## Department of Anthropology, University of Colorado Denver

## Graduate and Undergraduate Assessment Report

## 2018-19 Academic Year

**Introduction**

 As a behavioral science field, anthropology is unique in that its subfields of specializations form a basis for a holistic approach for the inquiry of the biological and cultural evolution of our species thus bridging natural sciences, humanities and social/behavioral sciences in understanding the human condition in the present and in the past. We strive to insure students in our program are well versed in these issues.

 The Anthropology Department developed an assessment plan where undergraduate and graduate students’ learning outcomes were continuously evaluated and feedback mechanisms were specified in the 2004-2005 academic year. This plan was updated in fall 2006 (on file with the office of assessment) as part of the continuing process of improving the plan. Additional updates based on the feedback from the assessment process occurred in subsequent years. For example, the outcome goals for the graduate program were a source of conversation at faculty meetings during the fall 2011 semester to clarify and provide a finer level of resolution, which were reported on in the 2011-2012 report. During 2012, considerable conversation occurred regarding the role of written assignments in the undergraduate classes. Finally, program specific goals were linked to college wide Essential Learning Outcomes (ELO) in 2013-2014 and these were detailed and mapped against the curriculum in the report for that year. An additional Goal was added based on assessment discussions in 2018.

Data was collected to assess department specific goals for this academic year in the fall semester 2017 from required classes and were a topic of conversation throughout the spring semester (2018).

**The Undergraduate Program**

In 2006 the department adopted specific learning outcomes goals as part of the assessment process. In 2014 these program specific goals were linked to the CLAS ELOs. Both of these are summarized below. Goal number 6 was added 2019 due to discussion of assessment results the previous year. Our program assessment attempts to determine if students can:

1. Demonstrate familiarity with the history of anthropological thoughts, theories, and current major schools of thought within the discipline.
2. Demonstrate familiarity with human diversity, particularly people and cultures in at least one geographic region of the world over time (ELO of intercultural knowledge and competence, civic knowledge and engagement on a local and global level).
3. Apply anthropological research methods in collecting, organizing, and analyzing data in at least one subfield of anthropology (ELO of inquiry and analysis, critical thinking, quantitative literacy, information literacy, problem solving, ethical reasoning and action, foundations and skills for lifelong learning and integrative and applied learning).
4. Demonstrate competence in reading and critical evaluation of information from the perspective of behavioral science and from the perspectives of anthropological theory and ethics, thus fulfilling requirements for the well-rounded liberal arts education (ELO of critical thinking, reading, quantitative literacy, information literacy, problem solving, ethnical reasoning and action, foundations and skills for lifelong learning, and integrative and applied learning).
5. Demonstrate their ability to effectively communicate their thoughts orally and in writing (ELO of written communication and oral communication).
6. Students will demonstrate an understanding of Anthropological ethics. This includes being able to identify and articulate the purpose, use and relevancy of a study, and being well versed in issues of informed consent, ownership of data/images, rights of descendent and/or local populations, rights and access to archaeological/paleoanthropological sites, and the protection of vulnerable populations.

 The Undergraduate program includes six required classes (ANTH 1302, 1303, 2102, 3101, 3301, 3512) with one additional course required for students who intend to graduate with honors (ANTH 4810). Learning outcome goals are introduced in the lower division course and are reinforced in the upper division courses (Table 1). Assessment is embedded in these classes and levels of mastery are compared for the upper and lower divisions. Specifically, assessment data are collected in classes in the fall semester. Not all required classes assess every goal but every goal is assessed in at least one required class. These data are compiled at the beginning of spring semester and are the subject of curricular and pedagogical conversations by the faculty in the spring semester. Assessment data were collected in ANTH 1302-001 (n=28), ANTH 1303-001(n=45), 1303-002 (n=53), 1303-E01 (n=36), ANTH 2102- 001 (n =45), ANTH 2102-E01 (n=25) ANTH 3101 (n=30), ANTH 3301-E01(n=15), ANTH 3512 (n=18), ANTH 4810 (n=8) representing 303 students at the undergraduate level in fall 2018 (Note: enrollments are higher in some classes; results are based only on students who participated in the assessment). Graduate students were assessed in the first semester required class (ANTH 5810, n=5) and through capstone comprehensive exams (n = 5+\_\_). This report represents the results of these actions.

Table 1. Loci of assessment in the undergraduate program in Anthropology.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Class | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 | Goal 6 |
| 1302 | Introduce |  | Introduce | Introduce | Introduce | Introduced |
| 1303 | Introduce |  | Introduce | Introduce |  | Introduced |
| 2102 | Introduce | Introduce | Introduce | Introduce | Introduce | Introduced |
| 3101 | Reinforce | Reinforce |  | Reinforce | Reinforce | Reinforce |
| 3301 | Reinforce | Reinforce | Reinforce | Reinforce | Reinforce |  |
| 3512 | Reinforce |  | Reinforce | Reinforce | Reinforce | Reinforce |
| 4810 | Reinforce |  | Reinforce | Reinforce | Reinforce | Reinforce |

*Goal 1: Students demonstrate familiarity with the history of anthropological thoughts, theories, and current major schools of thought within the discipline.*

 Students are introduced to both the history of anthropological thought and current anthropological theory within the required lower division classes and these ideas are reinforced in the upper division classes. This year assessment data were collected in ANTH 1302-001 (Introduction to Archaeology), 1303-001 and 002 (Introduction to Biological Anthropology), and 2102-001 (Culture and the Human Experience) with exam questions. The rubrics for the assessment are contained in Appendix 2 and the data on this goal are contained in Table 2.

Table 2: Assessment Data for Goal 1.

|  |  |  |  |
| --- | --- | --- | --- |
| Class | Mastery | Adequate | Inadequate |
| ANTH 1302-001\*+ | 18 | 3.5 | 6.5 |
| ANTH 1303-001\*+ | 32 | 13 | 0 |
| ANTH 1303-002\*+ | 27.25 | 13 | 6.75 |
| ANTH 2102-001\* | 20 | 19 | 6 |

\*data not separated out for majors vs. non-majors

+average on multiple exam questions

 The data demonstrates increase in comprehension of this goal as we move from the lower division classes to the upper division classes. Specifically, 92.06% of the students demonstrated mastery or an adequate level of comprehension at the lower division level.

*Goal 2: Students demonstrate familiarity with human diversity, particularly people and cultures in at least one geographic region of the world over time (ELO of intercultural knowledge and competence, civic knowledge and engagement on a local and global level).*

 Students are introduced to the concept of human diversity in every anthropology class and are specifically asked to demonstrate that mastery through exams in the lower division classes and through written assignments and term papers in the upper division classes. Mastery of this goal is demonstrated through knowledge not only of the facts of particular cultural practices but an ability to apply anthropological theory to understand how particular cultures are organized, how particular behaviors and/or beliefs are embedded in cultural structure and why these behaviors/beliefs arose within the historical context of the group.

 In Fall 2017, this goal was assessed at the lower division in 1302-001 (Introduction to Archaeology) and 2102-001 (Culture and the Human Experience) with exam questions. At the upper division level the goal was assessed in ANTH 3301-E01 (World Prehistory) with essay questions on exams at three different points in the semester to see the changes in comprehension. The breakdown of differing levels of comprehension are present in Table 3 demonstrating 79.4% of the students at the lower division demonstrated mastery or adequate levels of comprehension. At the upper division level, there is a steady increase in the level of comprehension with 18.75% of the students at the mastery level and 75% at the adequate level at the beginning of the semester and 53.3% at the mastery level and 46.7% at the adequate level at the end of the semester.

Table 3: Assessment Data for Goal 2.

|  |  |  |  |
| --- | --- | --- | --- |
| Class | Mastery | Adequate | Inadequate |
| 1302-001 | 21 | 3 | 4 |
| 2102-001\* | 27 | 7 | 11 |
| 3301-E01 time 1\* | 3 | 12 | 1 |
| 3301-E01 time 2\* | 7 | 7 | 1 |
| 3301-E01 time 3\* | 8 | 7 | 0 |

\*data not separated out for majors vs. non-majors

*Goal 3: Students can apply anthropological research methods in collecting, organizing, and analyzing data in at least one subfield of anthropology (ELO of inquiry and analysis, critical thinking, creative thinking, quantitative literacy, information literacy, problem solving, ethical reasoning and action, foundations and skills for lifelong learning and integrative and applied learning).*

 This goal is introduced in lower division courses, and was assessed in 1302-001 (Introduction to Archaeology) with a research paper, 1303-E03 (Introduction to Biological Anthropology) with nine lab exercises, 2102-001 (Culture and the Human Experience) with exam questions, and 2102-E01 with a Field Journal Assignment. At the upper division level it was assessed in 3512-001 (Human Evolution) with a research paper (Table 4). Combined, 94% of the students demonstrated adequate or better comprehension of data collection, analysis and interpretation ant the lower division. At the upper division level, 81.25% displayed mastery or adequate level comprehension. The rubrics for these assessments are contained in Appendix B.

Table 4: Assessment Data for Goal 3.

|  |  |  |  |
| --- | --- | --- | --- |
| Class | Mastery | Adequate | Inadequate |
| 1302-001\* | 23 | 2 | 3 |
| 1303-E01\*+ | 10 | 25 | 1 |
| 2102-001\* | 38 | 5 | 2 |
| 2102-E01\* | 23 | 0 | 2 |
| 3512-001 | 8 | 5 | 3 |

\* data not separated out for majors vs. non-majors

+average on multiple questions/exercises

*Goal 4: Students demonstrate competence in reading and critical evaluation of information from the perspective of behavioral science and from the perspectives of anthropological theory and ethics, thus fulfilling requirements for the well-rounded liberal arts education (ELO of critical thinking, reading, quantitative literacy, information literacy, problem solving, ethnical reasoning and action, foundations and skills for lifelong learning, and integrative and applied learning).*

 This goal concentrates on students’ ability to both demonstrate understanding of specific cultural information, theory and ethics, as well as the ability to compare contrasting perspectives within these areas. Aspects of this goal are introduced in all of the lower division required classes and reinforced in the upper division classes. This goal was assessed at the lower division level in 1302-001 (Introduction to Archaeology) with a reading assignment. The goal was also assessed at the upper division level in 3101-001 (Foundations of Social/Cultural Anthropology) with an exploration paper and presentation and in 3512-001 (Human Evolution) with a research paper. Students in 3101-001 were also asked to provide a self-assessment of how well their assignment met the objective of Goal 4.

Table 5: Assessment Data for Goal 4.

|  |  |  |  |
| --- | --- | --- | --- |
| Class | Mastery | Adequate | Inadequate |
| 1302-001\* | 21 | 1 | 6 |
| 3101-001 | 26 | 4 | 0 |
| 3101-001 self-assessment | 3 | 21 | 0 |
| 3512-001 | 8 | 5 | 3 |

\* data not separated out for majors vs. non-majors

 Most students demonstrated their ability to critically read and evaluate published material. Specifically, 78% of the students at the lower division and 92.86% of the students at the upper division demonstrated adequate or mastery level skills in this area.

*Goal 5: Students demonstrate their ability to effectively communicate their thoughts orally and in writing (ELO of written communication and oral communication).*

 Students are asked to demonstrate their ability orally and in writing through on line discussions, class presentations and written assignments in threaded discussions and essays on exams in the large lower division introductory classes and in essays and papers in the upper division classes. The general criteria used for written and oral communication (as opposed to issues of content) are:

|  |  |  |
| --- | --- | --- |
| Mastery | Adequate | Inadequate |
| Essay/presentation is well organized, with the three required sections (introduction, analysis, and interpretation). Also, essay is free of grammatical, spelling, and/or structural errors.  | Essay/presentation is well organized, with the three required sections (introduction, analysis, and interpretation). However, there are a large number of grammatical, spelling and/or structural errors. | Essay/presentation is poorly organized with large numbers of grammatical, spelling and/or structural errors. |

 This goal was assessed at the lower division level and 1303-002 (Introduction to Biological Anthropology) with the oral and written presentation of the results of a group research project at the Denver Zoo and in ANTH 3301-E01 (World Prehistory) with a 10-15 page research paper. Additionally, students in ANTH 3101-001 did a self-assessment of how well they thought their presentation of their exploration paper prepared them in their written and oral communication. The data demonstrate a mastery or adequate comprehension of the goal by 75.5% of the lower division and 100% of the upper division students on objective assessment and 95.8% in self-assessment.

Table 6: assessment data for Goal 5.

|  |  |  |  |
| --- | --- | --- | --- |
| Class | Mastery | Adequate | Inadequate |
| 1303-002\* | 18 | 22 | 13 |
| 3101-001 self -assessment | 4 | 19 | 1 |
| 3301-E01\* | 4 | 11 | 0 |

\* data not separated out for majors vs. non-majors

*Goal 6: Students will demonstrate an understanding of Anthropological ethics. This includes being able to identify and articulate the purpose, use and relevancy of a study, and being well versed in issues of informed consent, ownership of data/images, rights of descendent and/or local populations, rights and access to archaeological/paleoanthropological sites, and the protection of vulnerable populations.*

 Goal 6 was added to the assessment for the major for the first time in Fall 2018. It was assessed in ANTH 4810 (Integrating Anthropology) through a reaction essay/paper assignment 4. It was also assessed for the graduate students in the class in a similar manner. 100% demonstrated adequate or mastery of the goal.

Table 7: assessment data for Goal 6.

|  |  |  |  |
| --- | --- | --- | --- |
| Class | Mastery | Adequate | Inadequate |
| ANTH 4810-001 | 5 | 3 | 0 |
| ANTH 5810-001 | 5 | 0 | 0 |

**Graduate Program**

 The goals and curricular structure of the graduate program were the subject of extensive discussion during the fall semester 2011 and continue to be assessed through the comprehensive exams this year. These goals are:

1. Students will demonstrate theoretical sophistication and the ability to situate anthropological research within a paradigmatic theoretical stance.
2. Students will demonstrate understanding of the basic tenets and underlying assumptions of both a) the structure of science/science as a way of knowing and b) post-structuralist approaches.
3. Within the students’ subdisciplinary track they will demonstrate knowledge of the major schools of thought. Specifically, students in the archaeological track will demonstrate knowledge of processualism, political economy, contextualism/interpretivist perspectives, and agency/structure interaction. Students in the biological track will demonstrate knowledge of general evolutionary theory, human evolution and human evolutionary ecology, human variation and adaptability, theories of morphological evolution, and the theory of behavioral evolution. Students in the medical and political economy/sustainability tracks will demonstrate knowledge of the major schools of thought in cultural anthropology including political economy, critical theory, and the interpretive School.
4. All students will demonstrate methodological sophistication. Specifically, they will demonstrate an ability to create a research design by being able to clearly articulate a research question and how it should be investigated. Additionally, they will be able to evaluate the structure and elements of scientific articles and/or creative work by identifying the following aspects of these works: the research question, underlying assumptions, methods, how results are related back to the research question, and the ability to critically evaluate the methodological rigor of research proposals and peer reviewed articles. Finally, students will be able to apply the appropriate methods to specific questions.
5. Students will be able to communicate orally and in writing in a professional manner by producing professional quality presentations and papers that contain well constructed arguments.

These goals are introduced in Integrating Anthropology (ANTH 5810) which all students are required to take their first semester in the program. These are then reinforced in the required core classes in the program. Table 7 elucidates specifically where these goals are reinforced.

Table 7: Classes in which goals are introduced and reinforced in the graduate program.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Class | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|  |  |  | Archaeology | Biological | Cultural |  |  |
| 5053 |  |  |  |  |  | x | X |
| 6103 | x | x |  |  | x | x | X |
| 6063 |  |  |  |  | x | x | X |
| 6503 |  |  |  | x |  |  | X |
| 6513 | x | x |  | x |  | x | X |
| 6307 | x | x | x |  |  |  | X |
| 6317 |  |  | x |  |  |  | x |

All incoming graduate students are required to take ANTH 5810 (Integrating Anthropology) their first semester. Student writing and their ability to clearly deal with theoretical issues and link those to research questions is the emphasis of this class. Five of the six graduate students in the class demonstrated mastery and one student demonstrated adequate grasp of the goal.

All students are required to take Comprehensive Exams as part of their graduation requirements in which these goals are specifically measured. Student exams are structured so that they choose two areas of anthropology in which to demonstrate their knowledge of the goals on a general level and then a third section in their track to demonstrate track specific knowledge with respect to method and theory in those areas. Each section is graded by all of the faculty members who have expertise in those areas and an aggregate score is provided for each section and for the test as a whole. Mastery of all of the goals is demonstrated by an aggregate score of 3.5 or higher on a 4.0 scale. Adequate knowledge is demonstrated by an aggregate score between 3.0 and 3.5. Inadequate knowledge (and failure on the comprehensive exams) is demonstrated by an aggregate score below a 3.0. Five students took the full exam in Fall 2018. Results are presented in Table 9. One student was required to rewrite one section and subsequently passed. Three students failed one question in a section but passed at an adequate level on a subsequent exam. Three students took the exam in spring 2019. One student passed all three sections with high passes. One student demonstrated adequate results in two sections and inadequate in the third. The third student was inadequate in all three sections. The two students with failed sections must retake comps in the fall (student 2 one section and student three all three sections). Results are presented in Table 9.

 Table 9: Assessment data from graduate student comprehensive exams.

|  |  |  |  |
| --- | --- | --- | --- |
| Section | Mastery | Adequate | Inadequate |
| Fall 2018 results |
| Knowledge area 1 | 3 | 1 | 1 |
| Knowledge area 2 | 2 | 3 |  |
| Specialty area | 4 | 1 |  |
| Spring 2019 results |
| Knowledge area 1 | 1 |  | 2 |
| Knowledge area 2 | 1 | 1 | 1 |
| Knowledge area 3 | 1 | 1 | 1 |

**Discussion of Curriculum and Feedback of the assessment results and Closing the Loop**

The results of the assessment were collected from required classes at the undergraduate level during fall 2018 semester. Results from comprehensive exams were recorded from both fall 2018 and spring 2019 semesters. Preliminary results of fall assessment were distributed to the faculty in January and the assessment was a major topic of discussion at the faculty meetings and e-mail conversations in the spring semester. Discussions of graduate student performance on the comprehensive exams (the capstone exams) occurred at the November 2018 and May 2019 faculty meetings.

To improve undergraduate education, the faculty engaged in an extended discussion During the February faculty meeting. For the first time in Fall 2018 Goal 6 (ethics) was discussed. The instructor noted after addressing the issue of ethics for the first time as a stand-alone goal in Integrating Anthropology this year, it became apparent that students were focused primarily on meeting procedural requirements (such as passing the IRB or obtaining permits) rather than acknowledging that there existed challenges relating to how one chooses an explicitly scientific and objective vs. activist and advocacy position. Those holding either position tended to assume that their position was obviously correct and therefor did not need justification.

 Discussion during the faculty meeting delved into this topic further. The consensus was that greater emphasis needed to be placed on ethics as a process with IRB and permit request being situated within that context. To facilitate this, readings on ethical conflicts that arise during field work could be added not only to Integrating Anthropology but to other classes as well. Additionally, an in depth examination of professional ethics and behavior in terms of discrimination within the field (currently highlighted by sexual harassment cases at prominent institutions and at professional meetings) should be integrated into the discussion of professional ethics.

Finally, to facilitate ongoing discussions of pedagogy and curriculum, the topic has become a permanent part of every faculty meeting. The inclusion of these discussions at every faculty meeting is an attempt to foster an ongoing culture of teaching excellence.

**Appendix A**

Special thanks to the following people for collecting data for this assessment report.

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Kristen Sweet-McFarling

Tiffany Terneny

Anna Warrener

**Appendix B**

**Details on Assessment Methods**

**ANTH 1302-0O1 , Fall 2018 (n = 28)**

Goal 1. Demonstrate familiarity with the history of anthropological thoughts, theories, and current major schools of thought within the discipline.

Assessment Type Inadequate Adequate Mastery

Exam 1 Question 7 4 17

Exam 2 Question 6 3 19

Goal 2. Demonstrate familiarity with human diversity, particularly people and cultures in at least one geographic region of the world over time (ELO of intercultural knowledge and competence, civic knowledge and engagement on a local and global level).

Assessment Type Inadequate Adequate Mastery

Essay Exam 3 4 3 21

Goal 3. Apply anthropological research methods in collecting, organizing, and analyzing data in at least one subfield of anthropology (ELO of inquiry and analysis, critical thinking, quantitative literacy, information literacy, problem solving, ethical reasoning and action, foundations and skills for lifelong learning and integrative and applied learning).

Assessment Type Inadequate Adequate Mastery

Research Paper 3 2 23

Goal 4. Demonstrate competence in reading and critical evaluation of information from the perspective of behavioral science and from the perspectives of anthropological theory and ethics, thus fulfilling requirements for the well rounded liberal arts education (ELO of critical thinking, reading, quantitative literacy, information literacy, problem solving, ethnical reasoning and action, foundations and skills for lifelong learning, and integrative and applied learning).

Assessment Type Inadequate Adequate Mastery

Reading Assignment 13 6 1 21

**Assessment Report for ANTH 1303-001**

**Assessment Goal #1**

Demonstrate familiarity with the history of anthropological thoughts, theories, and current major schools of thought within the discipline.

Goal 1 was assessed based on understanding of the theories for the origin of anatomically modern humans based on fossil and molecular evidence. The following multiple-choice questions were designed to evaluate comprehension of these ideas. Additionally, students were given an optional short answer question on the topic.

1. Under the Regional Continuity (Multiregional) model of modern human origins, we would expect:
	1. the greatest genetic diversity among modern humans in Europe
	2. equal genetic diversity in human populations in Europe, Africa and Asia

**Correct answer (Mastery) = 36/45 = 80 %**

**Incorrect answer (Inadequate) = 6/45 = 13.3 %**

**No answer = 3/45 = 6.6%**

1. The “African Eve Hypothesis” states:
	1. anatomically modern humans originated in Africa
	2. anatomically modern humans interbred with archaic *Homo* populations
	3. living humans in Europe are more genetically diverse than other human populations

**Correct answer = 34/45 = 75.5%**

**Incorrect answer = 8/45 = 17.7%**

**No answer = 3/45 = 6.6%**

1. Which living human population has the lowest levels of Neanderthal DNA:
	1. modern Africans
	2. modern Asians
	3. modern Europeans

**Correct answer = 26/45 = 57.7 %**

**Incorrect answer = 16/45 = 35.5%**

**No answer = 3/45 = 6.6%**

1. The earliest fossil evidence for anatomically modern *Homo sapiens* is dated to approximately:
	1. 50,000 years ago
	2. 100,000 years ago
	3. 10,000 years ago
	4. 300,000 years

**Correct answer = 29/45 = 64.4%**

**Incorrect answer = 28.8 = %**

**No answer = 3 = 6.6%**

Optional short-answer question

1. List the three major evolutionary models for the origins of *Homo sapiens*. Which of these models is best supported by genetic and fossil evidence?

Score range 0-5

16 responses out of 45 students

**Score of 4-5 (Mastery) = 13/16 = 81.2%**

**Score of 3-3.99 (Adequate) = 2/16 = 12.5%**

**Score < 3 (Inadequate) = 1/16 = 6.2%**

**Total numbers for Assessment goal #1**

**Average # of students achieving mastery across questions**

**((0.8 + 0.755 + 0.577 + 0.644 + 0.812)/5) \* 45 = 32**

**Average # of students inadequate across questions = 13**

**ANTH 1303-002 Outcome Assessment Data**

**Introduction**

The course provided students with a foundation in *applying the scientific method*, *analyzing data and forming a conclusion*, *applying knowledge*, and *communicating science* effectively.  Students were able to:

1. **Apply** the scientific method and understanding the relationship among observation, experimentation, evidence, conclusions, and theory in natural and physical sciences as they apply to biological anthropology. Therefore, students understand the value and need for experimental reproducibility and peer review. *Through embedded questions on quizzes and exams as well as a group research project at the Denver Zoo*.
2. **Analyze** and interpret data using scientific methods and models to understand how the universe works (particularly how evolution works). Students will be able to understand sources of error, confounding factors, and outliers in the natural and physical sciences. *Through a group research project to the Denver Zoo*.
3. **Organize and integrate** their knowledge and apply the fundamental concepts, theories, or laws used in biological anthropology, thereby demonstrating their deeper comprehension of the topic. – *Through embedded questions on quizzes and exams*.
4. **Communicate effectively** about science, particularly human origins, adaptation and diversity using the language and the tools of the discipline. Furthermore, students were able to understand the importance of communicating effectively about science, whether it be with their peers, professors, employers, or family. This was done through a final project research symposium-like in class at the end of the semester.

**Assessment**

Embedded questions on quizzes and weekly assignments were used in the assessment of:

Goal 1 Demonstrate familiarity with the history of anthropological thoughts, theories, and current major schools of thought within the discipline.

* The foundations of biological anthropology: students were asked questions on what distinguishes anthropology/biological anthropology from other fields in natural sciences.
* The fundamentals of human evolution as they relate to biological anthropology: students were tested on the evolutionary theory using the Darwinian finches to understand the process of applying a scientific method in order to understand evolution as theory in natural and physical sciences and as it applies to biological anthropology.
* The relationships between genes and evolution; students were tested on population genetics with questions focusing on what are demes, reproductive isolation, and species?
* What is a primate: students were tested on whether they understood the differences between primates and other mammals, what kinds of primates, primate behaviors, and primate social structure? These questions set the foundations for students group research projects at the Denver Zoo (See appendix)

Results (n=53)

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment topics | Mastery | Adequate | Inadequate |
| Foundations of biological anthropology | 26 | 14 | 13 |
| Fundamentals of human evolution | 28 | 22 | 3 |
| Relationships between genes and evolution | 19 | 2 | 8 |
| Primate characteristics | 36 | 14 | 3 |

A final group research project was used to assess students on the following:

Goal 3 Apply anthropological research methods in collecting, organizing, and analyzing data in at least one subfield of anthropology-primatology (ELO of inquiry and analysis, critical thinking, quantitative literacy, information literacy, problem solving, ethical reasoning and action, foundations and skills for lifelong learning and integrative and applied learning).

Goal 5 Demonstrate their ability to effectively communicate their thoughts orally and in writing (ELO of written communication and oral communication).

Students research group projects

|  |  |  |
| --- | --- | --- |
| Mastery | Adequate | Inadequate |
| Essay/poster presentation is well organized, with the four required sections (introduction, methods, results and interpretation). Also, essay is free of grammatical, spelling, and/or structural errors.  | Essay/poster presentation is well organized, with the four required sections (introduction, methods, results, and interpretation). However, there are many grammatical, spelling and/or structural errors. | Essay/project presentation is poorly organized, lacking part of the required sections with large numbers of grammatical, spelling and/or structural errors. |
| 18 | 22 | 13 |

**Appendices**

**Course name**: Anthro 1303: Introduction to biological anthropology **Instructor**: Charles Musiba

**Semester**: Fall 2018

**Final Project**: Primate Qualities and human place in nature (group of 2– 3 students) assignment

**Data Collection Due date**: Monday October 22 at 11:00 a.m. in class followed by 5 minutes group discussions.

**Project Presentation and Due Date**: December 10 from 11:00 - 1:00 p.m. in class followed by a 15 minutes group presentation

**Assignment**:

1. Humans are social primates like many others; this assignment is a group assignment (3 -4 students per group) and you are responsible for finding members of your own group. There is fluidity in group membership based on mutual understanding and agreement. You must note that your choice of group and membership partners is your decision and cannot be placed on others if there is no cohesion within the group.

As a student of biological anthropology this semester, you must spend at minimum two hours at the Denver Zoo observing social behaviors of your two chosen species of primates (one of which has to be humans), where you will choose to compare and contrast and record:

1. Parental social behaviors: mother-infant or father-infant interactions
2. Teenage (juvenile) social group behaviors: playing, hugging, touching, grooming, smacking, rough and tumble, etc.
3. Proximity: distances maintained at various times when and where social interactions are taking place
4. Social hierarchy and division of labor among primate groups of your choice; subordination, hugging, smacking, etc

You will need to choose one nonhuman primate group to compare with humans who frequent the zoo to watch the primates. Here you are required to choose focal groups and spend the entire two hours observing how they interact with one another and separate your observations into: parents (mothers v/s fathers), juveniles (teens interactions), and infants (children v/s parents interactions or children v/s teens) interactions for all groups.

You will need to compare and contrast these behaviors and generate a five page report. Your report has to be written or presented as a poster. See example of Poster format below

Data Collection techniques (Choose one technique that will be appropriate for your observations and data collection) below:

1. Focal Animal Continuous sampling: this sampling will help you capture all behaviors, however, it has its limitation: it is not suitable

Particularly useful for:

* Capturing rare behaviors - Groups whose individuals are difficult to distinguish
* Data Collection – During each interval (30 seconds) of the 15-minute sampling period, record if a behavior does or does not occur. Observe the entire group.
* Data Analysis – Calculate total number of “did occur/occurrence” for each behavior, then convert to percentage of total intervals.
1. Focal Animal Time Sampling
* Other info can be recorded along with behaviors, e.g. location in exhibit, proximity to group members. Data analysis can then include any correlations between activities and these additional factors, e.g. does the focal animal locomote more terrestrially or arboreally, is the focal animal more likely to groom a member of the group.
* Data Collection – At predetermined time intervals (30 seconds) record the behavior of a focal animal is exhibiting.
* Data Analysis – Calculate approximate percentage of total time for each behavior (and any additional correlations).
1. Scan Sampling – choosing a small group of subjects and rapidly observe their behaviors
* Limitations – You must be able to accurately recognize all individuals, which is very difficult unless you are familiar with all subjects
* You must be able to easily see all the individuals, which is doable but may pose challenges due to the nature of the enclosure in which your choice of primate is housed in.
* Benefits – this technique provides lots of data
* Data Collection – At the beginning of preset intervals (30 seconds) record the behavior of each individual, always in the same order. Repeat for 15 minutes.
* Data Analysis – For each individual, for each behavior, calculate the number of scans that included this behavior by that individual. You can also calculate for the group as a whole, per sex class, etc. Then convert to percentage of total scans.

I strongly suggest that after you have collected your data, meet with me to discuss the scope for which you will like to proceed with your research analyses.

Start Time: End Time:

 Behaviors

 Remarks

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Sample Questions which were embedded in quizzes and weekly assignments.

Instructions: *In the blank space (\_\_\_) provided on the left margin, write in the appropriate letter that corresponds to the right answer for each question. Please write* ***T*** (true) *or* ***F***(false) *and not a complete word!*

\_\_\_\_ 1. Lamarck's ideas of inheritance of acquired characteristics, which are the basis for Darwinian evolutionary thoughts, are generally accepted by evolutionary biologists today.

\_\_\_\_ 2. The physical variation in Darwin’s finches living on different islands of the Galapagos are the best representation of natural selection at work as well as a good example of adaptive radiation.

\_\_\_\_ 3. Phenotype is a physical expression of the genotype, which could also be influenced by the environment.

\_\_\_\_ 4. Franz Boas is considered the father of the field of American anthropology because he united the study of culture, language and biology.

\_\_\_\_ 5. In our class discussions and review of Chapter 1; Anthropology includes the study of:

a. The evolution, use, and social context of language.

b. The biocultural aspects of humans and their closest relatives.

c. Prehistoric societies and their material cultures (including artifacts).

d. All of the above.

\_\_\_\_ 6. On your way to the airport you shared an Uber with a passenger who told you that she is on her way to Papua New Guinea to conduct a survey and field work on the peopling of Papua New Guinea and changes associated with their food procurement along the coastline in the past 10,000 years, what type of an anthropologists is she?

a. A cultural anthropologist.

b. A dietary anthropologist.

c. An archaeologist.

d. A bioanthropologist.

\_\_\_\_ 7. Science is considered self-correcting because:

a. Theories can be modified or replaced subject to new findings.

b. Hypotheses are built on meticulous observation.

c. Hypothesis-testing can result in rejection of previous hypotheses.

d. All of the above.

**Fall 2018 – Anth 1303 online**

**Goal 3:** Apply anthropological research methods in collecting, organizing, and analyzing data in at least one subfield of anthropology.

**Method of Measure:** Grades from lab assignments

**Details:** The class overall has 13 labs over the course of 15 weeks. Each lab is worth 50 points, and together account for 20% of the final grade. There are 9 labs (listed below) that were chosen as meeting the goal of collecting, organizing and analyzing data, and the data below come from these labs. The lab exams are not included in this analysis because of the difficulty in pulling question level data from the online exams.

**Labs included:**

Lab 1: Scientific method

Lab 2: Primate classification

Lab 3: Comparative primate anatomy

Lab 6: Forensic anthropology

Lab 7: Early hominins & bipedalism

Lab 8: Early *Homo*

Lab 9: Later *Homo*

Lab 10: Stone tools and culture

Lab 13: Blood groups and pedigree

**Assessment scale:**

Mastery = average of 90% or better on lab grades; average score ≥ 45/50

Adequate = average of 70-89% on lab grades; average scores = 35-44/50

Inadequate = average of 69% or below on lab grades; average scores ≤ 34/50

**Assessment data from 36 students:**

Mastery: 10/36

Adequate: 25/36

Inadequate: 1/36

**ANTH 2102-001, Fall 2018 (n = 45)**

Goal 1. Demonstrate familiarity with the history of anthropological thoughts, theories, and current major schools of thought within the discipline.

Assessment Type Inadequate Adequate Mastery

Essay Exam 1 Question 6 19 20

Goal 2. Demonstrate familiarity with human diversity, particularly people and cultures in at least one geographic region of the world over time (ELO of intercultural knowledge and competence, civic knowledge and engagement on a local and global level).

Assessment Type Inadequate Adequate Mastery

Essay Exam 2 Question 11 7 27

Goal 3. Apply anthropological research methods in collecting, organizing, and analyzing data in at least one subfield of anthropology (ELO of inquiry and analysis, critical thinking, quantitative literacy, information literacy, problem solving, ethical reasoning and action, foundations and skills for lifelong learning and integrative and applied learning).

Assessment Type Inadequate Adequate Mastery

Kinship Assignment 2 5 38

Goal 5. Demonstrate competence in reading and critical evaluation of information from the perspective of behavioral science and from the perspectives of anthropological theory and ethics, thus fulfilling requirements for the well rounded liberal arts education (ELO of critical thinking, reading, quantitative literacy, information literacy, problem solving, ethnical reasoning and action, foundations and skills for lifelong learning, and integrative and applied learning).

Assessment Type Inadequate Adequate Mastery

Reading Assignment 13 7 2 36

**ANTH 2102-E01**

Learning Objective: Apply anthropological research methods in collecting, organizing, and analyzing data in at least one subfield of anthropology (ELO of inquiry and analysis, critical thinking, quantitative literacy, information literacy, problem solving, ethical reasoning and action, foundations and skills for lifelong learning and integrative and applied learning).

Assignment: Field Journal

Description: Spend 4-6 hours at approved fieldsite, utilize anthropological methodologies (mainly participant observation and ethnographic interviewing) to collect data in journal, and code data for use in analysis and reflection paper. Graded using a rubric in which each criterion is pass/fail in order to encourage students to focus on the experiential nature of anthropological research.

Outcome: The average score was 92%, 23/25 scored 100%, and 2/25 scored 0%.

**ANTH 3101 – Foundations of Social/Cultural Anthropology**

The specifics focus on the Exploration Assignment (details attached). The two learning objectives associated with the assignment are

* Demonstrate competence in reading and critical evaluation of information from the perspective of behavioral science and from the perspectives of anthropological theory and ethics, thus fulfilling requirements for the well rounded liberal arts education.
* Demonstrate your ability to effectively communicate your thoughts orally and in writing

Also, i administered a mid-semester survey with questions pertaining to the assignment. Findings from the survey are below and attached.

**Exploration Paper and Presentation (15 Points)**

**[Critique of One or More Presentation Conducted by Peers, 5 Points]**

**In addition to uploading your paper and presentation materials in this page, be sure to upload actual paper and presentation materials** [**HERE**](https://ucdenver.instructure.com/courses/393278/assignments/601742)

Because this course covers a lot of material, topically and historically, this assignment lets you 1) “dig into” specific theories or theoretical traditions that are of particular interest to you, 2) present your findings via video presentations on Canvas to peers in the course, and 3) discuss in a critical and thoughtful manner presentations completed by one or more of your peers.

This course is a historical survey of the major trends in anthropological theory over roughly 150 years. That of course means that nothing can be pursued in any real depth. The purpose of the paper and companion presentation is to give you an opportunity to explore a particular theory, theoretical tradition, or scholar in depth greater than we can do through readings and class discussion. Below are several approaches you can take; if you have other ideas that meet your learning goals, I’ll happily entertain them but instructor approval is required prior to any submission pertaining to other ideas on approaches to the assignment.

I want to approach the exploration paper and presentation as collaborations. While you obviously have to write your own papers and craft your own video presentations, I will devote class time for students to perform informal (up to five minutes) presentations on their project ideas. This will allow you to consolidate and synthesize your ideas and obtain input from peers and the instructor.

NOTE: You are not restricted in this paper and companion presentation to topics we’ve already covered though obviously you’ll have a stronger base to begin with if you do. If more contemporary topics we haven’t yet covered seem like something you’d like to pursue you can start with the readings for that week and build from there.

**Topics**

* Choose one of the theories/theoretical traditions in the syllabus to explore in depth seeking to understand the historical context, its stated goals and rationale, and the major critiques leveled against it at the time. A good example of what this could look like can be found [HERE](http://anthropology.ua.edu/cultures/cultures.php).
* Most of the theories we’re reading were major efforts at the time that have had a lasting impact on anthropological theory and practice. You can choose a theory or theoretical perspective and “follow it forward” to explore how it has impacted anthropological theory through time.
* Many of these theories were advanced, or are identified with specific individuals. You could do a biography of a particular researcher/theoretician to explore the intellectual climate they were working in, and what factors brought them to anthropology.
* In general, authors discussed in the course are white, male and from affluent countries. Explore people of color authors from non-dominant countries and provide a robust “decolonization of cultural anthropology” critique of how their theories compare/contrast with those you identified in the course. Be sure to explain what the “decolonization” of cultural anthropology means for the discipline of cultural anthropology generally. Check out [Fire!!](https://savageminds.org/2017/06/08/fire-the-zora-neale-hurston-story-book-review/)
* If appropriate, create a theoretical section for an emerging Honor’s Thesis or creative project you are developing. Any student who selects this option is required prior to assignment submission to complete an [Application for the Honor’s Thesis](http://www.ucdenver.edu/academics/colleges/clas/departments/anthropology/programs/bachelorofarts/honors/Pages/Honors.aspx) in her/her discipline (e.g. Anthropology or an alternative program). Students are encouraged to explore [*Funding Your Research in the Humanities and Social Sciences: A Practical Guide to Grant and Fellowship Proposals.*](https://www.routledge.com/Funding-Your-Research-in-the-Humanities-and-Social-Sciences-A-Practical/Walker-Unruh/p/book/9781611323191)
* If you have alternative ideas on how you would like to tackle this assignment, contact me and we’ll see what we can put together. Plan ahead and discuss with me any ideas you have about three weeks before any due date for this assignment.

**Mechanics**

Exploration papers are relatively short at four to five pages, double spaced (not including references cited) following anthropological conventions for in text citations and the references cited section (see the [Chicago Style Manual](http://www.chicagomanualofstyle.org/tools_citationguide.html) for guidance). While there is no magic number, I can’t imagine you can adequately develop your thesis with fewer than five peer-reviewed references. Because of the lack of intellectual oversight, most websites cannot be used as references, e.g., Wikipedia but there are exceptions like the Stanford Encyclopedia of Philosophy; if you find a quality website that you think may be a legitimate, check with me and I’ll be glad to evaluate it. Having said that, websites can often be a great place to track down other essays from which you can mine references.

While it is seldom a problem in upper division classes, be aware that direct quotes without attribution (citations), direct copying from other’s work and paraphrasing other’s work without attribution is plagiarism, is illegal, and will result at a minimum, a failing grade on the paper and perhaps the course.

**Presentations**

Scholarly and professional presentations (10 minutes or more, no more than 12 minutes) are due for your exploration paper. These are videotaped oral presentations completed in Canvas; no IN-CLASS presentations for this assignment are required.

**To honor your time devoted to this assignment we will NOT meet for class on Monday and Wednesday in Week 9 in order for students to complete their presentations and review presentations of peers.**

Typically, students first complete their papers and then structure a presentation based on key findings in papers. Presentations are completed using video options in Canvas, as well as [Zoom](http://www.ucdenver.edu/academics/CUOnline/FacultySupport/Online_Teaching_Resources/Tool-Guides/Pages/Zoom-Guide.aspx) or TechSmith Relay. Additional details will be shared in class. Use of Powerpoint, Prezi or other presentation platforms is highly discouraged.

An alternative approach to Zoom is for you to use your video camera on your mobile device, presuming you know how to export in a format appropriate to Canvas and upload the movie file to the Assignment Page in Canvas (additional technical details are below).

Students will share video presentations with peers in Canvas. Each student will provide a written critique (e.g. 100 or more words) for one or more presentations. Use the [Presentation Rubric](https://ucdenver.instructure.com/courses/393278/files/7372557/download?wrap=1) to guide the creation of your written critique.

Points for your video presentations will not be awarded until you have completed one or more reviews of video presentations of a peer or two. I will devote some class time to demonstrate effective strategies for creating videos for the assignment.

**Points to Consider as you Outline your Presentation**

1. Introduction (title/purpose of presentation, why topic important to you)
2. Presentation summary (one sentence summary of your presentation, key points, evidence used, main conclusions, implications for cultural anthropology)
3. Steps you took to complete the assignment (what worked well and not so well)
4. Theoretical discussion/focus
5. Key point ONE with evidence/quotation and initial analysis of evidence/quotation
6. Key point TWO with evidence/quotation and initial analysis of evidence/quotation
7. Key point THREE with evidence/quotation and initial analysis of evidence/quotation
8. Discussion and analysis (what does all this mean and how does it relate to the course?)
9. Implications for cultural anthropology theory and practice
10. Closing comments (one memorable moment/finding and how your engagement in the topic shaped your understanding of your own anthropological knowledge; recommendations for future research and/or creative work)

**Technical Issues Regarding Video Presentations in Canvas**

Practice, practice practice. Video submissions for the assignment will be shared with peers in the course. When you videotape yourself, use notes but don’t be a robot. Be playful and enthusiastic; remember you are a sort of expert on the topic you identified. Have fun with the presentation and consider recording in an interesting (outside) setting.

Videotaping tips: When recording, be sure that no direct light source is in the background otherwise your image will be washed out. Make sure the room is quiet and there are no distractions. Be sure you have a decent microphone and be sure to position yourself relatively close to the microphone to avoid background noise and ensure optimal quality audio recording. Watch and listen to the completed video before submitting in Canvas. This will provide you with space to review your own work and possibly re-shoot the piece if you have to

If using a mobile device, use a tripod. CU Denver has resources for video production, for instance the [Creative Technology Commons](https://library.auraria.edu/ctc) in the Auraria Library. The Anthropology Department has mini-iPads and audio equipment available for check out for students. Contact the instructor for additional information.

**Both the paper and presentation in Canvas are due 11:59pm Friday, October 19th. Due date for student review of video presentations is 5pm Monday 22 October.**

**Citations**

You are expected to use the most recent AAA guidelines for in-text and bibliographic citations. Complete citation guidelines are available [HERE](http://www.chicagomanualofstyle.org/tools_citationguide.html).

* In-text citations follow the format (Author Year: Page). A proper in-text citation for a quote on page 25 of a 1922 work by Bronislaw Malinowski is (Malinowski 1922:25).

Remember: cite early and often and when in doubt cite!

**FINDINGS FROM MID-SEMESTER SURVEY, ANTH 3101, FALL 2018**

Provide any comments or suggestions pertaining to the Exploration Paper Assignment.

|  |
| --- |
| Useful for preparing one for the later paper. |
| I thought they prompts were nicely diverse, but I do not think the presentation is necessary. One presentation for this type of class is enough, either the final project group presentation or the individual paper presentation are fine, but both is overkill. |
| N/A |
|  |
|  |
| Good overall. Timing during semester was well placed. |
| I thought it was a good way for us to go deeper into our learning. |
| It was fun! Maybe allow for presentations where you are not just talking into the camera though - I found it a little weird to watch other presentations without any images or other material besides someone’s voice. |
|  |
| I like how the exploration paper gives us the opportunity to look more in-depth into a theory or theorist that particularly intrigues us. |
| I like how there was some flexibility with the exploration paper topics, and that made it easier to align the paper more with topics I was actually interested in. |
| I believe that the exploration paper assignment on its own was great and I have no comments beyond that. |
| I don't really have any comments about this paper. |
| Finding peer reviewed citations was very difficult. |
| I liked this project and the opportunity to delve deeper into a particular subject. |
| My biggest problem was posting my paper in the discussion for my peers to read. They are not my professor and I felt that I was going to get my paper ripped apart. I still haven't looked at the comments, and I may be pessimistic and negative, but I personally do not think it is a good idea to post my paper for the whole class to read. I also found it harder to write because of that fact because I know how critical some of the people in this class are towards the readings so I felt I had to work 5 times harder on the paper than usual. |
| I enjoy the Exploration Paper Assignment going into more depth about cultural¬†theory and how it contributes to the field of anthropology. The paper was very insightful and helped me understand the roles of the different anthropologist. |
| I feel like we should get more freedom with the video part of this. I’m not a fan of it being summary video of my paper; it would probably take them less time to read it than to watch the video about it. Instead, I would doing something as a visual representation that symbolizes the paper. Or letting students choose to do the paper or the video. Being very technologically challenged makes it even more stressful and if I had the choice, I think my paper would’ve been even better because I wouldn’t have had to stress about the video. |
| This assignment is appropriate for the class. |
|  |
|  |
| I would have liked if the paper was due a couple days or even a week before the video, so that it felt more spaced out and they weren't both due at once. |
| The freedom to choose a topic is both good and bad; you can find what you're interested in, but if you struggle to find a topic, it makes it rough to do. |
| The length was appropriate for the scale of the prompts. I had plenty of room to discuss my argument without having to stretch and go off topic to meet a word requirement, for example. |

**Provide any comments or suggestions pertaining to the Exploration Video Presentation Assignment.**

|  |
| --- |
| Good as far as things go, though I think something more involved would be useful. |
| Unless we are going to take the time to make professional quality videos, something we might conceivably do for a professional presentation in our future careers, I think video making is a waste of time. That said, taking the time to make such videos, is not the best use of a theory course, especially not a foundational theory course. |
| It wasn't my favorite thing to do, but I thought it was a unique way of doing presentations instead of us listening to them in class. |
|  |
|  |
| Technical difficulties were present, as warned. Perhaps a prior video presentation, of minimal content, would be good to work out the kinks ahead of time. |
| I liked doing the video but i had a lot of technical difficulties which was frustrating. |
| Uh oh see above |
|  |
| I think that the video presentation was valuable, but more valuable for those who enjoy methods of digital presentation. I feel like it would make more sense for students to be able to choose either a paper or a video presentation to discuss their findings and analyses. Then respondents can have the choice of either watching a video or reading a paper. |
| I really appreciate how there was a place provided to record the video presentation and that technological help was easily accessed through you. I think that without these things it would have been harder for a lot of students to make their videos. |
| I mentioned this in class, but a small, one minute video being a precursor for this assignment could help many of us to become familiar with the media format and prepare for the exploration paper at a future date. |
| It was difficult to do and a bit awkward posting it online for all of youtube to see. |
| I feel this was a good assignment because it got me out of my comfort zone. |
| I thought it was an interesting way to present but I didn't particularly like that they were both due at the same time. I think it would have been more helpful to have them staggered. |
| I didn't mind recording my presentation, in fact I find that I am beginning to prefer it. |
| Exploration Video Presentation Assignment was pretty straightforward, but it was quite difficult to sit down and speak for ten mins because I lacked experience in making a video presentation. A small introduction at the beginning of the course would have been beneficial.  |
| Same input as question 9 |
| I agree with a fellow classmate to require a short minute or two video early in the semester so students can practice uploading a video to canvas. |
|  |
|  |
| Maybe have everyone do their first discussant presentation before the exploration paper is due and have it required that it be in video format, that way they get practice beforehand and can have a chance to figure out the technology. |
| I feel like I prefer this to in class presentations, because it feels much more casual, and just talking to a camera is a lot more natural than presenting to a group. |
| None. |

Let me know if you need any additional info. Marty

**Points for the Exploration Assignment**

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**Anth 3301 *World Prehistory***

Anth 3301, *World Prehistory*, is currently described in the Anthropology course scaffolding as reinforcing all 5 ELOs for the Anthropology Undergraduate program. I suggest that it also be considered as a locus for reinforcement of the new undergraduate ELO #6.

We evaluated Anthropology learning goals # 2 and 5 during the Fall 2018 semester.

***2.*** *Demonstrate familiarity with human diversity, particularly people and cultures in at least one geographic region of the world over time (ELO of intercultural knowledge and competence, civic knowledge and engagement on a local and global level).*

***5.*** *Demonstrate their ability to effectively communicate their thoughts orally and in writing (ELO of written communication and oral communication).*

A total of 15 students completed the course due to high attrition this semester, with some variation in **n** across assignments as students dropped.

The course aims to expose students to the diversity of human experience over the past 3.5 million years, making it particularly apt for assessing **Anthropology learning goal # 2**. I take a global approach this year by assessing student grades across all of the exams. Students were assessed through three exams over the course of the semester, each based on two essay questions. Below I compare student performance.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Mastery** | **Adequate** | **Inadequate** |
| **Essays from Exam 1** | 3/16 | 12/16 | 1/16 |
| **Essays from Exam 2** | 7/16 | 7/16 | 1/16 |
| **Essays from Exam 3** | 8/15 | 7/15 | 0/15 |

Mastery is defined as 90% and up

Adequate is defined as 70-89%

Inadequate is defined as 0-69%

The results show a clear increase over the course of the term in levels of mastery, with a corresponding decline in the level of adequate or inadequate answers.

The course addresses **Learning goal # 5** through the preparation of a 10-15 page paper on a topic of the students’ choice, as long as it lies within the realm of the period discussed in class, and assesses evidence against interpretations presented by multiple archaeologists. In order to target specifically Learning goal # 5, the table below only uses those rubric components (#2, 3, 4, 6/6) that isolate data organization and communication skills. Results were as follows:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Mastery** | **Adequate** | **Inadequate** |
| **Paper score** | 4/15 | 11/15 | 0/15 |

Mastery is defined as 90% and up

Adequate is defined as 70-89%

Inadequate is defined as 0-69%

M= 63/70

A= 49/70

I= 0/70

The results suggest that a minority of the class managed to master this particular learning goal. This may indicate that greater emphasis is needed on the organizational characteristics of a good paper (as opposed to the research side, which has been the primary focus to this point).

**Assessment Report for ANTH 3512**

**Assessment Goal #4**

Demonstrate competence in reading and critical evaluation of information from the perspective of behavioral science and from the perspectives of anthropological theory and ethics, thus fulfilling requirements for the well-rounded liberal arts education (ELO of critical thinking, reading, quantitative literacy, information literacy, problem solving, ethnical reasoning and action, foundations and skills for lifelong learning, and integrative and applied learning).

Evaluated from a 5-page research paper on a subject in human evolution approved by the instructor. Paper rubric required use of primary sources, organization appropriate to evaluate subsections of information and coherently place them into context and discussion of how the topic fits into the broader discourse of human evolution.

Paper grade range from A+ - F

**# As and Bs (Mastery) = 8/18**

**# Cs (Adequate) = 5/18**

**# Ds and Fs\* (Inadequate) = 3/18**

**\*A grade of F was given to two students who did not turn in papers.**

**Assessment Goal #5**

Demonstrate their ability to effectively communicate their thoughts orally and in writing (ELO of written communication and oral communication).

Evaluated from a 5-page research paper on a subject in human evolution approved by the instructor. Paper rubric required proper spelling and grammar, effective organization and persuasive arguments based on evidence.

Paper grade range from A+ - F

**# As and Bs (Mastery) = 8/18**

**# Cs (Adequate) = 5/18**

**# Ds and Fs\* (Inadequate) = 3/18**

**\*A grade of F was given to two students who did not turn in papers.**

**Anthropology 4810/5810** *Integrating Anthropology* is both an optional capstone course for high performing undergraduates, and a mandatory core course for incoming graduate students. Anth 4810 is designed to reinforce Undergraduate program goals 1, 4-6. The same course is intended to introduce Graduate program goals 1-6. The course is a relatively unique opportunity to assess our own high performing undergraduates alongside new graduate students with potentially non-anthropological backgrounds.

 Undergraduates and Graduates are given the same assignments, but are assessed differently. In this report, students were assessed for our new Goal 6, formulated differently for each level. A total of 13 students completed the course, 8 of whom were undergraduates and 5 were graduates.

**Undergraduate and Graduate program goal**

6. Students will demonstrate an understanding of Anthropological ethics. This includes being able to identify and articulate the purpose, use and relevancy of a study, and being well versed in issues of informed consent, ownership of data/images, rights of descendent and/or local populations, rights and access to archaeological/paleoanthropological sites, and the protection of vulnerable populations.

These goals are assessed here using paper assignment 4. This fourth paper requires students to assess their own future challenges, depending on the type of work they expect to do in the field of Anthropology.

**Assignment description** - Anthropologists hold themselves responsible to their subjects, their subjects' descendants, to the public, and to their fellow anthropologists. Although we are all aware of these cross-cutting responsibilities, individual anthropologists may find themselves more committed to objectivity or activism in their own work. What factors may lead scholars to emphasize one set of responsibilities more than another? Are they necessarily contradictory or can they be integrated? Discuss the potential pressures you anticipate having to address in your chosen area of study, and how you think you will deal with them. What are the implications of your decisions?

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Inadequate (<70%)** | **Adequate (70-89.9%)** | **Mastery (90% and higher)** |
| **Undergraduates** | 0 | 3 | 5 |

Undergraduates must earn a C (70%) or greater to receive credit for the course, thereby defining Adequate as 70% and up.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Inadequate (<80%)** | **Adequate (80-89.9%)** | **Mastery (90% and higher)** |
| **Graduates** | 0 | 0 | 5 |

Graduate students must earn a B (80%) or greater to receive credit for the course, thereby defining Adequate as 80% and up.

Results indicate that the graduate students performed within the level of Mastery, while undergraduates fell within the ranges for Adequate and Mastery levels. As elaborated upon below however, there was in some cases a mismatch in expectations between the students and the professor. This needs to be addressed for next year.