

APPENDIX A

Office of Academic Affairs
STUDENT LEARNING OUTCOMES REPORT 2004

Please complete a report for each degree program and forward electronically by the date specified by your dean's office. Take as much space as necessary in each section. If you have questions, consult your dean's office.

Department/Center/Unit _____ Geography, Geology & Anthropology _____

Completed by _____ C. Russell Stafford _____ Date _____ May 10, 2004 _____

Chair signature _____ Date _____

| | |
|---|---|
| | PROGRAM TITLE _____ ANTHROPOLOGY _____ |
| 1. Knowledge, skills and abilities (outcomes) students should possess as a result of completing program requirements. | Anthropology students should have a basic knowledge of field and laboratory methods/techniques and major theories/models of archaeology, cultural anthropology, and biological anthropology to prepare them for graduate study in anthropology or professional schools. |

| | |
|---|---|
| | |
| <p>2. What is used as evidence that these outcomes have been achieved?</p> | <p>A quantitative exam was given to majors/minors at all levels which tested their basic knowledge in archaeology, cultural anthropology, and biological anthropology.</p> <p>A qualitative exam was given that consisted of several optional essay questions that measure their critical thinking skills in anthropological topics.</p> <p>An exit interview was conducted with graduating seniors using a questionnaire that asked students to rate the overall quality of the program, point out strengths and weaknesses based on their own experiences and describe aspects of the program that they benefited most from particularly with respect to their professional goals..</p> |
| <p>3. What level of attainment is required to assure the quality of program offerings?</p> | <p>With a student's advancement through the anthropology major/minor curriculum we should see improvement in the acquisition of basic skills through their performance on the qualitative and quantitative exams.</p> |
| <p>4. How does the program use the results to identify strengths and weaknesses or gaps between expected and actual performance and to identify and</p> | <p>Scores from the quantitative and qualitative exams are correlated with the level of student academic experience in the anthropology program. We expect student performance on the exams to improve as they gain more knowledge of anthropological concepts as they advance through the curriculum. When such progress is not noted then we review our core courses in archaeology, cultural anthropology, and biological anthropology and insure that basic concepts are emphasized to a greater degree and that they are reinforced in higher level classes.</p> <p>The senior exist interview provides information on specific strength or weaknesses in the program especially those that relate to preparation of students for graduate study. Are we providing balanced training in the three subdisciplines. Experiential learning is of particular importance and students have provided insight into areas where we can improve these experiences (e.g., more formal field training in archaeology). The importance of</p> |

| | |
|--|--|
| overcome barriers to learning? | the Anthropology Club, the Anthropology Laboratory assistants, laboratory courses, and research opportunities with faculty have been found to be of particular importance to students. |
| 5. How does the program regularly report aggregate information about student learning outcomes to students, prospective students, and external constituents? | Aggregate data from the senior exit interview may be reported in the department's alumni newsletter. |

6. How can the student learning outcomes reporting process be improved?

APPENDIX B

Anthropology 401
Spring 2008

M & W 2:00-3:15p
HH-19

HUMAN (BEHAVIOURAL) ECOLOGY

INSTRUCTOR:

Dr. Kathleen M. Heath
Phone: 237-3004
Office Hours: before & after class or by appointment.
Office: HH-023F
e-mail: kheath@indstate.edu, list Anthro 401 and your last name or
I will not open the e-mail.

TEXT:

Krebs, J. R., and N. B. Davies
2000 An Introduction to Behavioural Ecology. Third Edition.
Blackwell Science.

Readings on Reserve, Library: Electronic

A Helpful Resource: www.hbes.com -- especially "Intro to the Field"

NOTE: BUY YOUR BOOKS WITHIN THE FIRST WEEK OF THE SEMESTER TO INSURE AVAILABILITY. IT IS YOUR RESPONSIBILITY TO ACQUIRE YOUR BOOKS. IF THE BOOKSTORE IS OUT OF STOCK, YOU MAY 1) ORDER YOUR BOOKS FROM THE BOOKSTORE, OR 2) TRY www.amazon.com.

Course Purpose:

This is a cultural elective course within Anthropology designed for upper division majors and non-majors. The purpose of this course is to expose students to models of behavioral ecology and the role of scientific theory, natural selection, environment, and quantitative analysis for understanding variation in human behavior both within as well as between cultures.

Course Description:

This course is 1) an introduction to the theories, methods, and models used by behavioral ecologists for understanding animal behavior, and 2) an in-depth examination of how these models have been applied to the study of human behavior. This course involves extensive, intensive, and comprehensive reading analyzing and critiquing peer-reviewed articles and synthesizing material to develop your own research proposal. The course will become easier and more fun each week as these newly acquired skills become second nature.

Learning Outcomes:

Upon completion of this course, students will be able to:

- appreciate the role of scientific theory in developing hypotheses
- comprehend how natural selection shapes the basis of behavior including human behavior & culture
- comprehend how the environment shapes variation in behavior including human behavior & culture
- understand models used in behavioral ecology
- recognize how quantitative analysis is used as a method for explaining behavior
- analyze and critique peer-reviewed journal articles
- synthesize theory and methods in developing a research question
- develop a comprehensive research proposal suitable for future research

Methods for assessing the expected learning outcome:

The expected learning outcomes for this course will be assessed through:

- homework on comprehending material in each chapter of the book
- annotated bibliography on each peer-reviewed article
- lead discussion on analyzing and critiquing a peer-reviewed article
- contribute to the discussion on analyzing and critiquing a peer-reviewed article
- develop a comprehensive research project using theory and models of behavioral ecology
- class Exit evaluations

WORKLOAD & GRADING POLICIES

This is a seminar course, and as such, heavy emphasis is placed on student involvement. Late assignments will not be accepted. The class is held on Monday and Wednesday. Most Mondays will have a lecture and ALL Wednesdays will be a discussion of the articles.

Class Attendance:

Class attendance is expected. Students are allowed two (2) Monday absences without penalty and one (1) Wednesday absence without penalty. After that, your grade will be lowered proportionally. Additionally, BE AWARE missing class means you will miss participation points and miss turning in your assignment on time. THEREFORE, your grade IS dependent on attending class.

Homework:

20%

NO LATE homework will be accepted. Your low score is dropped. You miss an assignment – that is your low score!!! Each Monday you will be required to answer and turn in two (2) questions (of your choice) from the end of each chapter. We will read 12 chapters. You will be graded on 11 homework assignments.

Annotated Bibliography:

20%

An annotated bibliography of each article is expected. They are due each Wednesday. No exceptions.

Presentations of Readings:

20%

I will regularly make individualized reading assignments, which students are expected to present to their classmates. Each individual/team will present X times depending on the number of students in the class.

Daily Participation:

20%

Class attendance is expected, but attendance does not constitute participation. Each student IS expected to READ all assigned materials (in advance) and contribute to each day's discussion. I reserve the right to make additional assignments (e.g., reading summaries, reaction papers, etc.) to insure (or verify) student preparation.

Course Paper & Presentation (A proposal):

20%

In all, the proposal should be 6+ pages (typed in a professional format), and with references sufficient to be considered 400 level work. During the final week of class, all students will make in-class presentations of their course paper to serve as the basis for class discussion. These summaries should take about 10-15 minutes with an additional 5 minutes for questions and discussion.

COURSE OUTLINE

| WEEK | DISCUSSION, TOPIC & ASSIGNED READINGS |
|------------------------------|---|
| WEEK 1. M - Jan 7 | INTRODUCTION Hand-out Article 1 & 2 Hand-out Chapter 1, if needed. |
| W – Jan 9 | Chapter 1. Natural Selection, Ecology, Behaviour Due: Hand-in the written answers to 2 of the questions at the end of chapter 1. |
| WEEK 2. M - Jan 14 | READ and be PREPARED to discuss: #2. Winterhalder, B. & E. A. Smith (2000) Analyzing Adaptive Strategies: Human Behavioral Ecology at Twenty-Five. Due: Annotated Bibliography for the above article. |
| W – Jan 16 | Chapter 2. Testing Hypotheses Due: Hand-in the written answers to 2 of the questions at the end of chapter 2. |
| WEEK 3. M - Jan 21 | NO CLASS – MLK Day |
| W – Jan 23 | READ and be PREPARED to discuss: #3. Kaplan, H., and K. Hill (1985) Food Sharing Among the Ache Foragers: Tests of Explanatory Hypotheses. <i>Current Anthropology</i> 26 (2) 223-240. #4. Hoier, Sabine (2002) Father Absence and Age at Menarche: A Test of Four Evolutionary Models. <i>Human Nature</i> 14(3):209-233. #5. Hames, R., & C. McCabe (2007) Meat Sharing Among the Ye'kwara. <i>Human Nature</i> 18(1):1-21. Due: Annotated Bibliography for each article. |

WEEK 4.

M – Jan 28

Chapter 3. Economic Decisions.

Due: Hand-in the written answers to 2 of the questions at the end of chapter 3.

W – Jan 30

READ and be PREPARED to discuss:

#6. Hawkes, K., J. F. O’Connell, K. Hill, and E.L. Charnov (1985) How Much Is Enough? Hunters and Limited Needs. *Ethology and Sociobiology* 6: 3-15.

#7. Zeanah, D. W. (2004) Sexual division of Labour and central place foraging. *J. of Anthropological Archaeology*.

#8. Cordain, L. et al. (2002) The paradoxical nature of hunter-gatherer diets: meat-based, yet non-atherogenic. *European Journal of Clinical Nutrition* 56(1): S42-S52.

Due: Annotated Bibliography for each article.

WEEK 5.

M – Feb 4

Chapter 5. Competing for Resources.

Due: Hand-in the written answers to 2 of the questions at the end of chapter 5.

W - Feb 6

READ and be PREPARED to discuss:

#9. Cashdan, E. (1983) Territoriality Among Human Foragers: Ecological Models and an Application to Four Bushman Groups. *IN Current Anthropology* 24 (1) 47-66.

#10. Aureli, F. et al. (2006) Raiding Partners of Male Spider Monkeys. *AJPA* 131:486-492.

Due: Annotated Bibliography for each article.

WEEK 6.

M - Feb. 11

Chapter 6. Living in Groups.

Due: Hand-in the written answers to 2 of the questions at the end of chapter 6.

W - Feb 13

READ and be PREPARED to discuss:

#11. Boesch, C. (1997) Social Grouping in Tai Chimpanzees. *IN* W.C. McGraw, L.F. Marchant, and T. Nishida (Ed.), Great Ape Societies (p. 101-113). Cambridge: University Press.

- #12. Hill, R.A., & R.I.M. Dunbar (2003) Social Network Size in Humans. *Human Nature* 14(1):53-72.
- #13. Alencar, A. et al. (2008) Does Group Size Matter? Cheating and Cooperation in Brazilian School Children. *EHB* 29:42-48.

Due: Annotated Bibliography for each article.

WEEK 7.
M - Feb 18

Chapter 7. Fighting & Assessment.

Due: Hand-in the written answers to 2 of the questions at the end of chapter 7.

W - Feb 20

READ and be PREPARED to discuss:

- #14. Dawkins, Richard. (1989) Nice Guys Finish First. IN *The Selfish Gene*. Oxford University Press.
- #15. Ruttan L.M., and M.B. Mulder (1999) Are East African Pastoralists Truly Conservationists? *Current Anthropology* 40 (5) 621-651.
- #16. Efferson, C. et al. (2008). Conformists and mavericks. *HBE* 29:56-64.

Due: Annotated Bibliography for each article.

WEEK 8.

M - Feb 25

Chapter 8. Sexual Selection.

Due: Hand-in the written answers to 2 of the questions at the end of chapter 8.

W - Feb 27

READ and be PREPARED to discuss:

- #17. Buss, D.M., and D.P. Schmitt (1993) Sexual Strategies Theory: An Evolutionary Perspective on Human Mating. *Psychological Review* 100 (2) 204-232.
- #18. Badahdah, A. M., & K. A. Tiemann (2005) Mate selection criteria among Muslims living in America. *Evolution and human behavior* 26(5):432-440.
- #19. Apostolaus, M. (2007) Sexual selection under parental choice. *Evolution and Human Behavior* 28:403-409.

Due: Annotated Bibliography for each article.

WEEK 9.

M - March 3

Chapter 9. Parental Care & Mating Systems.

Due: Hand-in the written answers to 2 of the questions at the end of chapter 9.

W - March 5

READ and be PREPARED to discuss:

#20. Heath, K. & C. Hadley (1998). Dichotomous male reproductive strategies. *Current Anthropology*.

#21. Buchan, J. et al. (2003) True parental care in a multi-male primate society. *Nature* 179-181.

Due: Annotated Bibliography for the above article.

Due: PROPOSAL PROSPECTUS

WEEK 10

MARCH 10&12

NO CLASS: SPRING BREAK

WEEK 11.

M - March 17

Chapter 10. Alternative Breeding Systems.

Due: Hand-in the written answers to 2 of the questions at the end of chapter 10.

W - March 19

READ and be PREPARED to discuss:

#22. Gottschall, J.A. & T.A. Gottschall (2003) Are per-incident rape-pregnancy rates higher than per-incident consensual pregnancy rates? *Human Nature* 14(1):1-20.

#23. Deady, D. K. et al. (2006) Is Priesthood an Adaptive Strategy? *Human Nature* 17(4):393-404.

Due: Annotated Bibliography for the above article.

WEEK 12.

M - March 24

Chapter 11. Selfishness & Altruism (Kin Selection)

Due: Hand-in the written answers to 2 of the questions at the end of chapter 11.

W - March 26

READ and be PREPARED to discuss:

#24. Hawkes, K., J.F. O'Connell, N.G.B. Jones. H. Alvarez, and E.L. Charvov (2000) The Grandmother Hypothesis and Human Evolution. IN L. Cronk, N. Changnon, and W. Irons (Ed.), Adaptation and Human Behavior: An

Anthropological Perspective (p. 237-258). New York:
Aldine De Gruyter.

- #25. Stewart-Williams, S. (2007). Altruism among kin versus non-kin: effects of cost of helping and reciprocal exchange. *Evolution and Human Behavior* 28:193-198.

Due: Annotated Bibliography for each article.

WEEK 13.
M - March 31

Chapter 14. The Design of Signals

Due: Hand-in the written answers to 2 of the questions at the end of chapter 14.

W - April 2

READ and be PREPARED to discuss:

- #26. Gurven, M., W. Allen-Arave, K. Hill, and M. Hurtado (2000) "It's a Wonderful Life": Signaling Generosity Among the Ache of Paraguay. *IN Evolution and Human Behavior* 21: 263-282.

Due: Annotated Bibliography for the above article.

WEEK 14.
M - April 7

Chapter 12. Cooperation.

Due: Hand-in the written answers to 2 of the questions at the end of chapter 12.

Chapter 15. Conclusion.

Embodied Capital & In-Group Selection

READ and be PREPARED to discuss:

- #27. Shinada, M., T. Yamagishi, & Y. Ohmura (2005) False friends are worse than bitter enemies: "Altruistic" Punishment of in-group members.

Due: Annotated Bibliography for the above article.

Due: Exchange Drafts of Proposals.

W - April 9

In Class Trial Run and proposal feedback.

WEEK 15.

M - Apr. 14

RESEARCH

Research Day Assistance

W - April 16

In Class: Individual group meetings and proposal refinement.

WEEK 16**M - APR. 21****PRESENTATIONS**

Groups to present

W - April 23

Groups to present

WEEK 17**M - April 28****Final PROPOSAL DUE in HH-003 no later than 4:00pm.**

Q = What is the best way to study for this class?

- 1) Read the chapter and answer the questions BEFORE you read the articles: SO, do this between Thursday and Saturday evening! Even though you are in teams, the articles will not make any sense unless each and every one of you read (READ) the chapter. You can turn in your answers individually or as a team. On the top of the paper put the name(s) of the responsible person(s) of the answers. Put the correct chapter number and title then skip a line and type out the first question followed by the answer. Ditto for the second question and answer. The end of each chapter has 2-5 questions. Answer any two, but be thorough. For most, each homework assignment should only take one-page single-spaced.
- 2) Quickly read the articles and sloppily write an annotated bibliography between Saturday night and Monday before class.
- 3) Monday – pay attention to class lecture!! You may learn something that will help you on the annotated bibliographies and help you to present or discuss the articles the following Wednesday.
- 4) Read the articles again and refine your annotated bibliographies (these are individual for each student) to be turned in Wednesday at the end of class.

Q = What is an annotated bibliography?

In short, an annotated bibliography is just the abstract of the article. But it should be much more than that. You should make an annotated bibliography of every article you read in your field and all articles you read in graduate school. At the end of X-number of years, you will be expected to (a) write a senior, masters, or Ph.D. thesis, and (b) take qualifying exams. You don't have the time or energy to re-read everything, so an annotated bibliography (in the old days, hand written on a 5X7 card) should tell you, the reader, everything you need to recall about the article including your opinions. And, as you read other articles relevant to "Article A", you may want to go back and add info to the original "Article A" annotated bibliography. No two annotated bibliographies will look alike and parts will make sense only to you. Always start the annotated

bibliography with a complete reference. I still have a box of my 5X7 cards and I still continue this practice. It's a lifesaver. I have included some examples attached to this syllabus.

Q = What is a prospectus?

THE ABSTRACT, OR PROSPECTUS

A prospectus, required of all students, is designed to insure an early approach to developing a paper topic appropriate to the course and the students' interests and talents. The prospectus is due **WEDNESDAY MARCH 5th**. The early deadline will, I hope, prompt you to give thoughtful consideration to your paper well in advance of the final, chaotic weeks of the semester.

THE PROSPECTUS SHOULD INCLUDE:

1. A descriptive title
2. A description of what you hope to do in your paper (subject reviewed, hypothesis tested, etc).
3. Three to 10, or so, references which you have so far found to be useful; they need not be used in the final paper.

I will read your prospectus and offer suggestions, if necessary, for improvement of your paper. You may find that initial impetus for your paper in "popular" magazines such as Time, U.S. News and World Report, The Web, etc., but these are never sufficient resources for the final paper.

Finding a manageable topic is the most difficult part, either in avoiding too broad, or too narrow, a topic. This requires particular care. The topic and its relative breadth may be chosen in consultation with your instructor(s) before submitting the prospectus. Topics chosen should be manageable in at least three ways:

1. Research or library facilities are available.
2. Topics should be of interest to the student, or coincide with the student's major.
3. Time limitations (a 15-week semester) should be recognized.

I have included a sample prospectus on the following page to give you some notion of how you might prepare your own prospectus.

SAMPLE PROPOSAL PROSPECTUS

DATE

AN INVESTIGATION OF CHANGING REPRODUCTION PATTERNS IN AMERICAN WOMEN: THE AGE SHIFT EFFECT

By
One Anne Only & Able Ann Willing

During the past 25 years there has been an age shift in reproductive patterns, such that American women who choose to begin careers as Young Urban Professionals (YUPpies) defer childbearing, or the decision to bear children, until after age 30. Those who do choose to become Pregnant Urban Professionals (PUPpies) will then bear children an average of 10 to 15 years later than anticipated (Wormwood and Screwtape 1994). What effect will this have on pregnancy outcome? There are four main components to this question:

1. Which women choose to bear children late?
2. Does deferral of the decision reduce the chance of bearing a child?
3. Does late pregnancy confer health risks to the PUPpy?
4. Does late pregnancy confer any health risks to the child?
5. Do women actually gain "professionally" by bearing children later in life rather than earlier?

Our proposal will include an introduction setting up the question and the hypotheses to be tested, followed by a literature review of previous studies relevant to the subject, and finally a description of the study population and the methods I will use to address the research question.

BIBLIOGRAPHY

Cooper, D.B., and X.Y. Zedd

2002 The probability of late pregnancy in multifarious women. In *Fertility and Sterility* 18:4-10.

Gould, A.K., B. Frankinsense, and B.O. Muir

1984 Material mortality by age in American ethnic groups. An increase expected? In *American Journal of Epidemiology* 17:111-117.

Marbles, M., and H. Poarow

1999 An investigation of self-selection for late pregnancy among Scottish women: When Roamin' in the Gloamin'? In *Population Studies* 22:44-66.

Wincoln, A.B., C.D. Blincoln, and E.F. Nodd

1995 Increased risk of chromosomal damage in deferred pregnancies? IN *European Journal of Obstetrics and Gynecology* 66:212-228.

Wormwood, D., and P. Screwtape

1994 The probability of later pregnancy among married and unmarried young urban professionals. In *Social Biology* 22:1-24.

Q = What is a proposal?

Just that, it is a written statement about what you propose to do your senior thesis on. It is a rough draft of your first three chapters of your thesis (in most cases and depending on your thesis) along with a healthy bibliography (for this class, 10+ references)

Chapter 1: Introduction: Statement of the problem and the question you research in your thesis.

Chapter 2: Previous work, Background Literature etc... This will usually be written in chronological order of previous research. This chapter will usually end with (a) restating the problem and how your research will address the problem, and/or (b) stating your hypotheses and predictions stimulated by the previous research.

Chapter 3: Methods and Study Population: This chapter states HOW you are going to get data for your research, Census Data, Experimental, Participant observation, Surveys, focal scans, computer simulation etc... Who your study population is and how you will do the research. MOST of the above articles are set-up this way. For a good example see WEEK 3 articles by Kaplin & Hill and Hoier - - from the first page through the method section is an excellent example.

Bibliography

I have attached a sheet titled "PROPOSALS", what you may expect for a Masters Thesis. This may help give you some ideas.

Q = What do you mean by a rough draft?

For purposes of this class, your proposal need not be written out in formal prose as a completed, professional proposal would be. You may use lots of subheadings such as:

The Problem:

The Proposed Research:

The Hypotheses:

The Study Population

The Methods

Etc....

However, the background research should be thought out, referenced, and flow in a way that sets up your research question. **INCLUDE** a bibliography.

The strongest part of your proposal should be how well you orally argue your research and respond to questions.

PROPOSAL TIMETABLE:

1. .DUE March 5th. Prospectus, with descriptive title, abstract of proposed work, and short bibliography.
2. Monday April 7th. Exchange copies of rough drafts with fellow students.
3. Wednesday April 9th. In Class Trial run and fellow assessment. Students will get in groups and discuss and critique each others proposals. This will give you a chance to improve your proposal before you present.
4. April 14th. NO CLASS, Research Day.
5. April 16th. Individual group meetings with professor.
6. April 21th, 23th. Formal class presentations of proposals.
7. Final Proposal due no later Monday April 28th.

Q = How do I prepare to present an article?

DO NOT paraphrase an article. I have probably read it several times and the students have read it twice (RIGHT!). So we know what the article is about. Rather, you should focus on an analysis and critique of the article (see below).

Q = How do I go about analyzing and critiquing an article?

I have attached a “Research Study Evaluation Checklist” as a helpful guideline. Everything you write, analyze, and critique professionally should take into account these 19 points. However, for this class, you would be nuts to follow it step by step – it would take all day per article. However, it is a great guide for helping you to identify the strengths and weaknesses in an article (as well as your own writing).

Do not just ask questions of the presenter. Instead open up a discussion: In a discussion, there is no right or wrong answer, so get over being nervous and worrying about what people will think. After the presenter has finished, jump into the discussion along the lines of:

“What jumped out at me as I was reading the article was”

“One thing that concerned me about the methods is....”

“I was wondering if the research could be studied using a different study population or method such as”

“I also noticed that the research addressed”

Before we are finished with our discussion of the article, we should all be able to add:

What great insights has this research given us?

What further research has been stimulated by this research?

If we had unlimited time and money, where would we go from here?

The more you do this – the easier and easier it will become. After a year of graduate school, you will be able to read, analyze, critique and be ready to present most articles in an hour.

REMEMBER – I do not expect you to know how to do this – I **EXPECT** you to **IMPROVE** through the semester and be pretty-darn-good at this by the last paper.

APPENDIX C

TO: Whom It May Concern
FROM: Kathleen M. Heath, Anthropology
RE: Student Outcomes Assessment
DATE: November 28, 2001

THE ANTHROPOLOGY PROGRAM
at
Indiana State University

STUDENT ASSESSMENT PLAN

This document is an outline for the Student Outcomes Assessment Mandate at Indiana State University for the Anthropology Program. This document includes:

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| The Mission Statement of the Anthropology Program | 2 |
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THE ANTHROPOLOGY PROGRAM
in
The Department of Geography, Geology, and Anthropology
at
Indiana State University

MISSION STATEMENT

The mission of the Anthropology Program at Indiana State University (ISU) is to provide students with a broad education in the biological, environmental, and social sciences. This comprehensive array of knowledge provides students with a unique mixture of tools suitable for analytical skills, problem solving techniques, and critical thinking necessary for professional careers or graduate school. Upon completion of the Anthropology Program at ISU, students' lives will be enriched through a greater understanding and appreciation for the human experience both past and present.

Anthropology takes an integrated approach to the study of human diversity. To understand human diversity, anthropologists study the behavior, ecology, languages, and biology of peoples past and present. The scope of anthropology is very broad. For example, anthropologists' work encompasses the study of human evolution in Africa, development of educational exhibits for museums, lending their specialized training to the Peace Corps, conducting forensic investigations on human remains, working in international journalism, and applied work in the realm of Public Health and Public and Private policy development. Currently, the discipline of anthropology is further expanding into mainstream and corporate fields such as cross-cultural market research, cultural diversity training, and facilitating bi-lingual programs in primary and secondary educational systems.

The Anthropology Program at Indiana State University emphasizes student training in behavioral ecology, archaeology, and human biology. The Anthropology faculty at ISU offer course work and specialize in the following: (a) Cultural Anthropology: behavioral ecology, life history strategies, sex & gender, collective action problems, and social organization; (b) Biological Anthropology: hominid evolution, human biology & genetics, forensics. And medical anthropology; and (c) Archaeology: Prehistoric North America, Mid-western archaeology, geomorphology, hunter-gatherers, and Cultural Resource Management training.

The Anthropology Program at ISU offers a unique experience for undergraduate students that enrich their personal lives and prepare them for life after college. There are many benefits for anthropology majors at Indiana State University. For example, class sizes are small, usually, less than 25 students, which enhances the learning experience. Outside of the classroom, students have the opportunity to participate in their professors' research projects and are encouraged to develop their own research projects. Students have the opportunity to complete a Senior Thesis tailored to their future goals. To date, several

anthropology students have been successful in presenting and publishing their research projects. In addition, students can participate in fieldwork projects prehistoric & historic archaeology and gain laboratory experience in epidemiology (health & disease), historical demography, and artifact & human skeletal analyses. Moreover, students can gain experience and job opportunities in Cultural Resource Management. Finally, students can participate in an active and exciting Anthropology Club, featuring up to six field trips per year. We hope our students enjoy their educational experience in, and their lives enriched by the Anthropology Program at Indiana State University.

THE INTENDED STUDENT OUTCOMES

The Student Outcomes Assessments will measure (a) the knowledge students' gained from basic anthropological principles of cultural, physical, and archaeological facts, (b) how the program enriched their personal and professional lives of the students, and (c) how the program prepared the students' to think and respond analytically and critically to issues regarding human diversity in the past or present. As our Mission Statement declared, our intentions are to educate students as to the biological, cultural, and archaeological diversity of human lifeways through time and space, to enrich their lives through the understanding of human diversity, and to prepare them for graduate school or professional careers involving analytical and critical thinking.

ASSESSMENT TOOLS AND METHODS

The tools used to measure students' outcomes assessments are developed by the faculty of the Anthropology Program according to our Mission Statement presented above and includes (a) a quantitative measure of basic knowledge in anthropology, a qualitative assessment statement of students' expectations of the program, and a qualitative statement of analytical and critical thinking skills. In addition, survey forms will be developed for Alumni and Employer responses regarding post graduation from Indiana State University.

The methods of application used will be to assess the baseline responses of entering students against those of graduating students from the Program of Anthropology at Indiana State University as well as follow up surveys to Alumni and Employers graduating from the Program of Anthropology. The quantitative, qualitative enrichment, and qualitative analytical and critical assessment will be given to each student entering the Anthropology Program and given to each student graduating from the program. Follow-up surveys will be mailed to Alumni and their employers' two-year post graduation from Indiana State University.

TIMEFRAME FOR IMPLIMENTATION

A pilot study could begin with students entering and graduating Spring 2001 .Although graduating students completing the graduating outcomes assessments would not have a comparison with their entering scores, the data collected could be used for evaluation of the five-year plan.

Alumni and Employers Surveys could be mailed out in the Spring of 2004 to students graduating in 2002.

ANALYSIS OF RESULTS

A statistical package, such as SPSS, will be used to develop a program for the students' outcomes assessment. The student will be recorded as a code, with entering and graduating assessment scores entered as follows:

The Quantitative Assessment:

The students' quantitative assessment is sub-divided into 20 questions each from cultural, biological, and archaeological sub-fields of anthropology resulting in a total of 60 questions. A score of correct answers will be collected, as well as a score of correct answers from each sub-field, and recorded for student X.

For the five-year plan, a summary of all quantitative assessments for entering and graduating students will also include the frequency of each question answered correctly or incorrectly. In addition, a statistical comparison will be made between the entering and graduating student's qualitative assessment performance.

The Qualitative Enrichment Assessment:

The students' qualitative enrichment assessment will be read by each faculty member and scored from 1-5 (with five the highest score) as follows: spelling, grammar, content, context, composition, and expression of personal expectation/growth of an understanding of human diversity. The entering and graduating enrichment statement for student X will be compared by each faculty member and given an improvement score from 1-5 (with five the highest score).

The Qualitative Analytical & Critical Assessment:

The students' qualitative analytical & critical assessment will be read by each faculty member and scored from 1-5 (with five the highest score) as follows: spelling, grammar,

opening statement, analyzing the problem, critical thinking in regards to presenting a balanced argument, and closing statement. The entering and graduating analytical & critical statement for student X will be compared by each faculty member and given an improvement score from 1-5 (with five the highest score).

Alumni & Employers Surveys:

The analysis of results for the Alumni and Employers Surveys, post-two year graduation, will be presented upon completion of the survey designs and will be used for the five-year plan review.

PROGRAM FOR IMPROVEMENT

The Student Outcomes Assessment Profiles will be kept in a locked file cabinet in the Anthropology Records Room. At the beginning of each Fall Semester, the quantitative and qualitative results of the students' response will be summarized and distributed to each faculty member for review. This review process will inform the faculty about the strengths and weaknesses of the program in the following areas:

- 1) The entering students' quantitative measure of knowledge will provide the faculty with a baseline for student awareness of the principles of anthropology.
- 2) The entering student's qualitative enrichment statement will provide the faculty with a guideline about the students' personal expectations regarding human diversity and anthropology as well as his or her ability to express himself or herself in writing.
- 3) The entering students' qualitative analytical & critical statement will provide the faculty with a baseline for the students' ability to analyze, critique, and present an argument regarding a human diversity dilemma problem.
- 4) The graduating students' quantitative measure of knowledge will provide the faculty with a comparative assessment, relative to the baseline assessment, of the students' fluency regarding the principles of anthropology. The difference between the entering and graduating student should be statistically significant.
- 5) The graduating students' qualitative enrichment statement will provide the faculty with the student's personal growth and understanding of human diversity by completing the Anthropology Program, as well as his or her ability to express himself or herself in writing. The difference between the entering and graduating student should be statistically significant.

- 6) The graduating students' qualitative analytical & critical statement will provide the faculty with the students' ability to analyze, critique, and present an argument regarding a human diversity dilemma problem. The difference between the entering and graduating student should be statistically significant.

At the end of five years, all student outcomes assessment data (quantitative, qualitative, and surveys) will be summarized and reviewed by the faculty to find the strengths and weaknesses in the Anthropology Program and adjust the program and/or the outcomes assessment procedures as needed for the next five years.

NAME: _____

DATE: _____

ANTHROPOLOGY PROGRAM

PART I: QUANTITATIVE STUDENT ASSESSMENT

1. Primatology is considered a specialty within bioanthropology because:
 - a. Primates are closely related to humans
 - b. Humans evolved from primates
 - c. Primates live in some of the same environments as humans
 - d. Humans are primates

2. The long strands of genetic material found in the nucleus of the cell are called:
 - a. Genes
 - b. Proteins
 - c. Loci
 - d. Chromosomes

3. Heterozygous means:
 - a. Having the same alleles in a pair
 - b. Producing two identical zygotes at fertilization
 - c. Having two different alleles in a pair
 - d. Becoming pregnant with fraternal twins

4. The physical feature that is the result of the genetic code is called:
 - a. Genotype
 - b. Phenotype
 - c. Trait
 - d. Protein

5. Recessive alleles:
 - a. Are less common
 - b. Are usually harmful
 - c. Are hidden in the phenotype unless homozygous
 - d. Will eventually disappear in a species

6. A mutation is:
 - a. A deformed organism
 - b. A new gene that is poorly adapted
 - c. An organism that becomes abnormal as a result of radiation and the like
 - d. Any error in the genetic code

7. Members of the same species:
 - a. All look the same
 - b. All have exactly the same adaptations
 - c. Can interbreed and produce fertile offspring
 - d. All have identical alleles

8. The model called punctuated equilibrium maintains that:
 - a. Evolution will someday stop
 - b. Evolution is gradual and slow, but steady over time
 - c. Evolution moves slowly and then is quickly interrupted by the evolution of new species
 - d. Evolution recognizes "slight variations" that are good for the individual

9. An important result of the evolution of sexual reproduction was that:
 - a. Reproduction became more pleasurable
 - b. The mutation rate was decreased
 - c. Genetic variation was increased
 - d. Organisms became suddenly multicellular

10. The dominant sense of the primates is:
 - a. Smell
 - b. Vision
 - c. Hearing
 - d. Taste

11. Primates have a long period of dependency after birth because:
 - a. They are larger than most animals
 - b. They are less well-adapted
 - c. They develop slowly
 - d. They have more to learn than most animals in order to survive

12. Humans are considered:
 - a. Old World primates
 - b. New World primates
 - c. Prosimians
 - d. Apes

13. A behavior that benefits others but may be detrimental to you is known as:
 - a. Charity
 - b. Altruism
 - c. Inclusive fitness
 - d. Sociobiology

14. We can usually tell the sex of a human skeleton because humans exhibit:
- Different reproductive roles
 - Sexual dimorphism
 - Bisexuality
 - Gender identities
15. The teeth of a human readily indicate that we have which dietary behavior?
- Herbivore
 - Carnivore
 - Omnivore
 - Frugivore
16. The earliest primate like fossils date to about:
- 65 mya
 - 55 mya
 - 5 mya
 - 1 mya
17. Forensic anthropology is:
- The anthropological study of legal systems
 - The application of human osteology to legal matters
 - The use of anthropological data by debating clubs and societies
 - Performing autopsies on recently deceased humans to determine cause of death
18. What is position among biologists, in general, with regard to the concept of subspecies or races?
- All species except humans have subspecific divisions
 - All species, including humans, have subspecific divisions
 - Few in any species have divisions that are valid biological subspecies
 - "Subspecies" is not a valid concept because it can lead to racism
19. Which of the following traits is associated with human males in comparison to females?
- Greater proportion of body fat
 - Faster maturation rate at all stages of life
 - Relatively larger hearts and lungs
 - Less susceptibility to disease
20. Infectious disease increased in impact when:
- Hominids first evolved
 - Hominids first migrated out of Africa
 - The Industrial Revolution began
 - Animal and plant domestication began

21. Archeology deals directly with what type of cultural phenomena:
 - a. material culture
 - b. belief systems
 - c. social organization

22. How do archaeologists know how deep to dig?
 - a. they dig until no more artifacts are found
 - b. artifacts are usually only a few feet below the surface
 - c. the geology of the area indicates how deep to dig

23. Archaeology is a science because it:
 - a. collects data rigorously
 - b. tests hypotheses with observable data
 - c. deals with unobservable phenomena

24. Context is a critical concept in archaeology; which of the following is the best definition of context as used by archaeologists:
 - a. the spatial association in a site of artifacts, features and ecofacts
 - b. the interpretation of the meaning of artifacts recovered
 - c. the analysis of artifacts
 - d. none of the above

25. Which one of the following is the first step in conducting archaeological field work:
 - a. collecting artifacts from the surface of a site
 - b. site survey
 - c. laying out a grid system

26. Which of the following dating techniques is not an absolute technique:
 - a. seriation
 - b. radiocarbon dating
 - c. dendrochronology
 - d. potassium-argon

27. The earliest hominid for which there is conclusive evidence that stone tools were manufactured and used is:
 - a. Homo habilis
 - b. Homo erectus
 - c. Australopithecus
 - d. none of the above

28. Which of the following best describes an archeological site:
 - a. a place where Indians lived
 - b. a spatial cluster of artifacts, features and/or ecofacts
 - c. location of a temple mound

29. The Oldowan stone tool industry is typified by:
- pebble tools and flakes
 - hand axes
 - spear points
 - all of the above
30. What fossil hominid is associated with the Acheulean culture?
- Homo habilis
 - Homo sapiens
 - Homo erectus
 - a & c
31. The model most favored by paleoanthropologists to explain H. habilis bone/artifact scatters is:
- hunting-gathering base camps
 - places where stone tools were cached
 - places where small animals were brought to butcher and large animals were scavenged
 - b & c
32. What significant modern-human behavior is associated with Neanderthal?
- first cave art
 - first use of fire
 - first purposeful burial of the dead
 - all of the above
33. Most of the Clovis sites that have been found in the western U.S. are:
- village sites
 - mound sites
 - kill sites
 - none of the above
34. Clovis occupations in the western U.S. date to (in radiocarbon years):
- 11,500-11,000 BP
 - 27,000-30,000 BP
 - 4000-5000 BP
 - none of the above
35. Which of the three groups listed below entered the New World from Asia last:
- Paleoindian
 - Aleut-Eskimo
 - Na Dene
 - none of the above

36. Which of the following characteristics help define the Neolithic:
- farming
 - pottery
 - woven textiles
 - all of the above
37. Which of the following is the most important factor in the rise of complex society:
- monumental architecture
 - development of writing systems
 - high population densities
 - all of the above
38. Which of the following factors would have “pushed” hunter-gatherers into becoming farmers:
- needed to produce more food
 - would not need to work as hard
 - their overall health would be improved
 - a & b
39. Neolithic gardens in which plants were grown provided what type of artificial niche:
- one in which competition with other plants was reduced
 - a less predictable habitat
 - a niche with greater soil fertility
 - a & c
40. Ceramic temper is defined as:
- clay-like particles
 - any non-plastic inclusion
 - mixture of clay and rock
 - none of the above
41. The feature that most distinguishes anthropology from related fields like psychology or sociology is that anthropology
- is interested in “primitive” peoples while these other fields are not.
 - is broader in scope.
 - is more interested in ritual.
 - existed long before these other fields.
 - Is generally not interested in humans in our own society.

42. The attitude of cultural relativism
- is discouraged by most anthropologists today.
 - is problematic in that it encourages the continuation of maladapted traits that would normally disappear.
 - Is held by most people in the world today.
 - Is impeded by the myth of the “noble savage”.
 - All of the above.
43. Ethnocentrism
- prevents confusion in distinguishing one culture from another.
 - is necessary so that scientist can compare different cultures in light of a common base.
 - Makes a person well-suited for anthropological fieldwork.
 - Prevents creative insights into one’s own customs.
 - Answers a, b, and c are correct.
44. A complex system of language
- has existed in every human society ever discovered.
 - probably originated in a few societies 20,000 years ago.
 - Probably originated at about the same time as agriculture.
 - Does not exist among many of the world’s primitive societies.
 - Both b and d.
45. In contrast to the early evolutionists, Boas thought that
- people were basically univertive and unimaginative.
 - researchers should concentrate more on theory rather than waste their time gathering trivial facts.
 - it was premature to try to formulate universal laws about human cultures until we had better data.
 - Humans did not evolve.
 - It was worthwhile to speculate about a group’s past, even if we had little information about this time period.
46. Participant observation refers to
- the use of a laboratory to standardize measurements.
 - the observation of how people interact in carefully contrived situations.
 - The employment of natives to gather information.
 - The practice of immersing oneself in the language and customs of a society.
 - The dependence of key informants to gather information about a society.

47. In contrast to cultural ecologists, evolutionary ecologists
- place more emphasis on genes.
 - emphasize that natural selection operates on the genes
 - do not accept that group selection operates.
 - All of the above.
 - None of the above distinguishes behavioral ecologists from cultural ecologists.
48. The Human Relations Area Files (HRAF)
- consists of pre-coded information on societies from around the world.
 - exists in some 300 universities and museums around the world.
 - Is an ever-growing collection of original ethnographic books and articles that have been indexed to make them easier to consult.
 - Both a and c are correct.
49. The subsistence technology that characterized most of human history was
- Irrigation agriculture.
 - Horticulture.
 - Pastoralism.
 - Food collecting.
 - Slash and burn.
50. Which of the following would be considered part of a society's economic system?
- The customs specifying how people gain access to natural resources.
 - The customary ways of transforming resources, through labor, into goods.
 - The customary ways of distributing and exchanging goods.
 - All of the above.
 - Both a and c are correct.
51. Which of the following usually enjoy greater prestige in virtually all societies?
- Older people more than children.
 - Skilled people more than unskilled.
 - Men more than women.
 - All of the above.
 - Both a and c are correct.

52. When anthropologists say that marriage is found in all societies, they mean that
- men and women everywhere sets up their own homes, mostly separate from their kin, where they raise children.
 - men and women everywhere go through a public ceremony where they are joined.
 - all cultures have rules specifying that marriage is the joining of one man and one woman to form a family.
 - there are socially approved sexual and economic unions between people in all cultures.
 - all of the above.
53. In contrast to tribes, chiefdoms have all of the following except
- some formal multi-community authority structure.
 - generally denser populations.
 - greater economic production.
 - more nomadic communities.
 - more permanent leaders.
54. Socialization refers to
- the type of formal education given to children in different cultures.
 - the methods different societies use to bring deviants back into line.
 - the learning of children by cultural standards of behavior.
 - the policy of creating social welfare to increase social equality.
 - the centralization of political power.
55. The belief in a dual existence for all things in both dreams and in normal life is called
- animatism
 - animism.
 - paganism.
 - polytheism.
 - bitheism.
56. Which of the following types of expressive behavior is NOT found in all societies?
- music.
 - body decoration.
 - tattoos.
 - visual arts.
 - None of these forms of art are found in all societies.

57. Anthropologists agree that
- all cultures undergo change.
 - change is a relatively recent phenomenon for most of the world's societies.
 - cultures at a simpler level of technology generally change faster than cultures with more complex technology.
 - many cultures have remained unchanged for millennia.
 - cultures change primarily because of diffusion.
58. Reviewers of the effects of new technologies on simpler cultures suggest that one common change is
- increased equality in opportunity.
 - increased social stratification.
 - an increase in workloads.
 - greater equality between men and women.
 - both a and d are correct.
59. One of the arguments to support the work of applied anthropologists is that
- anthropologists know little of why cultures vary, and so are better of working on practical issues than on theoretical issues that are unproductive.
 - cultural relativism demands that anthropologists remain as observers only.
 - non-applied anthropology is unlikely to provide much knowledge about other peoples.
 - only applied anthropologists can ethically use data from other cultures to answer questions about our own culture.
 - it is unethical not to participate in development projects that will be carried out in any case.
60. Usually the first decision anthropologists must make in approaching a development project is
- the best way to convince the target population to accept the change.
 - whether the proposed change will truly benefit the target population.
 - whether to live among the people being studied or among the technical staff designated to implement the change.
 - the most appropriate way to approach the target population.

PART II: QUALITATIVE STUDENT ENRICHMENT ASSESSMENT

Please fully answer the following essay.

Based on your educational experiences so far, how do you expect the study of anthropology to enrich your personal life? Your professional life?

**PART III: QUALITATIVE STUDENT ANALYTICAL AND CRITICAL
ASSESSMENT**

Please fully answer one (1) the following three (3) essays.

1. Based on your educational experiences so far, discuss how the concept “progress” can be used to evaluate today’s society with those of the past.

OR

2. Based on your educational experiences so far, discuss the following statement: increases in cultural complexity from hunter-gatherers to state level societies through time has resulted in cultures better adapted and less affected by environmental/climate change.

OR

3. Based on your educational experiences so far, discuss the following statement: You are a member of the United Federation for Cultural Exploration. Your prime directive is non-interference with other cultures. You encounter a society where females are denied all rights to function as individuals in the society and are sold as brides at the age of twelve by their male relatives. The tribal elders argue that this is mandated by their religion. Upon further investigation, you discover that this practice has only occurred for the last 200 years. Discuss.

Student Outcomes Assessment Plan Rubric Undergraduate Program

Department: Geography, Geology & Anthropology Major: Anthropology

The student outcomes
assessment plan

| | 3 Proficient | 2 Satisfactory | 1 Unsatis. | COMMENTS |
|--|-----------------|-------------------|---------------|--|
| 1. <u>clearly articulates</u> intended student outcomes/achievement | | X | | Knowledge in three broad areas, critical thinking skills. Several areas of study are listed for each area. It would be helpful to specify student learning goals in relation to those. |
| 2. outlines <u>appropriate assessment tools</u> that will lead to strong inferences on student achievement | | X | | Pre- and post-test of knowledge; essay on how anthropology study has or is expected to enrich student's life; essay assessing analytical ability. Quantitative test scores statistically analyzed. |
| 3. measures student achievement at <u>various stages</u> of the academic program | | X | | Beginning and finishing students assessed; surveys of alumni 2-year post graduation, and employers. |
| 4. demonstrates commitment to using assessment data to modify program | | X | | Student assessment profiles will be examined each fall by all faculty members. Plan calls for reviews and adjustments of program every 5 years. |

OVERALL ASSESSMENT (Jan. 2002)

 Developed Plan: The plan meets nearly all of the criteria in a proficient manner; remaining criteria are labeled as satisfactory; no criteria are labeled as unsatisfactory

 X **Emerging Plan:** The plan has a spread of criteria labeled across all three levels; on average, criteria appear to be clustered in the middle as satisfactory

 Undeveloped Plan: The plan has nearly all criteria labeled as unsatisfactory; remaining criteria are labeled as satisfactory

COMMENT: The plan is comprehensive and an excellent first step. Tests and essay questions for student have been prepared; surveys for alumni and employers will be developed. Although the 5-year interval for review is suitable for major program adjustments, having shorter-term assessment goals (built on the annual review of data) would help engage faculty in the process. One or two years may also be sufficient to evaluate the assessment methods themselves. The program's Mission Statement describes two attractive components of undergraduate education that deserve assessment: the Anthropology Club and student research opportunities with faculty. The expected benefits of these activities could be articulated as learning outcomes, and a survey instrument devised.



Indiana State
University

Dept. of Geography, Geology, and Anthropology

Anthropology Alumni Survey

Name _____ Graduation Year _____ Major _____

Street Address _____ Minor _____

City _____ State _____ Zip _____

Phone _____

Email _____

Why did you choose to be an anthropology major at ISU? _____

Which anthropology courses, activities, or events did you find most valuable? _____

In what ways did the anthropology program prepare you for graduate school or your current employment?

Which subdiscipline of anthropology did you focus on while at ISU (circle one or more):

cultural anthropology *archaeology* *biological anthropology*

After you graduated from ISU did you?

_____ Attend graduate school

_____ Enter job market

_____ Work then attend graduate school

Did you actively pursue graduate school (e.g., formally applied to three or more programs)? _____

Where did you attend graduate school? _____

What area of Anthropology or other discipline did you specialize in? _____

Did you actively apply for positions in your field (e.g., CRM, business, consulting, public health, etc.)? _____

Who is your current employer? _____

What is your current position? _____

How would you rate the overall **quality of instruction** in Anthropology at ISU?

- _____ Excellent
- _____ Good
- _____ Average
- _____ Below Average

Comments:

How would you rate the **overall quality** of the Anthropology program in preparing you for your career?

- _____ Excellent
- _____ Good
- _____ Average
- _____ Below Average

Comments:



Anthropology Exit Evaluation

Personal Information

Name _____ Graduation Year _____ Major _____
Street Address _____ Minor _____
City _____ State _____ Zip _____
Phone _____
Email _____

Anthropology Academic Preparation

What year did you enter the Anthropology program at ISU? _____

What level student were you at the time you declared an Anthropology major or minor? (circle one)

Freshman Sophomore Junior Senior

Which anthropology courses, activities, or events did you find most valuable? _____

If you felt the anthropology major was deficient, how would you improve the program? _____

Which classes benefited your career preparation the most? _____

Which subdiscipline of anthropology are you most interested in (circle one or more):

cultural anthropology archaeology biological anthropology

What are your immediate career plans upon graduation?

- Attend graduate school
Enter job market
Work then attend graduate school

How would you rate the overall **quality of instruction** in anthropology at ISU?

- _____ Excellent
- _____ Good
- _____ Average
- _____ Below Average

Comments:

How would you rate the **quality of advising** you received in anthropology while at ISU?

- _____ Excellent
- _____ Good
- _____ Average
- _____ Below Average

Comments:

How would you rate the **overall quality of the Anthropology program** at ISU?

- _____ Excellent
- _____ Good
- _____ Average
- _____ Below Average

Comments:

Do you perceive that there is employment potential for anthropology majors in your career field or related fields?

Yes No

Please explain. _____

Other comments or suggestions? _____

APPENDIX D



Anthropology Program Evaluation RESULTS FALL 2008

What year did you enter the Anthropology program at ISU? _____

What level student were you at the time you declared a Anthropology major or minor? (circle one)

Freshman 2 Sophomore 6 Junior 2 Senior 3

Which anthropology courses, activities, or events did you find most valuable? _____

If you felt the anthropology major was deficient, how would you improve the program? _____

Which classes benefited your career preparation the most? _____

Which subdiscipline of anthropology are you most interested in (circle one or more):

cultural anthropology 7 archaeology 7 biological anthropology 6

What are your immediate career plans upon graduation?

- 7 Attend graduate school
Enter job market
6 Work then attend graduate school

How would you rate the overall quality of instruction in anthropology at ISU?

12 Excellent
1 Good
0 Average
0 Below Average

Comments:

How would you rate the **quality of advising** you received in anthropology while at ISU?

____11____ Excellent
____3____ Good
____0____ Average
____0____ Below Average

Comments:

How would you rate the **overall quality of the Anthropology program** at ISU?

____10____ Excellent
____2____ Good
____0____ Average
____0____ Below Average

Comments:

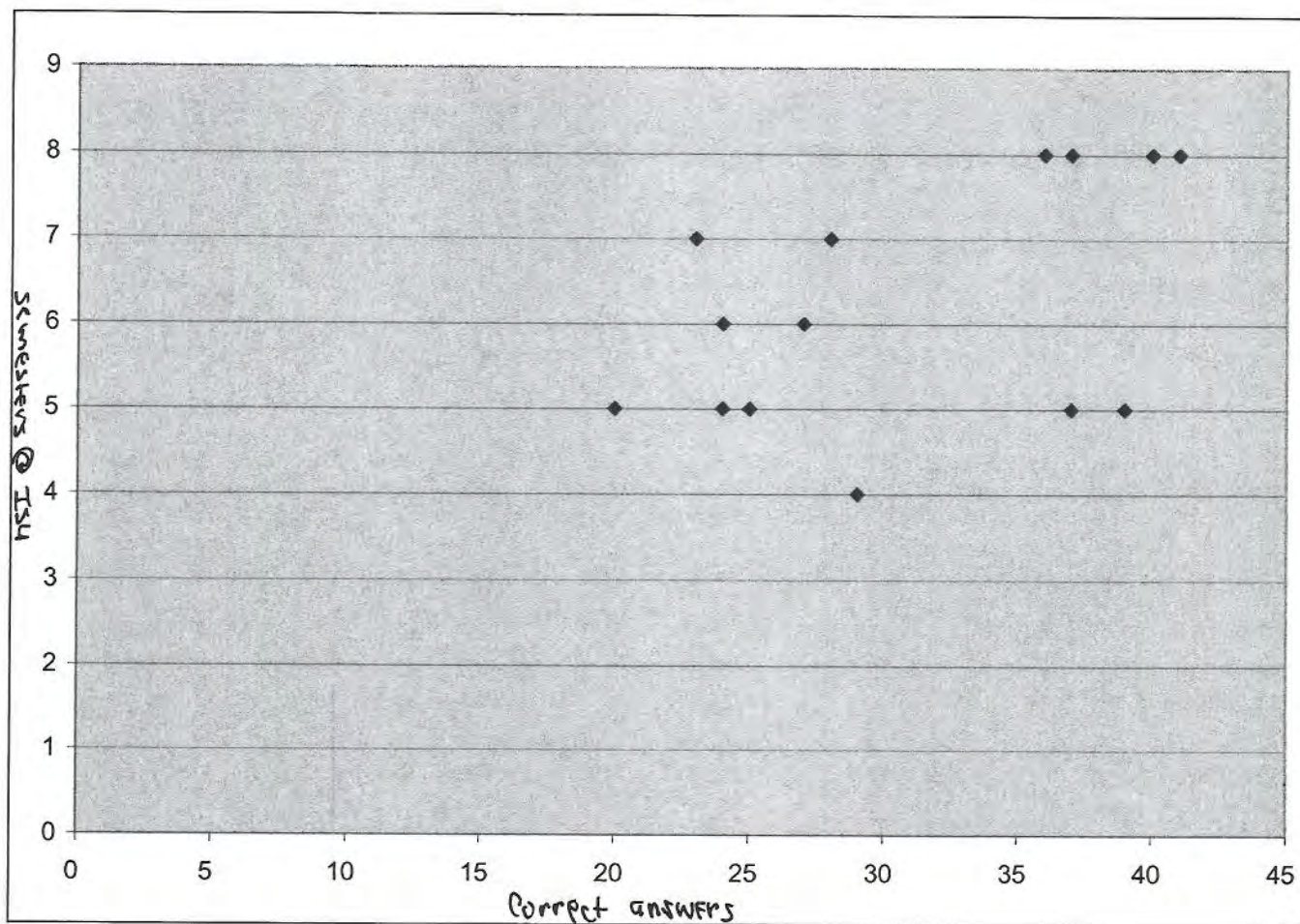
Do you perceive that there is employment potential for anthropology majors in your career field or related fields?

Please explain. _____ Yes No
8 0

Other comments or suggestions? _____

APPENDIX E

| stud_no | lastname | firstname | items | rawscore | |
|-----------|-----------|-----------|-------|----------|-----|
| | BARNES | MARK | 56 | 41 | 73% |
| 991247037 | EDWARDS | CASSANJ | 56 | 37 | 66% |
| | GOURDOUZE | JENNY R | 56 | 23 | 41% |
| | GRIMES | JOHN D | 56 | 28 | 50% |
| | HAINES | SARAH D | 56 | 20 | 36% |
| 991340145 | HOLMES | DUSTINA | 56 | 24 | 43% |
| | KELLY | NEIL E | 56 | 24 | 43% |
| | LEWIS | CONNIE | 56 | 36 | 64% |
| | LOWE | MATTHEE | 56 | 39 | 70% |
| 313635 | MCRAE | NICOLE | 56 | 27 | 48% |
| | NORRIS | | 56 | 25 | 45% |
| | SHELTON | XAVIERT | 56 | 20 | 36% |
| | SWORD | REBECCG | 56 | 37 | 66% |
| 30772995 | VENCEL | CHERYLJ | 56 | 40 | 71% |
| | WII EY | S | 56 | 29 | 52% |



APPENDIX F

ANTHROPOLOGY ALUMNI SURVEY
FALL 2005

How would you rate the overall **quality of instruction** in anthropology at ISU?

| | |
|----------|---------------|
| ___13___ | Excellent |
| ___4___ | Good |
| ___0___ | Average |
| ___0___ | Below Average |

How would you rate the **quality of the Anthropology Program** you received in anthropology while at ISU?

| | |
|---------|---------------|
| ___9___ | Excellent |
| ___6___ | Good |
| ___1___ | Average |
| ___0___ | Below Average |

What are your immediate career plans upon graduation?

| | |
|---------|----------------------------------|
| ___5___ | Attend graduate school |
| ___8___ | Enter job market |
| ___3___ | Work then attend graduate school |