Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term

Email to: assessment@unlv.edu

Program Information:

<table>
<thead>
<tr>
<th>Program Assessed</th>
<th>BA in Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Anthropology</td>
</tr>
<tr>
<td>College</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Barbara Roth</td>
</tr>
<tr>
<td>Assessment Coordinator</td>
<td>Daniel C. Benyshek (Undergraduate)</td>
</tr>
<tr>
<td>Date Submitted</td>
<td>12-14-16</td>
</tr>
</tbody>
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Contact Person for This Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Daniel C. Benyshek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>702-895-2070</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:daniel.benyshek@unlv.edu">daniel.benyshek@unlv.edu</a></td>
</tr>
</tbody>
</table>

Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
Assessment Report – Anthropology (Undergraduate) 2016

Due to a clerical error during an Assessment Coordinator change, evidence for this report was collected during the 2016 fall semester only.

### 1. Student Learning Outcomes for the program

List the Student Learning Outcomes for the program.

1. **Intellectual Breadth and Lifelong Learning**
   - Demonstrating knowledge of the basic tenets of anthropology
   - Demonstrating knowledge of Social Sciences models of individual and group behavior
   - Demonstrating analytical grasp of social and cultural dimensions of human existence

2. **Inquiry and Critical thinking**
   - Demonstrating the acquisition of the basic tenets of anthropological subfields’ methods of inquiry (data gathering and analysis)
   - Demonstrating a good grasp of the scientific process (research questions, falsification, critical review, inductive or deductive approach) in use in the social sciences

3. **Communication**
   - Demonstrating a capacity to use research resources (online, library, laboratory on campus) in the pursuit of individual research programs
   - Demonstrating an ability to communicate results of research to the scientific community (research paper, presentation, essays, articles, conference addresses)

4. **Global/Multicultural Knowledge and Awareness**
   - Demonstrating the acquisition of basic knowledge of human biology, cultural history and geography
   - Demonstrating an awareness of the variations in human experience across time and space
   - Demonstrating a proper knowledge of theories and models about societies’ structures, institutions and organizational principles and their impact on individual behavior

5. **Citizen and Ethics**
   - Demonstrating the acquisition of a reasoned relativistic stance on contemporary cultures
   - Demonstrating self-awareness about the consequences of one’s action (place in society, effect in the world)
   - Demonstrating a proper grasp of such complex issues as identity, race, gender and ethnicity
   - Demonstrating a capacity to think about cultural diversity in ethical and responsible ways
The department of anthropology has collectively decided to assess a sample of its 100- and 400-level courses every year using various instruments. In addition to traditional exams, the assessment instruments also included those listed below.

2. Planned assessments: Methods, Instruments and Analysis. According to the Assessment Plan for this program, what were the planned assessments to be conducted during the Spring & Fall 2012 Academic Semesters?

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Person responsible for instrument &amp; data collection</th>
<th>When and where will data be collected</th>
<th>Expected Measures (results that would indicate success)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 103 ANTH 400s Multiple question pre-test/post-test assessment</td>
<td>1a, b, c 2a, b, c</td>
<td>Data collected by instructors and given to the Undergraduate Committee to aggregate and summarize</td>
<td>Typically, every spring and fall semester</td>
<td>We will analyze and compare learning curves for each learning outcome across the semesters. We are hoping for a 70% or greater success rate.</td>
</tr>
<tr>
<td>ANTH 400s *Think-Pair-Share assignments (formative)</td>
<td>1a, b, c 2a, b, 3b</td>
<td>Data collected by instructors and given to the Undergraduate Committee to aggregate and summarize</td>
<td>Typically, every spring and fall semester</td>
<td>Exercises provide direct feedback to instructors, who can then modify assignments based on identified barriers to student learning.</td>
</tr>
<tr>
<td>ANTH 400s *Two-minute essay (formative)</td>
<td>1a, b, c</td>
<td>Data collected by instructors and given to the Undergraduate Committee to aggregate and summarize</td>
<td>Typically, every spring and fall semester</td>
<td>Direct, written responses during from students asked about one thing the instructor should keep doing, and one thing they wanted the instructor to change. Done early in the semester. May be repeated.</td>
</tr>
<tr>
<td>ANTH 400s *Pre-exam practice quizzes (formative)</td>
<td>1a, b, c 3b</td>
<td>Data collected by instructors and given to the Undergraduate Committee to aggregate and summarize</td>
<td>Typically, every spring and fall semester</td>
<td>Non-graded, pre-exam quizzes allow instructor to identify concepts that students are struggling to grasp, and which could be addressed before the exam.</td>
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</table>
ANTH 400s
*One-concept essay (formative)

Data collected by instructors and given to the Undergraduate Committee to aggregate and summarize

Typically, every spring and fall semester

Brief, one concept take-home essay allows the instructor direct student feedback on a handful of central course concepts. Time, and teaching strategy employed can then be modified accordingly.

*Denotes new assessment instrument not listed in 3-year assessment plan.

3. Results, conclusions and discoveries. What are the results of each planned assessment listed above? Is the outcome at, above, or below what was expected? What conclusions or discoveries do you draw from the results? Describe below or attach to the form.

ANTH 103: The Evolution of Everything (Fall 2016) Assessment Report

Dr. Brian Villmoare

Students enrolled: 39

Course Pre/Post Test of Key Concepts (summative assessment)

The first week of class the students were given a questionnaire with 12 questions. Some were open-ended written responses and others yes, no, or don’t know. These questions broadly surveyed some of the key concepts that would be discussed and developed during the course. The students were asked the same questions during the last week of class.

Questions:

1. What is the force responsible for the generation of stars and planets from the matter originating in the Big Bang?

2. What force is responsible for the movement of the earth’s plates?

3. What conditions are necessary for the origin of life?

4. What is the technical definition of evolution?

5. What does photosynthesis generate?

6. Why do all land animals have four limbs and five fingers?

7. What anatomical changes do we associate with the very first early hominins?
8. How did human knowledge disseminate and accumulate prior to agriculture?

9. What is the advantage of agriculture over previous food-gathering systems?

10. How does the trajectory of literacy relate to the Enlightenment?

11. What is modernity?

12. What affect does population density have on health, knowledge, and power?

RESULTS:

Figure. Percent of students providing correct ‘key concept’ answers, by answer, in first (pre) and last (post) class sessions.
Table. Number (and percent) of students providing correct answers, by answer in first (pre) and last (post) class sessions.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses first class</th>
<th>Responses last class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw</td>
<td>Percent</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>18</td>
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<tr>
<td>4</td>
<td>7</td>
<td>18</td>
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<td>5</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>8</td>
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<tr>
<td>7</td>
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<tr>
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</tr>
<tr>
<td>12</td>
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<td>0</td>
</tr>
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</table>

The pre-post test results show that the students made dramatic gains in terms of basic understanding of the course core concepts.

ANTH 428: Signifying Identities: Ethnicity, Nationality, Gender, and Class, (Fall 2016) Assessment Report

Dr. Jiemin Bao

First, I gave out the following summative assessment exam at the beginning and then again at the end of the semester.

The questions:

1. What does “Jim Crow laws” refer to?
2. Is one’s position relevant to self-identification? Can a person have multiple positions?
3. What does white privilege refer to?
4. What is identity politics?
5. What do the concepts over-communicated and under-communicated refer to?
6. What does the concept of the “melting-pot” mean? What is the effect of such a concept?
7. What does colorblind mean?
8. What does imagined community refer to?
9. What does a “hot” or “cold” society refer to?
10. Which group does the “blood quantum” policy apply to?

Results:

<table>
<thead>
<tr>
<th>Question</th>
<th>Initial Exam (%)</th>
<th>Final Exam (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40%</td>
<td>95%</td>
</tr>
<tr>
<td>2.</td>
<td>20%</td>
<td>92%</td>
</tr>
<tr>
<td>3.</td>
<td>20%</td>
<td>100%</td>
</tr>
<tr>
<td>4.</td>
<td>30%</td>
<td>80%</td>
</tr>
<tr>
<td>5.</td>
<td>20%</td>
<td>100%</td>
</tr>
<tr>
<td>6.</td>
<td>40%</td>
<td>77%</td>
</tr>
<tr>
<td>7.</td>
<td>29%</td>
<td>88%</td>
</tr>
<tr>
<td>8.</td>
<td>5%</td>
<td>90%</td>
</tr>
<tr>
<td>9.</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>10.</td>
<td>20%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Second, I conducted three formative assessments during the semester:

1. I asked the students to submit a **two-minute essay** by listing one thing they wanted me to keep doing and one thing they wanted me to change about the class. Among 15 students, 10 responded that everything was fine and asked me to continue having group discussions because it was helping them to get different perspectives and improving their understanding of the reading material and key concepts. So I continued having group discussions throughout the semester.

   - One suggested that I speak louder. *In response to this, I became more conscious about the volume of my voice and also used a microphone.*

   - Two suggested to cut the short videos that I showed in class. *In response to this, I showed fewer short videos in class and sent some links so students could watch other short videos outside of class.*

   - Two students complained that I let two students talk too much in the class. *In response to this, I made an effort to ask these two students to discuss their particular questions, concerns, and opinions with me after class rather than during class.*
• One suggested that I reward the students who speak up in class. *In response to this, I gave out candies three times just to have some fun in the class.*

I found that this assessment has really benefitted my teaching and helped me meet the expectations of different students.

2. I conducted three **quizzes** to help students grasp the material before each test. Doing quizzes helped me to see which questions students had trouble answering correctly. These mistakes became a valuable discussion topic for the class.

3. I assigned the students **one concept essay**: I asked them to write a take home paragraph on “self-making and being made.” This assignment not only helped me to assess to what extent the class understood this concept but also gave me some material to work with and helped the students to write a better term paper built upon this concept.

**Conclusions:**

There was a dramatic increase in knowledge from the beginning to the end of the semester. I found these various assessment tools to be very helpful.

**ANTH 467: Diseases in Antiquity**

Dr. Debra Martin

**FORMATIVE ASSESSMENT EXERCISE FALL 2016**

I focused on a formative assessment tool that was discussed in the UNLV assessment workshop that I took last May called “Assessment for Learning.” I wanted to attempt to get feedback from the class at several points during the semester so that I could assess how well they were doing the required reading. I wanted to be able to change things based on their needs and learning issues as the semester went on, not at the end of the semester.

**Formative Exercise. Think-Pair-Share**

This assessment tool was first discussed by Lyman in 1988, but I relied on two more recent studies for using this strategy for college students as my guide (1). Basically, this is a strategy to invite students to think about a question that forces them to draw on the required reading for that day. Each student by themselves writes down ideas to a question for about 5 minutes. This helps avoid the same people shouting out the answers, and invites everyone to ponder what they read and the question. Then, I randomly divide students into groups of 4-5 based on where they are sitting, and they discuss what they wrote with each other, being told to first share and then come up with some of the best ideas to report out, if asked to). Lastly I go around the room and ask groups to report what they as a group came up with. I invite others to comment and question them, and I also pick different people to do the reporting out at different times, again to avoid the
same talkers from doing all the talking. This works well to get everyone talking and discussing in a focused way that builds with each group reporting out. This activity ensures that all students are interacting with the information. The class had 26 students, so about 5 groups reported out.

Sept. 19, 2016 Think-Pair-Share questions*:

(1) Discuss parasite discussed in the required readings providing the common name as well as the Genus and species. How do humans get it?  (2) What disease, symptoms and physiological damage does it cause once in humans? What would it feel like if you had that parasite problem and you had no access to modern medicine? Try and imagine based on any of your findings of the symptoms what it would feel like in an early and later stage.

Oct. 5, 2016 Think-Pair-Share questions^:

(1) How do you get leprosy? What actually causes leprosy? What is the transmission route to humans? (2) What are the early symptoms? What does it feel like in the body as it progresses? How does it eventually affect the skeletal system? What bones are most affected and why? (3) What are the rates for leprosy in the world today? What are the modern medicines that reduce its effects?

Nov. 14 Think-Pair-Share questions:

(1) How specifically does author Jonny Geber use skeletal data to tell the story of how and why the great famine decimated the lower working classes in Irish society? The documents of the time tell us that people were already severely malnourished and physically exhausted and at wits end by the time they sought help from the “workhouses”. While well-intentioned, workhouses made things worse during the height of the famine (1847-1851) when these people died. Choose 3 examples that show what was learned from the skeletons (be specific and include the actual data in your notes for these examples).

Nov. 28, 2016 Think-Pair-Share questions:

(1) Armelagos states on pg. 28: “The modern world is becoming—to paraphrase the words of the microbiologist Stephen S. Morse of Columbia University—a viral superhighway. Everyone is at risk.” What does he mean by this, and what is the evidence for this idea? (2) Anthropological approaches to the evolution of disease matters now, more than ever. Why? (3) Explain what the 3rd epidemiologic transition is and what makes it different from the 1st and the 2nd.

*Closing the Loop:

During the first Think-Pair-Share, it was clear students had not really concentrated on the readings, because they had to look things up, and were a bit awkward finding information about
various parasites with enough specificity to report out. This let me know that I needed to give the students more impetus to read and take notes on required readings. Based on this first formative assessment, I strongly encouraged students to take notes from their readings and that I would sometimes collect these notes, and that they would always be used for discussion.

Closing the Loop:

Because of the required note taking, the second Think-Pair-Share went really well. Students had many specific notes about leprosy and the group sharing was very animated and high energy. When reporting out, I had several students keep notes for us on the board for questions 1 -- how do you get leprosy, 2 -- what are the symptoms and 3 -- what are the rates and treatments today. At the end of the class we had a clear set of responses and were able to discuss as a group leprosy in the past with specificity.

Closing the Loop:

For the 3rd and 4th formative assessment, there was the same good success with student participation and high energy in small group discussions. Reporting out was sophisticated and everyone felt invested in fleshing out all the aspects of how the potato famine affected health.

What I learned:

If I had not done a Think-Pair-Share early in the semester, I would not have known that students were not doing the readings and taking careful notes. Because they knew at any moment they could be asked to Think-Pair-Share when they came to class, and because I insisted on seeing notes form their homework assigned readings, they were able to Pair and Share with real sophistication. Plus these days were really fun after students go the hand of it.


4. Use of results. What program changes are indicated, and how will they be implemented? Include a description of who will review and act on the findings. If none, describe why changes are not needed.

Our assessment instruments have not uncovered any major flaws in the way we dispense our anthropological material to our undergraduate students. Moreover, faculty are making a concerted effort to share teaching successes and failures with departmental colleagues that have been revealed by assessment instruments, with the aim of improving acquisition of targeted learning outcomes by our students.
5. Progress. Describe program changes that have been recommended in past reports. What progress has been made since the recommendation?

To date, our summative assessments have shown that the vast majority of students are meeting with good success in achieving our targeted learning outcomes -- as reflected in their grasp of critical core concepts in our classes. Our primary aim this year, based on feedback from the Office of Academic Assessment, was to put more emphasis on formative assessment. In this way, as instructors, we can not only improve on our goal of meeting our targeted learning outcomes in our courses while we are teaching them, but we can also share our in-class feedback with our instructor colleagues as means to improve and enhance our teaching and, consequently, our students’ learning.