



Program Portfolio
Anthropology/Sociology
May 2008

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. Emphasis is placed throughout the curriculum on the relevance of sociology to an understanding of contemporary society. The concentration in Social Welfare emphasizes 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 practical 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 many curriculum changes, 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 other 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.

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 obvious. 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 soon an applied anthropology concentration (following a recent hire of a second tenure-track anthropologist).

On the sociology side, an increasing number of students from our region 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 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.

Program Objectives/Outcomes

Like many programs throughout the university, the Anthropology/Sociology Program has struggled with ways of assessing students, courses, and the program that go beyond “we know it when we see it,” although the program faculty do not reject the value of judiciously applied qualitative and intelligently subjective assessment. Until recently, “assessment” of programs and courses was not very formal or standardized. Faculty frequently discuss and review how courses and programs are doing in both formal and impromptu meetings.

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

1. Demonstrate through scholarly writing and discussion a solid understanding of fundamental core concepts in anthropology and sociology.
2. Demonstrate and judiciously apply cross-cultural and intracultural perspectives when analyzing social, economic, and political issues through the twin lenses of anthropology and sociology.
3. Demonstrate effective skills in critical thinking, analytical and reflective writing, and appropriate discourse within the core disciplines.
4. Use acquired knowledge of society and culture to identify, address, and solve real-world practical problems.

Key Programmatic Assessments

The above program objectives and outcomes are assessed in the following ways:

Demonstrate through scholarly writing and discussion a solid understanding of fundamental core concepts in anthropology and sociology.

- Successful completion of required and elective course work (appropriate for each concentration), with at least a C- in every graded course counted toward the major, and a 2.00 GPA for all courses counted toward the major.
- Successful completion of the University Writing Requirement, in addition to writing intensive courses in the major.
- Successful completion of an appropriate senior paper, project, or practicum within one of the three concentrations, demonstrating the ability to research, practice, and/or analyze various topics within anthropology and/or sociology.
- Successful completion of the Capstone Symposium (to be called the Senior Seminar in spring 2009) demonstrating an understanding of anthropological and sociological concepts, and the ability to display this understanding in a public setting of one's peers.

Demonstrate and judiciously apply cross-cultural and intracultural perspectives when analyzing social, economic, and political issues through the twin lenses of anthropology and sociology.

- Successful completion of required and elective course work (appropriate for each concentration), with at least a C- in every graded course counted toward the major, and a 2.00 GPA for all courses counted toward the major.
- Successful completion of an appropriate senior paper, project, or practicum within one of the three concentrations, demonstrating the ability to research, practice, and/or analyze various topics within anthropology and/or sociology.
- Successful completion of the Capstone Symposium (to be called the Senior Seminar in spring 2009) demonstrating an understanding of anthropological and sociological concepts, and the ability to display this understanding in a public setting of one's peers.

Demonstrate effective skills in critical thinking, analytical and reflective writing, and appropriate discourse within the core disciplines.

- Successful completion of the University Writing Requirement, in addition to writing intensive courses in the major.

- Successful completion of a statistics course utilizing computers and of writing projects requiring the use of computer and word processing, demonstrating computer literacy.
- Successful completion of the Capstone Symposium (to be called the Senior Seminar in spring 2009) demonstrating an understanding of anthropological and sociological concepts, and the ability to display this understanding in a public setting of one's peers.

Use acquired knowledge of society and culture to identify, address, and solve real-world practical problems.

- Successful completion of practica that combine practical internship, sociological/anthropological reflection and observation, and professional socialization.
- Substantive participation in project-related activities such as the Haven from Hunger initiative, through regular class assignments in selected courses, practica, and the possibility of extracurricular participation.

To ensure that students meet program outcomes, they demonstrate proficiencies by means of the following (depending on the course): research papers, essays, in-class exams (essays, short answers, objective questions), take-home exams, map quizzes, group projects, individual and group presentations, library skills assignments, critical autobiographies and oral histories, production and analysis of surveys, development of formal research proposals, ethnographic observations and field-based research, reaction papers, practical term projects, summaries/ analysis papers based on readings, quizzes, formal debates, book reviews, literature reviews, and class participation and preparedness. Each assignment is assessed by means of specific evaluative criteria.

In addition to frequent consultation among program faculty, Anthropology/Sociology has also employed periodic accreditation-related self studies. More recently, programs were asked to specifically examine their capstone courses or projects. Methods of assessment of both our courses and the program as a whole have included in-class essay exams, take-home essay assignments, research papers, practica and internships, computer-graded objective exams, oral presentations, and a capstone symposium in which all graduating students must write and defend an essay written in response to a prompt that changes yearly. The latter, which is team-taught and includes students from all three concentrations, is particularly useful in allowing faculty to see what students have gleaned from the degree program as a whole.

(For a complete assessment plan see: Anthropology/Sociology Assessment Plan.doc)

Current Programmatic Assessment Data/Reflections/Recommendations of Curriculum and Instruction

Anthropology/Sociology graduates consistently report that they receive a rigorous, intellectually challenging, productive, and useful education in the program, and that their Anthropology/Sociology courses have changed the way they think about and live in the world.

The social welfare concentration has produced an impressive number of students who have been hired in professional human services capacities in La Grande (at least nine in the last four years) and throughout the region.

The Anthropology/Sociology program has many strengths including serving hundreds of students per year in courses, advising, practica, and service and activist groups with only three faculty FTE on campus to date; employing generalist faculty with a wide range of specialties to provide breadth and excitement in content and to offer distance courses in online and "weekend college" formats; initiating a new interdisciplinary minor in Native American Studies; supporting faculty actively engaged in scholarship and student-centered community development and research; and graduating growing numbers of honors students, scholarship recipients, and students going on to graduate school and/or professional careers in the field.

Because program enrollments have remained generally strong, assessment will focus on refining and clarifying various aspects of the program, including providing better guidance for students and a more systematic means of evaluating what they learn. Also, the Anthropology/Sociology faculty would like to offer an additional concentration in Applied Anthropology in a year or two, so part of their future assessment activity will be to talk to students to gauge their interest. Finally, program faculty want to do a better job keeping track of our program alumni.

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.

Programmatic Assessment: Synthesis and Recommendations

Program faculty are generally satisfied with most of the achievements of our course and programs as reflected in student success while at EOU and in the years that follow.

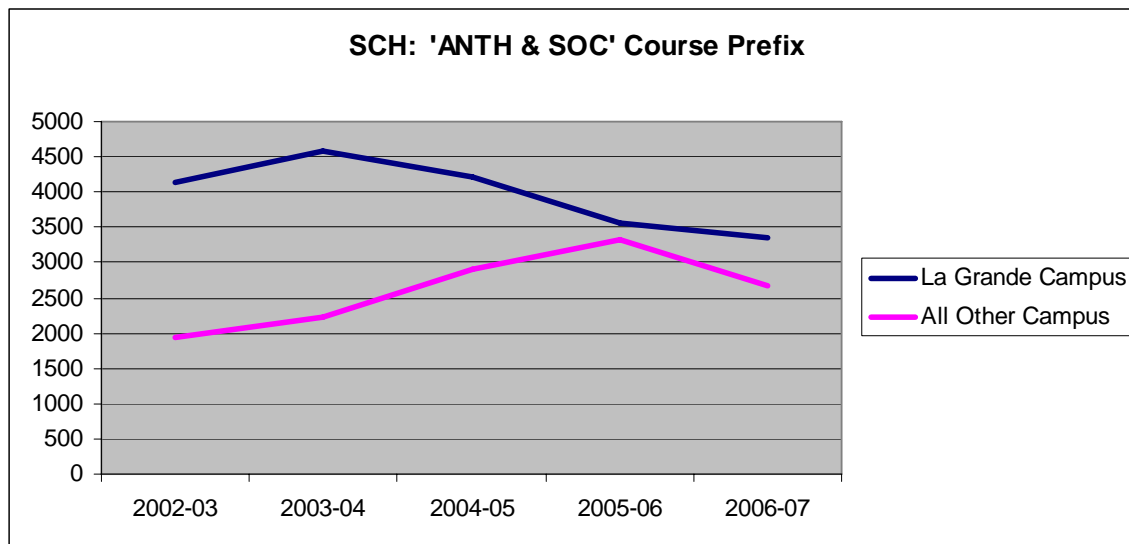
The anthropology/sociology faculty will continue to work on developing more definitive ways of assessing our program:

- Assessment will focus on refining and clarifying various aspects of the program, including providing better guidance for students and a more systematic means of evaluating what they learn.
- The faculty would like to offer an additional concentration in Applied Anthropology in a year or two, so part of their future assessment activity will be to survey students to gauge their needs and interests in this area.
- Program faculty want to do a better job keeping track of our program alumni.

Enrollment and Program Performance

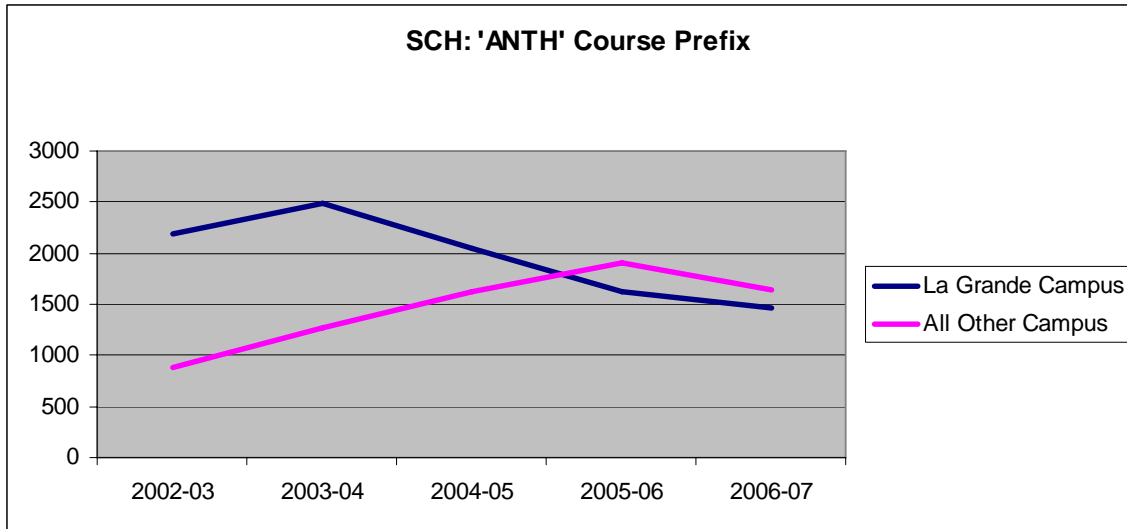
Eastern Oregon University

5 Year Student Credit Hours Generated by 'ANTH & SOC' Course Prefix



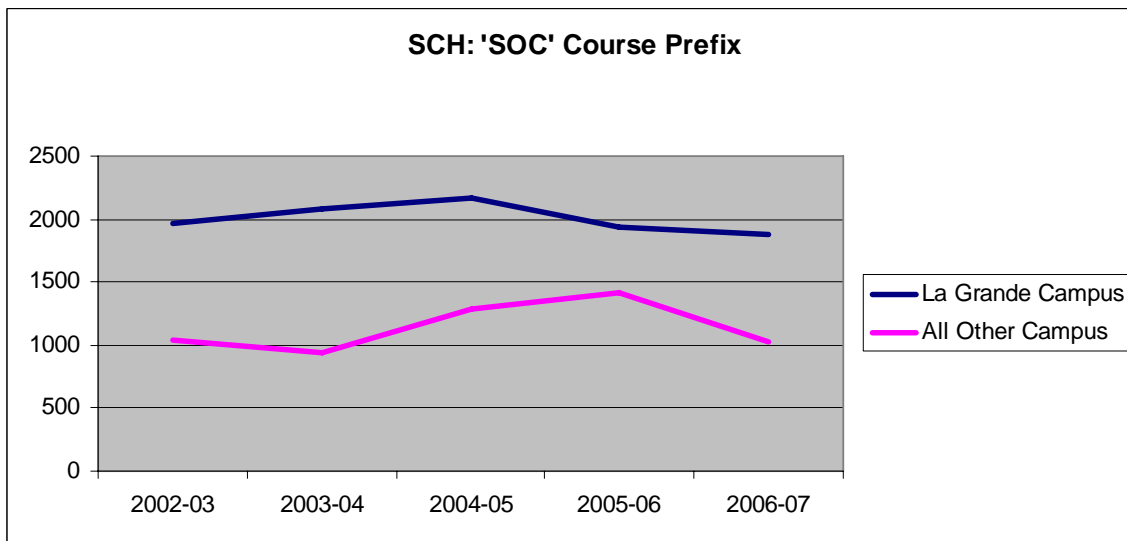
	2002-03	2003-04	2004-05	2005-06	2006-07
La Grande Campus	4142	4574	4224	3572	3347
All Other Campus	1925	2216	2913	3320	2669
Total	6067	6790	7137	6892	6016

- Data includes all terms, effective end-of-term



	2002-03	2003-04	2004-05	2005-06	2006-07
La Grande Campus	2180	2491	2051	1632	1473
All Other Campus	890	1272	1632	1899	1642

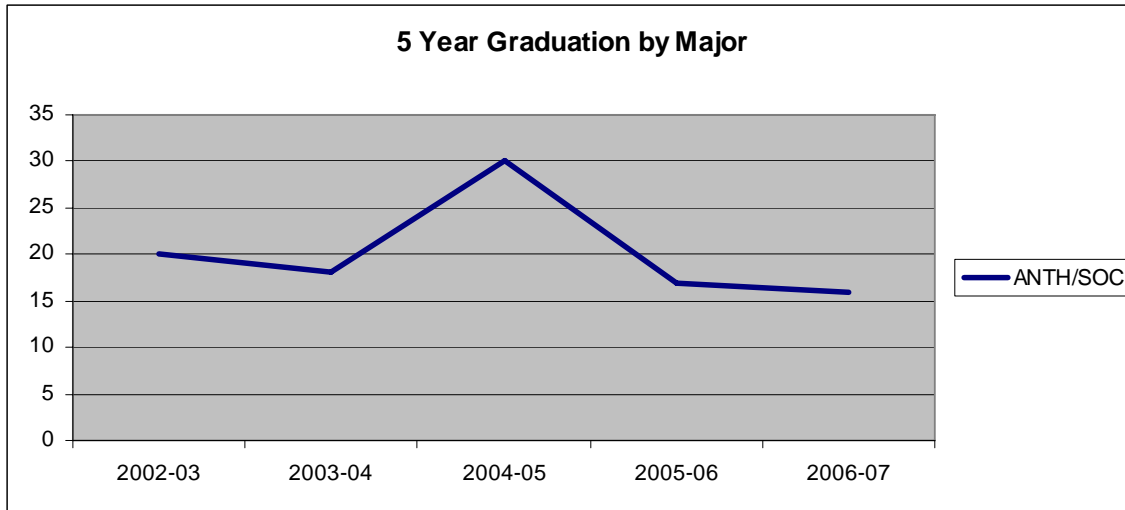
Total	3070	3763	3683	3531	3115
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	2002-03	2003-04	2004-05	2005-06	2006-07
La Grande Campus	1962	2083	2173	1940	1874
All Other Campus	1035	944	1281	1421	1027

Total	2997	3027	3454	3361	2901
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5 Year Graduation by Major Anthropology & Sociology



	2002-03	2003-04	2004-05	2005-06	2006-07
ANTH/SOC	20	18	30	17	16

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 hours		Course	Load hours	
Enrollment			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 430 onsite 2 20 SOC 204 online 5 4 SOC 205 5 50 SOC 344 onsite 2 3 SOC 370 online 5 25	ANTH 350 onsite 2 10 ANTH 360 online 5 8 SOC 204 5 71 SOC 204 online 5 18 SOC 344 onsite 2 7+ SOC 370 online 5 10+
WINTER 2007 Course Load hours Enrollment ANTH 101 online 5 22 ANTH 201 5 28 ANTH 201 online 5 8 ANTH 350 onsite 2 12 ANTH 360 online 5 1 SOC 204 5 64 SOC 205 online 5 13 SOC 315 online 5 8 SOC 345 5 30	WINTER 2008 Course Load hours Enrollment ANTH 101 online 5 27 ANTH 201 5 46 ANTH 201 online 5 12 ANTH 320 onsite 2 19 ANTH 360 online 5 15 ANTH 420 onsite 2 19 SOC 205 5 67 SOC 205 online 5 22 SOC 345 5 25 SOC 360 5 19
SPRING 2007 Course Load hours Enrollment ANTH 101 5 87 ANTH 201 online 5 7 ANTH 330 onsite 2 10 ANTH 360 online 5 11 ANTH 420 onsite 2 6 SOC 204 online 5 6 SOC 205 5 58 SOC 344 onsite 2 14 SOC 460 5 21 SOC 460 online 5 12	SPRING 2008 Course Load hours Enrollment ANTH 101 5 110 ANTH 201 online 5 10 ANTH 360 online 5 13 ANTH 430 onsite 2 23 SOC 204 5 42 SOC 204 online 5 29 SOC 315 online 5 14 SOC 344 onsite 2 20 SOC 345 5 11 SOC 370 5 13 SOC 460 online 5 17

STUDENT CREDIT HOURS FOR GEN ED COURSES

2006-07: 2821 SCH

YEAR 2: 3683 SCH

Major Course Requirements (other than general education courses above)

FALL 2006			FALL 2007		
Course	Load hours	Enrollment	Course	Load hours	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
WINTER 2007			WINTER 2008		
Course	Load hours	Enrollment	Course	Load hours	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
SPRING 2007			SPRING YEAR 2		
Course	Load hours		Course	Load hours	
Enrollment			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

* 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.

2) 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 (Dr. Rosemary Powers and Dr. Bill Grigsby) and two anthropologists (Dr. Kathleen Dahl and Dr. Linda Jerofke). One anthropologist (Dr. Dahl) currently serves half-time as chair of the division of social sciences and modern languages, and the other anthropologist (Dr. Jerofke) teaches half-time on campus with the remainder online and has just been hired in a tenure-track position. All of these full-time faculty teach some distance education courses.

In addition, we have several adjunct faculty in both anthropology and sociology who teach only distance education courses: Dr. Kym Snarr and Dr. Guy Prouty in anthropology, and Linda Carter and Nelda Nix-McCray in sociology. We calculate that together, these four adjuncts provide about 1.5 FTE in teaching.

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, Assistant 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.

Minimum Staffing Requirements

1) Current assessment of Faculty

Based on the current faculty in anthropology and sociology, the following total FTE are available:

Total = 5.5 (counting distance education adjuncts at approximately 1.5 FTE)

2) Efficiency Ratios

Load/Faculty On Campus

Based on the 2006/7 SCH, the ratio of SCH to faculty in ANTH and SOC prefix courses is:

3831 SCH/5.5 FTE = 696.5 student credit hours per faculty member.

Total SCH: 3831 for 2006-07.

ON Campus SCH: 2715

ONLINE SCH: 966

ON SITE SCH: 150

SCH/Faculty Need

On campus _____cr hr/ 36

NOTE to Sarah and Michael: It is impossible to accurately calculate our faculty needs “on campus” by counting only on-campus courses for the year in question because Dahl has been teaching only half-time during her tenure as division chair, with Jerofke replacing some of those courses and teaching distance education courses as part of her own load. She has had a complex “blended contract.” If we count the credit hours for only on-campus courses, our total is less than we really need to teach and, therefore, results in a lower FTE than we really need (when divided by 36). It would make more sense to count “in-load” credits rather than “on-campus” credits, and even then, our program never did receive full compensation for Dahl’s release time.

As more regular faculty teach some distance education in-load, the “on campus” designation will make less and less sense.

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 3 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 recommends doing the following to enhance our program:

- expanding the applied anthropology portion of the program and developing a community outreach concentration or other opportunities
- revisiting problematic program requirements (e.g., the statistics requirement)
- continuing to refine the capstone symposium 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
- revising program objectives to be expressed as expected literacies (e.g., media literacy or scientific literacy) and revising other portions of the program to reflect these
- 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.

Administrative Review of Program

