology	25	24	20	18	30	17	16	19	16	22
Grand Total	25	24	20	18	30	17	16	19	16	22



Commentary on Enrollment and Graduate Trends

The program has also tried to gather data to demonstrate such things as number of students entering graduate school or taking jobs in fields related to their Anthropology/Sociology degrees, which provide the ultimate test of the value and effectiveness of the program. Anthropology/Sociology remains one of the most popular and sought-after programs, including our minor which is obtained by many students completing the Liberal Studies degree. Enrollments remain consistently high, and the program grants a larger number of bachelor's degrees each year than any other program in the College of Arts and Sciences, 141 from 2001-2007, as compared to 103 in English and 94 in Biology over that same period.

Program and Course Scheduling Requirements

General Education and Service Course Schedule

Fall 2006			Fall 2007		
Course	load hrs	enrollment	Course	load hrs	enrollment
ANTH 101	5	65	ANTH 101	5	62
ANTH 201 online	5	3	ANTH 201 online	5	14
ANTH 340 onsite	2	13	ANTH 340 onsite	2	19
ANTH 360 online	5	10	ANTH 350 onsite	2	10
ANTH 430 onsite	2	20	ANTH 360 online	5	8
SOC 204 online	5	4	SOC 204	5	71
SOC 205	5	50	SOC 204 online	5	18
SOC 344 onsite	2	3	SOC 344 onsite	2	7 +
SOC 370 online	5	25	SOC 370 online	5	10 +
Totals	36	193	Totals	36	219
Winter 2007			Winter 2008		
Course	load hrs	enrollment	Course	load hrs	enrollment
ANTH 101 online	5	22	ANTH 101 online	5	27
ANTH 201	5	28	ANTH 201	5	46
ANTH 201 online	5	8	ANTH 201 online	5	12
ANTH 350 onsite	2	12	ANTH 320 onsite	2	19
ANTH 360 online	5	1	ANTH 360 online	5	15
SOC 204	5	64	ANTH 420 onsite	2	19
SOC 205 online	5	13	SOC 205	5	67
SOC 315 online	5	8	SOC 205 online	5	22
SOC 345	5	30	SOC 345	5	25
			SOC 360	5	19
Totals	42	183	Totals	44	271
Spring 2007			Spring 2008		
Course	load hrs	enrollment	Course	load hrs	enrollment
ANTH 101	5	87	ANTH 101	5	110
ANTH 201 online	5	7	ANTH 201 online	5	10
ANTH 330 onsite	2	10	ANTH 360 online	5	13
ANTH 360 online	5	11	ANTH 430 onsite	2	23
ANTH 420 onsite	2	6	SOC 204	5	42
SOC 204 online	5	6	SOC 204 online	5	29
SOC 205	5	58	SOC 315 online	5	14
SOC 344 onsite	2	14	SOC 344 onsite	2	20
SOC 460	5	21	SOC 345	5	11
SOC 460 online	5	12	SOC 370	5	28
			SOC 460 online	5	17
Totals	41	232	Totals	49	317

STUDENT CREDIT HOURS FOR GEN ED COURSES

2006-07: 2821 SCH

2007-08: 3683 SCH

Major Course Requirements (other than general education courses above)

Fall 2006			Fall 2007		
Course	load hrs	enrollment	Course	load hrs	enrollment
ANTH 312*	5	19	ANTH 312	5	23
ANTH 312 online*	5	19	ANTH 312 online	5	18
SOC 315	5	26	SOC 315	5	35
SOC 315 online	5	10	SOC 315 online	5	10
SOC 454	5	27	SOC 454	5	11
Totals	25	101	Totals	25	97
Winter 2007			Winter 2008		
Course	load hrs	enrollment	Course	load hrs	enrollment
ANTH 356	5	18	ANTH 356	5	24
ANTH 454 online	5	10	ANTH 454 online	5	10
SOC 315 online	5	8	SOC 315 online	5	10
SOC 327	5	19	SOC 327	5	17
SOC 420	5	18	SOC 420	5	10
Totals	25	73	Totals	25	71
Spring 2007			Spring 2008		
Course	load hrs	enrollment	Course	load hrs	enrollment
ANTH 312 online	5	10	ANTH 312 online	5	19
ANTH 454	5	9	ANTH 454	5	15
ANTH 407	1	4	ANTH 407	1	4
SOC 315 online	5	5	SOC 315 online	5	10
SOC 407	1	16	SOC 407	1	9
			SOC 454	5	11
Totals	17	44	Totals	22	68

* ANTH 312 is now a required course for the Native American Studies minor and is taught on campus and online by Linda Jerofke.

1) In addition to the above gen ed and required courses, all students in Anthropology/Sociology have to do senior independent projects or practica utilizing the ANTH or SOC 401, 405, or 409 numbers. These may be variable credits and are scheduled as needed by students every year.

2) Anthropology/Sociology students have much room in their schedules for upper division electives, a certain number of which are required to complete their degrees. These are not listed here if not GE courses, but the program boasts a wide variety of electives that must be offered during the year, and which have healthy enrollments when offered.

3) There are several ANTH/SOC courses offered during the summer, mostly online and in weekend formats, but occasionally on campus. Those courses and enrollment numbers are *not* included here.

STUDENT CREDIT HOURS FOR NON-GE REQUIRED COURSES

2006-07: 1010 SCH

2007-08: 1128 SCH

TOTAL STUDENT CREDIT HOURS FOR GE AND REQUIRED COURSES

2006-07: 3831 SCH

2007-08: 4811 SCH

Staffing

The Anthropology/Sociology Program currently employs four full-time people on campus with 3.5 FTE dedicated to teaching and .5 FTE temporarily reassigned to administration (chairing the division). Our faculty includes two sociologists (Drs. Rosemary Powers and Bill Grigsby) and two anthropologists (Drs. Kathleen Dahl and Linda Jerofke). All of these full-time faculty teach some distance education courses. The program offers on average 66 courses per year. Despite our full slate of courses on campus, we can still provide our online and onsite offerings.

In addition, we have several fixed term faculty in both anthropology and sociology who teach only distance education courses: Drs. Kym Snarr and Guy Prouty in anthropology, and Linda Carter, Nelda Nix-McCray, Paula Wenell and Vernita Ediger in sociology. We calculate that together, these six adjunct faculty provide over 1.5 FTE in teaching. Enrollment in courses taught by our fixed term faculty may vary by quarter.

Faculty Accomplishments

Dr. Kathleen A. Dahl, Associate Professor of Anthropology, received degrees in anthropology from Colorado State University (B.A.) and Washington State University (M.A. and Ph.D.) and has been teaching anthropology since 1988, the last 13 years at EOU. She has published articles about the Colville Indian Reservation in Washington and about the interior Northwest powwow circuit, as well as numerous invited book reviews. Her research interests currently focus on examining how museums and historic sites interpret regional culture and history, including both native and nonnative cultures and historical events. She keeps two research weblogs that have been viewed by tens of thousands of people: “Lewis and Clark Trail Watch” (lewisandclarktrailwatch.blogspot.com) and “Pick and Shovel” (pickandshovel.blogspot.com). She has served two terms as the chairperson of the Division of Social Sciences and Modern Languages.

Dr. Linda J. Jerofke, Associate Professor of Anthropology, received degrees in anthropology from Appalachian State University (B.A.) and the University of Oregon (M.A. and Ph.D.). She has spent the last 20 years teaching anthropology and/or working as an applied anthropologist with Tribes and as an archaeologist. Her research interests are varied and include

nutritional/medical anthropology, Native Peoples of North America and archaeology. She has received funding from the NW Health Foundation as well as the National Institute of Health to study childhood obesity in rural communities. Publications have focused on Native Peoples, nutritional anthropology and archaeology. She currently serves as the Coordinator of the Native American Studies minor and sits on a number of local boards (United Way of Eastern Oregon and the Northeast Oregon AHEC).

Dr. Bill Grigsby, Associate Professor of Sociology, received degrees from Washington State University (Ph.D. in Sociology) and the University of Idaho (M.S. in Forest Resources), and has been on the EOU faculty since 2002. His interests and research are interdisciplinary, including the study of technology, the environment, media, and international development. Dr. Grigsby also coordinates the social welfare concentration. He has published research on land tenure and property rights issues in Africa, gender and international development, technology adoption and distributed knowledge systems in health care ('telehealth' networks), and is currently focused on the relationship between democratic institutions and commercial news media. Dr. Grigsby is a co-founder of Haven from Hunger, a student-run, faculty-supervised service learning and community development initiative that seeks to address hunger and food insecurity locally through projects that raise awareness of the problems, build social capital between university and community, and reduce the stigma of asking for assistance. He teaches classes in the areas of social problems, social welfare, the environment, international development and gender, and media, politics and propaganda.

Dr. Rosemary Powers, associate professor of Sociology, received her Ph.D. in Sociology from the University of California, Davis, in 1998. She also completed the associated Designated Emphasis in Feminist Theory and Research awarded by the UC Davis Women's Studies Program. Dr. Powers has taught at EOU since fall 1998, and coordinates the Sociology Concentration. She is responsible for teaching the required introductory course (SOC 204), courses in theory and in research methods, and numerous electives covering the social institutions of family, religion, education, and special topics such as inequality and diversity, gender relations, social movements and social psychology. Dr. Powers has been instrumental in the design and continued development of the Gender Studies Minor Program, and currently serves as the Chair of the Gender Studies Advisory Council. Her past research focused on the role of secondary teachers in sexuality education, and on pedagogical issues in the sociology curriculum. She is currently conducting research with upper-division sociology majors on the experiences of student parents at EOU. Most recently, Dr. Powers was appointed by Oregon Governor Kulongoski to a two-year term on the State Board of Higher Education as a representative of faculty from regional universities.

Dr. Kym Snarr, adjunct instructor of Anthropology, holds a doctorate from the University of Toronto and teaches several online courses for EOU, including courses on ecotourism, primates, environmental anthropology, and sex and gender. She is a primatologist and environmental expert, and currently resides on an organic farm near Toronto, Ontario.

Dr. Guy Prouty, adjunct instructor of Anthropology, received his Ph.D. from the University of Oregon and teaches online courses on New World archaeology, Oregon archaeology, and physical anthropology. His expertise is in Northwest archaeology, Oregon prehistory, and

sustainability, including the rise and fall of New World civilizations. He currently lives in Salem, Oregon.

Dr. Nelda Nix-McCray is an associate professor of Sociology in the Business, Social Sciences, and Wellness Division at the Community College of Baltimore County, Baltimore, Maryland, where she has taught since 1999. Her M.A. degree in sociology, also from Morgan State, was awarded in 1992. Dr. McCray has over 12 years of demonstrated teaching excellence in the traditional classroom setting and in on-line teaching and is proficient in both Web-CT and Blackboard technology. An active proponent and continuing student herself of the potential of on-line instruction, Dr. McCray joined EOU as an instructor for distance education in 2006, and offers several regular on-line courses at EOU in General Sociology; Inequality and Diversity; and Social Psychology.

Linda Carter has completed course work for the Ph.D. in Social Work and Social Research at Portland State University, and holds a Masters of Social Work with an emphasis on Integrative Practice from the University of Denver, CO (1981). Linda Carter joined the Anthropology/Sociology program at EOU as a distance education instructor in 2004. Drawing on her expertise in the field of social work, she has strengthened our program by providing regular access to courses on Social Welfare and the Sociology of Families.

Paula Wenell, MA, is a distance education and online adjunct Instructor. She received her MA from George Fox University in Family Studies, with an emphasis on Sociology of the Family and Marriage. Along with her teaching she has maintained an active counseling career. She has worked with State agencies, and served on Boards that support the needs of children. She currently teaches upper-division coursework in death and dying, and child abuse and neglect, to support the Anth/Soc social welfare concentration.

Vernita Ediger, Ph.D., is a distance education, and online/onsite instructor. She received her PhD from Stanford University in Environmental Anthropology, with an emphasis on private uses of public lands, collaborative conservation, and institutional structures and power relationships. In addition to teaching, Vernita designs and facilitates institutional effectiveness workshops and community leadership trainings for Eugene-based Rural Development Initiatives (RDI), and is in charge of RDI's evaluation program. She currently teaches upper-division coursework in community development and collaboration, and applied research methods in the social sciences, and is developing courses on land tenure and management, and environmental anthropology.

Minimum Staffing Requirements

1) Current assessment of Faculty

Based on the current faculty, the following FTE are available:

Total: 4.0 FTE (4 tenure positions)

Based on the 2008/9 SCH, the ratio of SCH to faculty in **ANTH** courses prefix is ----
Student load hours/---- FTE = ----- load hours per faculty member.

Total SCH is: **4,015**

ON Campus SCH: **1,698**

ONLINE SCH: **1,945**

ON SITE SCH: **372**

SCH/Faculty ratios:

On campus (-----SCH/----- FTE) ----- SCH per faculty member

Based on the 2008/9 SCH, the ratio of SCH to faculty in **SOC** course prefix is ----
Student load hours/---- FTE = ----- load hours per faculty member.

Total SCH is: **3,395**

ON Campus SCH: **1,703**

ONLINE SCH: **1,626**

ON SITE SCH: **66**

SCH/Faculty ratios:

On campus (-----SCH/----- FTE) ----- SCH per faculty member

Summary Recommendations/Observations

We believe the Anthropology/Sociology Program should be commended for successfully maintaining high levels of interest and participation in its bachelor's degree and minor with only 4 FTE on campus currently, for the faculty's active scholarship and service, for the significant numbers of graduates continuing on to graduate school and into professional jobs related to their education, and for faculty who maintain a reputation for rigorous, relevant, engaging and enlightening courses on a wide array of topics.

The Anthropology/Sociology Program has proposed doing the following to enhance our program:

- Expanding the applied anthropology portion of the program and developing an enhanced capacity for community outreach
- Continuing to refine the senior seminar to make it a better assessment tool

- Continuing to serve as the programmatic site for the Native American Studies minor until it can grow into an independent program
- Strengthening accessibility for distance education students by making the Anthropology concentration available on-line
- Strengthening the campus/community relationship through stabilizing the Haven from Hunger project and enhancing its sustainability
- Conducting a feasibility study and making appropriate proposals for an academic concentration in Community Development.
- Adding an additional tenure track line in both anthropology and sociology to assist in the online and onsite class offerings.
- Developing web-based materials to attract new students and connect with our alumni
- Conduct an alumni survey concerning the program
- Assess the online capstone offering
- Create an updated anthropology/sociology webpage
- Create a one credit course titled “Seminar Series” that would have a rotating topic that would be of interest to upper division anth/soc majors
- Team teach a leadership class in anth/soc.