

Degree Program Assessment Plan Cover Sheet (rev. 06):

UNIVERSITY OF ARKANSAS AT LITTLE ROCK Plan No. 23b

Degree Program: BA Anthropology

Department and College: Sociology/Anthropology CAHSS

Circle one: AA AS BA BS BBA BSE BSW Master's EdS JD EdD PhD Certificate

Prepared by: Mark J. Hartmann

Submitted to College Assessment Committee on _____ Approved on

Submitted to Provost Assessment Advisory Group on Approved on _____

Respond to all four questions, following the Degree Program Assessment Plan Form Instructions. Attach additional pages as needed.

1. What are your student learning goals for this degree program? Include which core competencies are addressed by these goals where applicable (see list at <http://www.ualr.edu/provost/assessment/competencies.shtml>).

The Anthropology Program has three goals that students should show competency in prior to graduation. These include understanding:

1. the central questions and concepts associated with anthropology
2. the role of the four fields of anthropology in understanding humanity, and
3. methods and modes of interpretation associated with anthropology.

The competencies that are imbedded in our coursework are listed below numerically so as to identify which courses address these competency areas. Please note – the curriculum in Anthropology emphasizes certain components more than others BUT ALL of the competencies are addressed to some degree by the courses offered in our program.

1: Social and Cultural Awareness; (ICS)

2. International Awareness; (IA)

3. Ethical and moral Consciousness; (ETHICS)

4. Philosophy and methods of Science; (METHODS)

5. Verbal Literacy; (VL)

6. Critical Thinking; (CT)

(4/26/06: LM)

(4/26/06: LM)

2. What are your learning objectives or outcomes associated with each student learning goal?

Anthropology majors should

• understand and appreciate cultural and biological diversity, the common origins of humans, and the interrelationship between biology and culture (Introduced in Cultural Anthropology 2316 and Physical Anthropology 1415; incorporated in all anthropology courses) (ICS, IA, ETHICS, METHODS, VL, CT).

• recognize and emphasize the holistic and comparative nature of anthropology and how they vary with theoretical orientation (Introduced in Cultural Anthropology; emphasized in Anthropological Theory 4382 and Senior Seminar 4395; incorporated in all anthropology courses) (METHODS, VL, CT).

• recognize how anthropology uses scientific and humanistic modes of interpretation or a combination of both (Introduced in Cultural Anthropology 2316 and Physical Anthropology 1415; emphasized in Anthropological Theory 4382 and Senior Seminar 4395; incorporated in all anthropology courses) (METHODS, VL, CT).

• understand the ethical problems associated with

(a) cultural relativism

(b) conducting research

(c) analysis, presentation, and interpretation of data

(Introduced in Cultural Anthropology 2316 and Physical Anthropology; emphasized in Archaeology 3313, Linguistic Anthropology 4316; Anthropological Theory 4382, and Senior Seminar 4395; incorporated in all anthropology courses) (ICS, IA, ETHICS, METHODS, VL, CT).

1. recognize how anthropology can be useful for understanding, interpreting, and solving contemporary human problems (Cultural Anthropology 2316, Ethnographic methods 4485, Theory 4382 Senior Seminar 4395; incorporated in all anthropology courses) (ICS, ETHICS, IA, METHODS, VL, CT).

2. apply what they learn to their own culture, to everyday life, and to interpersonal interactions (Cultural Anthropology 2316, Senior Seminar 4395; incorporated in all anthropology courses) (ICS, ETHICS, VL, CT).

3. acquire the following research skills and be able to

(1) critique anthropological works

(2) interview

(3) conduct participant observation in settings they are strangers to

(4) conduct library research including formulation of a question and presentation of current knowledge on a topic

(5) using research methods of physical, cultural, archaeological, or linguistic anthropology

(a) formulate and justify a research question;

(b) collect, examine, and analyze field data;

(c) articulate conclusions in both written and oral forms

(Cultural Anthropology 2316, Physical Anthropology, Ethnographic Methods 4485, Archaeology 3313, Linguistic Anthropology 4316; incorporated in all anthropology courses) (METHODS, VL, CT).

(4/26/06: LM)

(4/26/06: LM)

3. Where will the objectives be addressed in your program? In which courses and through which activities will they be assessed? (Attach Curriculum Assessment Map.)

The Anthropology Program assessment is based on the learning objectives listed above primarily in the required (as well as the recommended courses). They are listed below in the general order in which students are required to take them:

Required:

ANTH 1415 Physical Anthropology (ICS, IA, ETHICS, METHODS, VL, CT)

ANTH 2316 Cultural Anthropology (ICS, IA, ETHICS, METHODS, VL, CT)

ANTH 3313 Archaeology (METHODS, ICS, VL, CT)

ANTH 4316 Linguistic Anthropology (ICS, IA, ETHICS, METHODS, VL, CT)

ANTH 4382 Anthropological Theory (ICS, IA, ETHICS, METHODS, VL, CT)

ANTH 4395 Senior Seminar in Anthropology (ICS, IA, ETHICS, METHODS, VL, CT)

Recommended:

ANTH 3381/3181 Social Statistics and Lab (METHODS, ICS, VL, CT)

ANTH 4485 Ethnographic Methods (ICS, IA, ETHICS, METHODS, VL, CT)

1. In the required senior seminar capstone course, students write essays about the first six objectives based on what they have learned in all of their anthropology classes. We contend that there is face validity with the use of these essays. We use the following rating scale when analyzing student answers:

4—excellent grasp of all aspects of this issue

3—excellent to good grasp of most aspects of this issue

2—good grasp of most aspects of this issue, but a key insight is missing

1–poor grasp of most aspects of this issue (or didn’t address the question properly)

0–grossly inadequate grasp of the issues.

Ideally we hope students earn at least a 2 on each of their essays. That is what we consider “satisfactory.”

1. We have a more detailed grading rubric on this 0-4 scale for each of the six essays, with more specifics regarding what constitutes a 4, 3, 2, 1, or 0 score for each of the six essays. This detailed rubric is too long for inclusion in this report, however, but is nonetheless available on request to the assessment committee.
1. To help assure reliability, these essays are graded by two faculty members first alone and then together. Faculty typically have the same numbers for most essays; after discussion of the others, they agree on all scores. For all essays not receiving a “4”, they agree on and record their reasons, paying particular attention to a missing “key insight.” The purpose of this quantitative assessment is to discover which areas students are strongest and weakest in across the objectives. This way we learn about what areas of the curriculum need the most work. We can also compare one year with the next to assess improvement.

(4/26/06: LM) (4/26/06: LM)

1. As a check on validity, in the past we have incorporated an outside Ph.D. anthropologist in this process, and we found almost identical thinking and scoring. Thus we feel confident in the reliability and validity of our grading rubric.
1. We are now confident that we have a procedure in place to ensure that all students have the opportunity to acquire the stated research skills and to at least a satisfactory standard. What we want now is to ascertain what value these skills have to students and other stakeholders, such as potential employers. We want to ensure that we continue to stress appropriate skills. Thus we proceed with a number of activities:

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4. How will you assess each objective? (a) Methods; b) Design; c) Assessment cycle; d) Stakeholder involvement.)

(a) And (b) Methods and design employed to assess objectives are listed below:

Students in the senior seminar write reflective essays about which assignment in their portfolio was most useful and why, and which was least useful and why (ICS,VL,CT,HC,IA).

Focus groups discussions are held with students in the senior seminar to discuss the program. Although these are broad discussions about perceived strengths and weaknesses of the program, a part of the discussion includes research skills (VL,CT).

(c) Program assessment is conducted each year in the spring semester in the Senior Seminar (ANTH 4395) (METHODS,ETHICS,VL,CT).

(d) All anthropology faculty are involved in reviewing the assessment methodology employed in the program. In fact, each year, two of the three permanent full-time faculty teach our capstone course (ANTH 4395 senior Seminar) and this rotates each year.

(d)Informal interviews are conducted with graduates and other stakeholders.

(d) Members of our Anthropology Advisory Council (consisting of community members and graduates) are consulted for feedback about the value of our goals and research skills. In addition, results are shared and discussed.

(d) Anthropology faculty meet to discuss the results and make plans for the coming year.

Curriculum Assessment Map: Degree Program Assessment

(NOTE: This is a template only. You may delete columns, change the format to landscape, or otherwise modify the layout as best fits your needs. However, the final map must include all goals and objectives, in which courses they will be addressed and how they will be assessed. Attach additional pages as needed.)

Emphasis: Extensive Somewhat Little None

Assessed: Exam Paper Project Other Not Assessed

1. Goal 1: the central questions and concepts associated with anthropology

Courses and Activities	How Outcomes are Addressed and Assessed	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
		Understand and appreciate cultural and biological diversity, the common origins of humans, and the interrelationship between biology and culture.	Recognize and emphasize the holistic and comparative nature of anthropology and how they vary with theoretical orientation.	Recognize how anthropology uses scientific and humanistic modes of interpretation or a combination of both.	Understand the ethical problems associated with a) cultural relativism, b) conducting research, c) analysis, presentation, and interpretation of data.	Recognize how anthropology can be useful for understanding, interpreting, and solving contemporary human problems.	Apply what they learn to their own culture, to everyday life, and to interpersonal interactions.	Acquire basic research skills.