MISSION STATEMENT
The core mission of the Department of Anthropology is to impart an anthropological understanding of the human condition through teaching, research, and service. The Anthropology undergraduate major program is designed to: (1) provide a stimulating and challenging curriculum that will enable students to understand and appreciate the range of human cultures, languages, and biological diversity from prehistoric times to the present; (2) promote and develop the ability to think critically, communicate effectively, and comprehend the complexities of an increasingly culturally diverse world; (3) create an atmosphere to impart anthropological knowledge to students through creative research, teaching, and public service; and (4) prepare students to apply their anthropological knowledge and skills in graduate programs as well as in a variety of careers in the public and private sectors. These goals are congruent with the mission of the University of Montana-Missoula.

DEPARTMENT OBJECTIVES and ALIGNMENT WITH STRATEGIC ISSUES

1. Prepare undergraduate majors and minors in the core knowledge, methods, and critical research skills of the discipline. (This department objective meshes best with Strategic Opportunity 1—Engage students where they are; it also meets Strategic Opportunity 2—Invest in People)

2. Provide students with the opportunity to gain basic knowledge in the four substantive sub-disciplines of anthropology: socio-cultural anthropology, physical anthropology, archaeology, and linguistic anthropology. (This department objective meshes best with Strategic Opportunity 2—Invest in People; and Strategic Goal 3—Partner with Place)

3. Provide students with the opportunity to gain knowledge of the discipline beyond the classroom via guided research, service learning, independent study, and internships. (This department objective meshes best with Strategic Opportunity 3—Partner with Place, as well as Strategic Opportunity 5—Foster Knowledge Creation and Innovation).

4. Prepare students to conduct and convey results of independent anthropological research. (This department objective fits with Strategic Opportunity 5—Foster Knowledge Creation and Innovation)

5. Make anthropology available to non-majors, both as a general education course and to students studying related disciplines. (This department objective meshes best with Strategic Opportunity 1—Engage Students where they are, as well as Strategic Opportunity 4—Reinvent the Heart of the Curriculum)
STUDENT LEARNING GOALS and MEASUREMENT TOOLS

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>APA</th>
<th>ASES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Gain discipline-wide knowledge, including the four core sub-disciplines of</td>
<td>Mean &amp; mode scores from all APA items;</td>
<td>Percentages of responses to selected</td>
</tr>
<tr>
<td>anthropology (socio-cultural anthropology, physical anthropology, archaeology, and</td>
<td>selected APA items</td>
<td>ASES items</td>
</tr>
<tr>
<td>linguistic anthropology).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 2: Interpret and convey knowledge and values about the diversity of the human</td>
<td>Mean &amp; mode scores from all APA items;</td>
<td>Percentages of responses to selected</td>
</tr>
<tr>
<td>condition.</td>
<td>selected APA items</td>
<td>ASES items</td>
</tr>
<tr>
<td>Goal 3: Impart a set of problem solving skills and methods that can be applied to</td>
<td>NA</td>
<td>Percentages of responses to selected</td>
</tr>
<tr>
<td>various human issues.</td>
<td></td>
<td>ASES items</td>
</tr>
</tbody>
</table>

RESULTS and MODIFICATIONS

<table>
<thead>
<tr>
<th>Learning Goal results</th>
<th>Modifications made to enhance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #1: Here results of the APA between new majors and graduating majors’ are</td>
<td>While not having reached an outlining stage, faculty have considered why, as</td>
</tr>
<tr>
<td>compared</td>
<td>numbers of exam-takers increase, differences between the groups slightly</td>
</tr>
<tr>
<td>New majors’ mean score is 26.4/40 (n=161); graduating majors’ mean score is 27.6/40</td>
<td>decreased, and, in response to recognizing this trend, the department will</td>
</tr>
<tr>
<td>(n=88). The most common grade (mode) for outgoing seniors was 31/40, compared to</td>
<td>formally discuss reconsideration of its learning goals and, where fitting, the</td>
</tr>
<tr>
<td>27/40 for incoming majors. Based on these two mode scores, graduating majors now</td>
<td>programmatic direction of its mission. This discussion should commence sharing</td>
</tr>
<tr>
<td>show a 4-point improvement, compared to only a 3-point improvement in the 2016-2017</td>
<td>of results and subsequently may find ways/audiences for sharing them. In Spring</td>
</tr>
<tr>
<td>data. However, an individual single-point increment may have become too small a</td>
<td>2019, the current chair will initiate dialogue among faculty for the purposes of</td>
</tr>
<tr>
<td>grain for exam analysis; by utilizing a 3-point increment scale, mode scores for</td>
<td>selecting a subcommittee to review exam, goals &amp; perhaps mission for Fall 2019.</td>
</tr>
<tr>
<td>graduating (30-32, n=18) and new majors (26-28, n=41) show improvements anywhere</td>
<td>This subcommittee will ready the next chair and faculty during Spring 2019 for</td>
</tr>
<tr>
<td>between 4- to 6-points, equivalent with the previous two assessments in 2014-2015 and</td>
<td>following assessment (Fall 2020).</td>
</tr>
<tr>
<td>206-2017. Nine questions (1, 2, 14, 17, 18, 19, 21, 35, &amp; 39) are deemed</td>
<td>Concern for repeated lack of improvement persists.</td>
</tr>
<tr>
<td>most pertinent to Goal 1 and results of success between the new and graduating</td>
<td>Previously, this stasis was attributed to the two settings in which exams are</td>
</tr>
<tr>
<td>majors was compared. New majors’ mean cumulative score for those questions is 5.76,</td>
<td>taken and variability in size of data sets (new majors, n=161; graduating majors,</td>
</tr>
<tr>
<td>compared to 5.77 for graduating majors. The senior exit survey (ASES) also provides</td>
<td>n=88) influencing performance and group comparisons.</td>
</tr>
<tr>
<td>data by which to determine if students gained discipline-wide knowledge. To date,</td>
<td>Preliminary discussion by faculty suggests that contexts should be made more</td>
</tr>
<tr>
<td>79 seniors have completed this survey. 89% (no change from prior survey) of students</td>
<td>similar and that graduating majors concentrate on questions that still range</td>
</tr>
<tr>
<td>agreed or strongly agreed that the Department of Anthropology gave them an adequate</td>
<td>across categories yet target fields within seniors’ specializations: That is, we</td>
</tr>
<tr>
<td>understanding of the techniques and skills of a working anthropologist. 86% (no</td>
<td>believe that seniors place focus on one field as they complete their degrees</td>
</tr>
<tr>
<td>change from prior survey) of students agreed or strongly agreed that the Department</td>
<td>(following the way that the department curriculum is organized) and thus show</td>
</tr>
<tr>
<td>courses provided knowledge by which they understand underlying concepts of</td>
<td>scarcely any improvement in questions from other fields (every result indicates</td>
</tr>
<tr>
<td>Anthropology, and 92% (up 1%) agreed/strongly agreed that courses in Anthropology</td>
<td>exclusively very modest changes in each question involved).</td>
</tr>
<tr>
<td>expanded their understanding of Anthropology and the human experience. Finally, 85%</td>
<td>Building this kind of focus into assessment will be offered for discussion Spring</td>
</tr>
<tr>
<td>(no change) agreed/strongly agreed Anthropology courses provided a coherent</td>
<td>2020, along with using the curricula in assessment in order to normalize testing</td>
</tr>
<tr>
<td>understanding of the field while letting them specialize as they wanted. Overall, the</td>
<td>contexts.</td>
</tr>
<tr>
<td>senior survey documented slight improvements overall in the perceptions of learning</td>
<td></td>
</tr>
<tr>
<td>goals by seniors compared to the last review. The senior exit survey (ASES) also</td>
<td></td>
</tr>
<tr>
<td>Learning Goal results</td>
<td>Modifications made to enhance learning</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------</td>
</tr>
</tbody>
</table>
| **Goal #2:** Responses to APA questions 3, 8, 10, 13, 15, 17, 25, 35, and 40 are compared between new and graduating majors, the set considered appropriate for assessing whether students demonstrate an enhanced understanding about diverse traits characterizing the human condition. The total score for new majors is 4.80, compared to 4.82 for graduating majors. The mean score per question for new majors is 0.60/1.0 per item (down .04 since the last review) for this question-set; for graduating seniors the mean score was 0.61/1.0 (down .03). Such stasis (and even slight decreases) since the last review reinforces the inference that, between new and graduating majors, students do not extend their breadth of understanding diversity in every field but more likely choose to explore its depths in the one field that they choose as a specialty for themselves; ASES results uphold this interpretation (repeated from Goal #1 above). | As in prior years, senior exit data suggest that the program of study in Anthropology provides breadth and permits exploration in depth. This is similar to findings elicited from field-specific questions (repeated from Goal #1 above):  
- 86% (no change) of students agreed/strongly agreed the Department courses provided knowledge by which they understand underlying concepts of Anthropology  
- 92% (up 1%) agreed/strongly agreed that courses in Anthropology expanded their understanding of Anthropology and the human experience  
Each field confronts diversity comprehensively, but APA questions do not probe directly into the issues particular to them, finer-grain analyses given in advanced courses. For this reason, faculty participating in preliminary talks believe permitting the students an opportunity to express specific knowledge about roles diversity plays in the field is more indicative of how it is examined and understood in the discipline-wide setting. Some faculty trust that integrating advanced courses (with graduate students) into assessment is a means for augmenting assessment and introducing assessment into graduate programs. The plan to alter assessment in the aforesaid way begins as late as Spring 2020 in preparation for the assessment that follows this one; however, the ASES findings arrayed directly to the left are selected in order to prompt action from faculty willing to serve on a subcommittee that will take steps to put a plan to use with general faculty input. |
| - 85% (same as the last review) agreed/strongly agreed Anthropology courses provided a coherent understanding of the field while letting me specialize as I wanted  
And two other new ASES findings worth noting here are:  
- 86% (same as last review) agreed/strongly agreed that a particular theory course helped understand underlying concepts of Anthropology.  
- 78% agreed/strongly agreed courses concentrating on an option in the major imbued essential knowledge and/or skills for the student's area of interest (down 1%). |  
| **Goal #3:** One individual ASES questions, reported in (2) above, furnishes suggestive data for evaluation about how well students feel they developed a set of problem solving skills and methods; namely, 86% of students (same as last review) feel that theory course(s) helped them understand the underlying concepts of Anthropology.  
On the other hand, students' focus stays concentrated:  
- 89% (same as last review) of them felt that their methods courses provided them with an adequate understanding of the techniques and skills of a working anthropologist or linguist, the same as the previous assessment.  
- 78% (up 1%) of them felt that their statistics courses were helpful in understanding basic statistics.  
Theory, methods and statistics concern practice students must revisit to solve problems in future decision-making. | Department faculty partly agree APA/ASES instruments poorly measure Goal #3 and generally conclude it must now determine how to evaluate this goal as a feature of its program assessment. These results continue to show that graduating Anthropology students appear prepared to disentangle the complicated problems characterizing the human condition in ways that will employ complex and abstract thought. A means of addressing departmental concerns regarding this factor in its assessment tool-kit is for select faculty who have instructional experience in courses involving research design and/or project proposal content function as a separate subcommittee to develop at an instrument for measuring students' work in one category of courses (such as theory).  
A conversation like this one will likely lead to discussion of programmatic concerns, like mission and curriculum. |
FUTURE PLANS FOR CONTINUED ASSESSMENT
We plan to continue evaluating the APA and ASES data in order to learn if it has some capacity to show differences. The instruments are only in their sixth year of implementation and must be implemented for at least two more years in order to gauge its potential usefulness: While sample sizes have grown in the last two years (n=138 new majors compared to 161 now; n=52 graduating compared to 88 now), very little change is measurable between both the groups and the items, another dismaying result. As we track these figures over the next two years, the department will determine how to make equivalent the settings in which the pre-test/post-test is delivered, perhaps overlay the delivery of these instruments into exit-level courses; moreover, the faculty are beginning to carefully consider how these exit-level courses might also be used to measure greater depth of exploration for a richer understanding of its our learning goals, particularly number 2. We also mean to determine ways to quantify applications of field-specific skill sets, likely using a pilot of selected exit-level courses, in order to begin measuring learning goal number 3 less impressionistically. We conclude use of exit-level courses in some consequential ways is necessary for amending repeated instances of negligible (if any) group differences.

APPENDICIES

1. The Anthropological Proficiency Assessment (APA) and Anthropology Senior Exit Survey (ASES)

2. Curriculum Map (see attached)
## CURRICULUM MAP - ANTHROPOLOGY MAJOR

### First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language 101</td>
<td>Foreign Language 102</td>
</tr>
<tr>
<td>WRIT 101 or Gen Ed M</td>
<td>Gen Ed M or WRIT 101</td>
</tr>
<tr>
<td>ANTY 122Y</td>
<td>ANTY 141X or ANTY 133X</td>
</tr>
<tr>
<td>Degree Elective</td>
<td>Degree Elective (Gen Ed N)</td>
</tr>
<tr>
<td>Degree Elective</td>
<td>Degree Elective</td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Ed A or Gen Ed L</td>
<td>Gen Ed L or Gen Ed A</td>
</tr>
<tr>
<td>ANTY 220 / ANTY 250 / ANTY 210-213NL</td>
<td>ANTY 220 / ANTY 250 / ANTY 210-213NL</td>
</tr>
<tr>
<td>LING 270 or any from 210-213/220/250</td>
<td>LING 270 or any from 210-213/220/250</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Degree Elective</td>
<td>Intermediate W (e.g. ANTY 254H)</td>
</tr>
<tr>
<td>Degree Elective (*option related)</td>
<td>Degree Elective (*option related)</td>
</tr>
<tr>
<td>Major Elective (200- or 300-level)</td>
<td>Major Elective (200- or 300-level)</td>
</tr>
</tbody>
</table>

* Some options include two courses each from a field in the natural sciences and two courses each from a field in the social sciences, for a total of twelve credits.
### Third Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTY 300-level course in area of interest</td>
<td>ANTY 300-level course in field of interest</td>
</tr>
<tr>
<td>ANTY 400</td>
<td>ANTY 336</td>
</tr>
<tr>
<td>or</td>
<td>ANTY 400-level course in field of interest</td>
</tr>
<tr>
<td>ANTY 401</td>
<td>ANTY methods or theory course in field</td>
</tr>
<tr>
<td>Intermediate W (e.g., ANTY 310)</td>
<td>Advanced W (e.g., ANTY 455)</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>LING 470</td>
<td>LING 470</td>
</tr>
<tr>
<td>Major Elective (*option related)</td>
<td>Major Elective (*option related)</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Degree Elective (*option related)</td>
<td>Degree Elective (*option related)</td>
</tr>
</tbody>
</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTY methods or theory course field</td>
<td>ANTY 400-level course in field of interest</td>
</tr>
<tr>
<td>Advanced W (e.g., ANTY 455)</td>
<td>Advanced W (e.g., LING 473/484)</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>LING 470</td>
<td>ANTY 408</td>
</tr>
<tr>
<td>Major Elective (*option related)</td>
<td>Major Elective</td>
</tr>
<tr>
<td>ANTY 300-level course in area of interest</td>
<td>LING 400-level course</td>
</tr>
<tr>
<td>Major Elective (*option related)</td>
<td>Major Elective (*option related)</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Degree Elective (*option related)</td>
<td>Degree Elective (*option related)</td>
</tr>
</tbody>
</table>

* Some options include two courses each from a field in the natural sciences and two courses each from a field in the social sciences, for a total of twelve credits.
Anthropological Proficiency Assessment (APA)

1. Anthropologists who study the evolutionary history, behavior and biological variation of humans and our closest living relatives, the non-human primates, are known as:
   a. cultural anthropologists
d. archaeologists
   b. social anthropologists
e. biological or physical anthropologists
c. linguistic anthropologists

2. The subfields of biological anthropology include:
   a. primatology
   b. paleoanthropology
c. modern human variation
d. skeletal biology and osteology
e. all of the above

3. Which of the following can change levels of genetic variation in a population?
   a. mutation
d. genetic drift
   b. gene flow
e. all of the above
c. natural selection

4. _____________ conceived of natural selection as the mechanism by which physical traits can confer greater reproductive success to the carrier, allowing for the proliferation of beneficial traits and adaption to varying environments.
   a. Franz Boas
d. Charles Darwin
   b. Gregor Mendel
e. Jane Goodall
c. Louis Leakey

5. A change in allele frequencies in a population through time is the definition of:
   a. uniformitarianism
d. Hardy-Weinberg Equilibrium
   b. evolution
e. mitosis
c. catastrophism
6. Why is the concept of race not valid for discussing human biological variation?

a. Human biology is not static
b. Human variation does not conform to discrete categories concordant with racial traits
c. Genetic studies have demonstrated that only about 5 to 10% of human variation is found between racial groups
d. Genetic studies have demonstrated that 90 to 95% of human variation is found within racial groups, meaning that most variation is at the individual level

e. all of the above

7. Primate evolutionary trends such as binocular vision with depth perception, grasping hands/feet with opposable 1st digits and pentadactyly probably evolved as adaptations to a(n) _______________________ environment.

a. terrestrial  
   b. aboreal  
   c. high plains  
   d. nocturnal  
   e. aquatic

8. Humans are unique because, unlike the apes, we:

a. make and use tools.
b. have warfare.
c. have culture
d. engage in cooperative behaviors
e. Humans are not unique: chimps make and use tools, conduct warfare (intergroup aggression), exhibit evidence for cultural variation, and engage in cooperative hunting.

9. What morphological features of "Lucy" and other australopithecines indicate that they were efficient bipeds?

a. short and broad pelvis  
b. medially angled femur  
c. longitudinal arch of the foot  
d. big toe in line with other toes  
e. all of the above

10. Which of the following have been trends in human evolution over the last 3 million years?

a. decrease in the size of brow ridges  
b. decrease in the size of molar and canine teeth  
c. increased reliance on tools  
d. increase in brain size  
e. all of the above
11. The dominant theoretical school in anthropology, especially in the US and Britain, during the nineteenth century was:

   a. Diffusionism
   b. Historical Particularism
   c. Functionalism
   d. Historical Materialism
   e. Unilinear evolution

12. A simple division of labor is based on:

   a. social class
   b. occupation
   c. age and gender
   d. all of the above
   e. none of the above

13. The practice of a couple living with the wife's relatives after marriage is:

   a. matrilocal
   b. patrilocal
   c. neolocal
   d. unknown
   e. the most common residence rule

14. A specialized set of institutions, statuses, relations, and processes entirely or primarily devoted to making and implementing collective decisions is:

   a. the political arena
   b. politics
   c. administration
   d. government
   e. political organization

15. Wealth given by the groom’s family to the bride’s family as part of the marriage arrangements is:

   a. patrilineal
   b. bride service
   c. bridewealth
   d) dowry
   e) patrilocal
16. Consumption is:
   a) the use of the resources and outcomes of production
   b) the results of drinking too much alcohol
   c) a system of resource extraction
   d) best to avoid

17. The belief that all cultures are ‘equal’ and that each must be analyzed or studied in its own terms and that value judgments should be avoided while analyzing other cultures is:
   a) ethnocentrism
   b) evolutionary ecology
   c) religion
   d) cultural materialism
   e) cultural relativism

18. People who specialize in herding animals are:
   a) hunter-gatherers
   b) horticulturalists
   c) swift
   d) pastoralists

19. Culture is:
   a) based on biology
   b) commonly shared
   c) sets of learned behaviors and ideas
   d) both a and c
   e) both b and c

20. The processes of change that occurs when different cultures come into intensive contact is:
   a) innovation
   b) persistence
   c) unconscious invention
   d) acculturation

21. Archaeology is primarily concerned with:
   a. The study of human material culture
   b. The study of ancient human physical remains
   c. The study of dinosaur fossils
   d. The acquisition of artifacts for private collections and museums
12. Archeological context can be described by:
   a. Associations among artifacts
   b. The matrix in which material culture is found
   c. Provenience
   d. All of the above
   e. None of the above

23. ____________ would be inappropriate for radiocarbon dating.
   a. Charcoal
   b. Shell
   c. Flint
   d. Bone

24. The ______ technique, introduced about 100,000 years ago, involved the preparation of a tortoise shaped core for the production of one usable flake.
   a. Acheulean
   b. Flint knapping
   c. Levallois
   d. Core

25. For the archaeological analysis of mobile hunter gatherer societies, which of these is/are important?
   a. Meticulous excavation & careful analysis of artifacts which are often small, scattered, and broken
   b. A regional perspective that accounts for sites with specialized uses, such as kill sites or hunting camps, as well as the presence of sites of short but reoccurring occupations
   c. Evidence of religious leaders, shrines, and craft specialists
   d. a and b
   e. b and c

26. Archaeologist Walter Taylor attacked major archaeologists from the ______ period and his criticisms helped usher in the ______ period.
   a. Speculative; Early Professional
   b. Culture history; Processual
   c. Speculative; Culture History
   d. Processual; Post-processual

27. Which of the following is the best indicator of ritual space?
   a. Marketplaces
   b. Evidence of offerings and sacrifice
   c. Prestige exchange
   d. Objects of personal adornment
28. National Historic Preservation Act (NHPA) of 1966 was a landmark because it:

   a. Protected old Federal Buildings only
   b. Protects all cultural materials older than 50 year old on public and private land
   c. Established the modern Federal site protection system
   d. Established complete control of research from a central office in Washington, D.C.

29. Using your knowledge of the development of archaeology, who wrote this?

   Any adequate understanding of social change must take into account the knowledgeable of
   human actors, that is, their monitoring and observation of the intended and unintended
   consequences of their actions. Because the dichotomies between function and meaning, process
   and norm, objectivity and subjectivity are to be broken down, the split between process and
   history can be denied.

   a. Lewis Binford
   b. V. Gordon Childe
   c. Ian Hodder
   d. Kent V. Flannery

30. Chaîne opératoire is best described as which of the following:

   a. The sequence necessary in the creation of a stone tool
   b. A prehistoric cave art site located in France
   c. The sequential trading of commodities as described by French archaeologist Bordes
   d. The series of steps required in NAA (Neutron Activation Analysis)

31. The set of symbols developed to represent speech sounds in which each symbol represents
    one sound and vice versa is:

   a. International Phonetic Alphabet
   b. Cuneiform
   c. Syllabary
   d. Logograms

32. Phonetic variations of a phoneme are called:

   a. diversity
   b. dialects
   c. allophones
   d. allomorphs

33. Which word has the most morphemes?

   a. asparagus
   b. into
   c. afternoon
   d. unhappier
34. Which of the following is a noun phrase?
   a. the table by the window
   b. walked to the river
   c. to the moon
   d. Sam gave Mary an apple

35. Languages belonging to the same language family have descended from a single:
   a. proto---language
   b. ancestor language
   c. parent language
   d. all of the above

36. Words from different languages that are descended from the same language?
   a. loanwords
   b. cognates
   c. morphemes
   d. onomatopoeias

37. Different dialects of a language are most often:
   a. mutually intelligible
   b. mutually unintelligible
   c. descended from different languages
   d. written with different scripts

38. The area of linguistics most concerned with how context affects meaning is:
   a. pragmatics
   b. syntax
   c. morphology
   d. phonology

39. The study of meaning in language is called:
   a. syntax
   b. semantics
   c. morphology
   d. morphosyntax
40. The number of languages in the world today is approximately:

a. 60
b. 600
c. 6,000
d. 6,000,000
### SENIOR SATISFACTION SURVEY—ANTHROPOLOGY

- **Name:**
- **Age:**
- **Sex (circle one):** Male Female
- **Anthro Option (circle one):** None/General Archaeology Forensic Anthropology Cultural and Ethnic Diversity Linguistics
- **Other majors/minors/certificates:**
- **Today’s Date:** / /

#### Areas

(Answer only for your University of Montana experience)

<table>
<thead>
<tr>
<th>COURSES AND OPTIONS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lower division core-courses (Anth 210, 220, 250, Ling 270) helped me understand the essential concepts of Anthropology/Linguistics.</td>
<td>Strongly Agree Agree Neutral Disagree Strongly Disagree Don’t know / not applicable</td>
</tr>
<tr>
<td>I know and can use the core concepts of statistics.</td>
<td></td>
</tr>
<tr>
<td>My methods course(s) gave me an adequate understanding of the techniques and skills of a working anthropologist (or linguist).</td>
<td></td>
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<tr>
<td>My theory course(s) helped me understand the underlying concepts of Anthropology.</td>
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<tr>
<td>My other courses in Anthropology expanded my understanding of Anthropology and the human experience.</td>
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<tr>
<td>Writing assignments and teacher feedback in my major have helped me achieve clear and professional writing skills.</td>
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<tr>
<td>My Anthropology courses provided a coherent understanding of the field while letting me specialize as I wanted.</td>
<td></td>
</tr>
<tr>
<td>(if applicable) The courses in my option helped me achieve the essential knowledge and/or skills for my area of interest.</td>
<td></td>
</tr>
<tr>
<td>(if applicable) My internship experience was a critical component to my education in Anthropology.</td>
<td></td>
</tr>
<tr>
<td>(if applicable) My field school experience was a critical component to my education in Anthropology.</td>
<td></td>
</tr>
</tbody>
</table>

#### ENVIRONMENT

- Advising help was readily available and answered my questions.
- Professors were helpful and available.
- Teaching Assistants were helpful and available.
- The office staff was helpful and available.
- MASA, the Anthropology Student Club is an important institution for undergraduate Anthropology majors.
- Laboratory and library resources are adequate in Anthropology.
- The Anthropology Department creates a comfortable atmosphere for undergraduates.
**COMMENTS**

Please expand upon your assessment of any areas in which our program could improve. We welcome your suggestions.

<table>
<thead>
<tr>
<th>What is your career goal?</th>
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</thead>
<tbody>
<tr>
<td>☐ Archaeology, Cultural Resource Management</td>
</tr>
<tr>
<td>☐ Forensic Science/Law enforcement</td>
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<tr>
<td>☐ Health Care</td>
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<tr>
<td>☐ Museum work</td>
</tr>
<tr>
<td>☐ NGO/Applied Socio-Cultural Anthropology</td>
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<tr>
<td>☐ International Government</td>
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<tr>
<td>☐ International Business</td>
</tr>
<tr>
<td>☐ Business, Other</td>
</tr>
<tr>
<td>☐ Teacher – ESL</td>
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<tr>
<td>☐ Teacher – Secondary</td>
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<tr>
<td>☐ College professor</td>
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<tr>
<td>☐ Professional degree in another field</td>
</tr>
<tr>
<td>☐ Other: ____________________________________________________</td>
</tr>
<tr>
<td>☐ Don’t know</td>
</tr>
</tbody>
</table>

Thank you! The results of this survey will help us improve the program. This form must be turned in before your application for graduation is signed by the Department.