Department of Anthropology
2020 Assessment Report

All areas shaded in gray are to be completed by the department/program.
This document will be posted online and must be accessible electronically (including appendices).

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 ALIGNMENT WITH PRIORITIES FOR ACTION
After listing each departmental objective, indicate which of the five Priorities for Action the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.

1. Prepare undergraduate majors and minors in the core knowledge, methods, and critical research skills of the discipline. (This department objective meshes best with Priority 1—place student success at the center of all we do)
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 Priority 1 and 2)
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 Priority 1, 3, and 4).
4. Prepare students to conduct and convey results of independent anthropological research. (This department objective fits with Priority 2, 3, and 5)
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 Priority 1 and 2)

STUDENT LEARNING GOALS and MEASUREMENT TOOLS

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

RESULTS and MODIFICATIONS

<table>
<thead>
<tr>
<th>Learning Goal results</th>
<th>Modifications made to enhance learning</th>
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<tbody>
<tr>
<td>Currently unavailable.</td>
<td>The APA was entirely re-tooled the summer of 2020 and therefore the data from it is currently insufficient to address whether or not our goals are being met. As students graduate, it will be possible better estimate these responses, which we hope will increase our understanding of student needs and whether our goals are being met. The ASES only had two respondents in the spring of 2020, likely due to COVID, and therefore there is no meaningful data that can be extrapolated from these responses.</td>
</tr>
</tbody>
</table>
FUTURE PLANS FOR CONTINUED ASSESSMENT
We plan to continue to evaluate the APA and ASES data in order to learn if it has some capacity to show differences between incoming and outgoing students. In the past, this has been problematic, which led to the re-tooling of the assessment itself into its current form. However, due to these changes just being implemented, it will take a few years to obtain data to compare between freshmen and seniors.

APPENDICIES
1. The NEW Anthropological Proficiency Assessment (APA).
The NEW Anthropological Proficiency Assessment (APA)

1. Which of the following is the best indicator of ritual space for spiritual beliefs to be expressed?
   a. prestige exchange
   b. marketplaces
   c. evidence of offerings and sacrifice
   d. objects of personal adornment

2. People who specialize in herding animals are:
   a. Pastoralists.
   b. hunter-gatherers.
   c. Horticulturalists.
   d. Swift.

3. Which of the following best characterizes the ethnographic method?
   a. Designing experiments and tests that are applied to a group of people.
   b. Participating in the life of a people in order to observe their way of life firsthand.
   c. Watching strange peoples from a distance.
   d. Telephone interviews with many people to find out what they think.

4. Primate evolutionary trends such as binocular vision with depth perception, grasping hands/feet with opposable thumbs and big toes, probably evolved as adaptations to a(n) ______________ environment.
   a. aquatic
   b. diurnal
   c. arboreal
   d. terrestrial

5. Archaeology is primarily concerned with:
   a. the study of ancient human physical remains.
   b. the acquisition of artifacts for private collections and museums.
   c. the study of dinosaur fossils.
   d. the study of human cultures in the past by analyzing material culture.

6. The processes of change that occurs when different cultures come into intensive contact is:
   a. Persistence.
   b. Acculturation.
   c. Innovation.
   d. Unconscious invention.

7. Which of the following can NOT be dated using radiocarbon dating?
   a. charcoal
   b. bone
   c. flint
   d. shell

8. A society’s culture is that people’s shared:
   a. genes and ideas.
   b. behaviors and ideas that have remained unchanged through time.
   c. genetic heritage.
   d. learned behaviors and ideas.
9. A division of labor in a society could be based on:
   a. Social class.
   b. Gender.
   c. Age.
   d. All of the above.

10. The number of languages in the world today is approximately:
   a. 70
   b. 700
   c. 7,000
   d. 7,000,000

11. Which of the following things is important in the archaeological investigation of mobile hunter gatherer societies?
   a. Meticulous excavation and 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
   c. The presence of sites of short but reoccurring occupations.
   d. All of the above.

12. Which word has the most morphemes?
   a. unhappier
   b. afternoon
   c. into
   d. asparagus

13. Languages families are sets of languages that:
   a. are all descended from a single proto-language.
   b. are similar due to widespread and long-lasting contact and word exchange in the past.
   c. all occur within a region that is smaller than a continent.
   d. all of the above.

14. Which of the following have been trends in human evolution over the last 3 million years?
   a. decrease in the size of molar and canine teeth
   b. increased reliance on tools
   c. increase in brain size
   d. all of the above

15. Homo neanderthalensis’ relationship to modern humans (Homo sapiens) is best characterized as:
   a. Ancestral species.
   b. Same species.
   c. Daughter species.
   d. Sister species.

16. The ability to easily process the sugar in milk (lactose) as an adult is not a human universal. Lactase persistence, which allows some people to break down this sugar as an adult without gastrointestinal trouble, is best characterized by which of the following:
   a. A history of pastoralism in ancestral populations.
   b. An adaptation.
c. Occurring multiple times in human populations.

17. Modern human populations have often been lumped together into groups or categories that have been erroneously used as ‘races’ of humans. Which of the following is a reason why these categories are not an accurate way to represent human variation?
   a. Much of human variation is based on adaptations to local environmental conditions.
   b. All human variation is clinal in nature—there are no sharp differences between any given population on the planet.
   c. While people may look different from one another due to ancestry in different locations, their underlying genetic differences are vanishingly small.
   d. All of the above.

18. The study of meaning in language is called:
   a. morphology.
   b. morphosyntax.
   c. syntax.
   d. semantics.

19. Linguistic relativity is best described as the view that speakers of different languages:
   a. may categorize objects and events differently.
   b. may have different bodies of technical knowledge.
   c. may have distinct low-level processing abilities.
   d. may not be capable of forming the same concepts.

20. Linguists can write the sounds of any human language using a standard system of letters and other symbols known as the:
   c. International Phonetic Alphabet (IPA).
   d. Universal Symbolic System (USS).