

Department of Anthropology, University of Arkansas
Assessment of BA and BS Programs
2019-2020 Academic Year

I. BACKGROUND

The Anthropology Department at the University of Arkansas presently offers two degree programs to undergraduate students—the BA (Bachelor of Arts), and the BS (Bachelor of Science). The Department of Anthropology at the University of Arkansas comprises three separate disciplines – Cultural Anthropology, Biological Anthropology, and Archeology. The Department offers introductory courses in each subdiscipline, as well as a capstone course required for all anthropology majors. In order to bring the Department’s assessment program in line with the College requirements, and in order to standardize assessment as much as possible across courses, in the Spring of 2020 the Anthropology Department completely revised its Assessment Plan in the Spring of 2020. This stands as the current assessment plan, including revision of student learning outcomes, re-evaluating the tools used for assessment, and instituting a formal plan for Departmental Program Assessment.

Student Learning Outcomes

Because these disciplines represent a broad mixture of approaches spanning the humanities and sciences, the department has identified *Student Learning Outcomes* separately for each subdiscipline.

A. Cultural Anthropology

- An appreciation of cultural diversity on both a local and global scale and how these diversities come into being and are theorized and communicated anthropologically.
- An understanding of the theoretical underpinnings of cultural anthropology, both in a historical context and in current practice, with an aim to articulating its key concepts, principles, and overarching scholarly contributions.
- An understanding of the role of anthropology in building intercultural knowledge and competence.
- An understanding of the breadth of approaches to understanding human cultural diversity, including not only classical ethnography, and its methods but fields such as visual anthropology, the anthropology of religion, the anthropology of identity, and more.
- An understanding of cultural variation and what value it has within anthropology and for neighboring disciplines and professions outside of the academy.
- A respect for cultural differences around the world.

B. Archeology

- An understanding of the scope of archeological investigations on both local (Arkansas) and global scales.
- Knowledge of comparative studies of ancient human groups both across space and over time.
- An understanding of long-term culture change, from simple to complex forms and the reverse
- An understanding of the human impact on the environment and how human societies cope with environmental change
- An understanding of how archeological study informs not only the past, but also integrates with our understanding of the present (e.g., sustainability, political context, social interaction, cultural resource management, and heritage tourism).
- Knowledge of the techniques and skills necessary for modern archeological investigation, including using quantitative methods to make inferences about cultural behaviors.
- An understanding of the integration of archeological study with biological and cultural anthropological studies.

C. Biological Anthropology

- An appreciation for human biological diversity, including physical form, local adaptation, environmental variation, and the origins of this diversity.
- An appreciation of human evolution and the biological origins of modern humans.
- An understanding of the techniques used to study human biology, past and present, including the comparative study of human form and behavior, including the genetic basis for human variation.
- Equip students with an understanding of the methods used to evaluate human remains in a bioarcheological context.
- Equip students with an understanding of the methods and approaches behind forensic anthropology.
- An appreciation of primate diversity, because primates, as our closest living relatives, are often used as models for understanding not only human evolution, but also human adaption and functional morphology.

D. In addition, the Department offers a BS degree geared toward pre dental and premedical students. In addition to the above goals, the BS degree fosters the following learning outcomes

- An understanding of biology, chemistry, physics and basic sciences essential to admission in medical and dental schools.
- An understanding of dental anatomy providing preparation for dental school.

Assessment of Student Learning

Assessment of student learning outcomes are carried out in the introductory core classes representing the three separate subdisciplines. In addition, a required capstone course (“History of

Anthropological Thought”) for Senior Anthropology Majors assesses student learning outcomes in a broader context of anthropology.

A. Cultural Anthropology (ANTH 1023)

- *Course grades*
- *Assignment grades, if not accompanied by a rubric or scoring guide*
- *Score gains between pre and post tests (published or local)*
- *Writing samples*

B. Archeology (ANTH 1033)

- *Course grades*
- *Assignment grades, if not accompanied by a rubric or scoring guide*
- *Score gains between pre and post tests (published or local)*

C. Biological Anthropology (ANTH 1013)

- *Course grades*
- *Assignment grades, if not accompanied by a rubric or scoring guide*
- *Score gains between pre and post tests (published or local)*

D. History of Anthropological Thought (ANTH 4013)

- *Course grades*
- *Ethnography assignment*
- *Midterm and final essay*
- *1000 word assessment of the trajectory of anthropological thought*
- *Comparison of start of class pre-assessment and end of class post-assessment on the relationship between anthropological theory and method.*

II. ASSESSMENT RESULTS

Because the Department Finalized its new assessment plan in the Spring of 2020, the assessment results presented below are derived from the previous Assessment Plan, and therefore do not represent the more comprehensive assessment plan.

Anthropology had 95 BA and 64 BS undergraduate majors in the Fall 2019 semester, and 88 BA and 71 BS majors in the Spring 2020 semester. Total enrollments in the classes assessed here were as follows:

Fall 2019

Course	Enrollment
ANTH 1013	502
ANTH 1023	420
ANTH 1033	38

ANTH 4013 60

Spring 2020

Course	Enrollment
ANTH 1013	523
ANTH 1023	352
ANTH 1033	29
ANTH 4013	not taught

A. CULTURAL ANTHROPOLOGY (ANTH 1023)

ANTH 1023 (An Introduction to Cultural Anthropology) is a University Core Class with 8 regular sections and 7 honors sections taught by Dr. Kozial over the course of two semesters. Assessment of student learning outcomes was evaluated through pre- and post-class quizzes, evaluating learning objective for the State Social Science General Learning Objectives. In addition, five "minute papers" (brief reflection papers) were reviewed by the course instructor. These were from the lecture component of the class. The topics were "Family Structures", "Reciprocity Types", "Foodways/Subsistence", "Race as a Construct", and self-reflection on New Information learned in the class. These essays were evaluated by the course instructor to see that students gained knowledge in each of the topical areas.

Pre and Post Semester Assessment Results.

ANTH 1023 Pre and Post Semester Quiz Results

Semester	N	Beginning Average	Ending Average	Difference
SP 2020	135	78%	85%	7%
FA 2019	153	78%	84%	6%

ANTH 1023H Pre and Post Semester Quiz Results

Semester	N	Beginning Average	Ending Average	Difference
SP 2020	35	84%	88%	4%
FA 2019	63	84%	91%	7%

B. ARCHEOLOGY (ANTH 1033)

ANTH 1033 (Introduction to Archeology) is a new class with a single section in the Fall and Spring semesters, taught by Dr.'s Vining and Stoner, respectively. The class has applied for University Core Status, with preliminary approval. Formal assessment objectives and methods have only been developed with the new assessment plan, and so student performance was measured by performance on quizzes and tests.

ANTH 1033 Student Performance

Fall 2019 (Vining)	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Quiz 6	Quiz 7
Class Average	75.6	51.1	82.1	87.2	77.8	73.3	78.4

Spring 2020 (Stoner)	Exam 1	Exam 2	Exam 3	Exam 4
Class Average	84.5	82.2	85.7	87.4

C. BIOLOGICAL ANTHROPOLOGY (ANTH 1013)

ANTH 1013 (An Introduction to Biological Anthropology) is a University Core Class with two sections per semester in the Fall and Spring, taught by Dr.'s Delezene, Terhune, and Villaseñior. Assessment of student learning outcomes was evaluated through pre-class quiz were compared to overall results from class exams (which presented a broader sample of questions relating to the learning objectives), evaluating learning objective for the State Natural Science General Learning Outcomes, as well as through performance on tests. Results are reported by instructor, and differ among instructors due to slight differences in the implementation of the pervious assessment plan. All instructors incorporated a series of questions into their exams that were designed to evaluate student's topical knowledge based on the State Natural Science General Learning Outcomes. Delezene and Villaseñior compared results from the exams to a Pre-Assessment score carried out at the beginning of class. Terhune did not carry out a pre-assessment. Delezene reported the range of scores among questions for each exam, whereas Villaseñior and Terhune reported the mean scores for each exam.

Delezene

ANTH 1013 Pre-Semester Quiz Results Compared to Exam Results

Semester	Pre-Assessment Range	Exam 1 Range	Exam 2 Range	Exam 3 Range
FA 2019	6.8%-61.8%	50.9%-94.7%	68.2%-94.4%	60.0%-94.6%
SP 2020	13.6%-71.4%	52.6%-96.4%	73.1%-93.7%	52.8%-97%

Villaseñior

ANTH 1013 Pre-Semester Quiz Results Compared to Exam Results

Semester	Pre-Assessment Average	Exam 1 Average	Exam 2 Average	Exam 3 Average
FA 2019	42%	73%	65%	82%

Terhune

ANTH 1013 Pre-Semester Quiz Results Compared to Exam Results

Semester	Pre-Assessment Average	Exam 1 Average	Exam 2 Average	Exam 3 Average
SP 2020	NA	78.2%	87.5%	80.2%

D. HISTORY OF ANTHROPOLOGICAL THOUGHT (ANTH 4013)

The assessment for the history of anthropological thought was divided in three parts. At the beginning of the semester the pre-assessment consisted of essays for these three questions: Why do theories matter in ethnographic research, What are the relationships between anthropological theory, method, and ethics in ethnographic research, and how have anthropological theories most changed in response to the crisis in representation? Students completed ethnography assignments where they were evaluated on their methods in ethnographic research and their theoretical evaluation of their data. For their final essay, students were asked to write guidebooks on method and theory in anthropological research. In all, from the first pre-assessment to their research projects and final essays, students exhibited significant improvement in understanding concepts.