

Academic Degree Programs Assessment
Assessment Plan

College of Liberal Arts and Sciences

Department of Anthropology

Bachelor of Arts/Sciences

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1. Introduction

Anthropology is a dynamic, interdisciplinary, engaged field of study with world class faculty at the highest level of research productivity. The Program conducts research and teaches human diversity present and past through the subdisciplines of Archaeology, Cultural Anthropology, Linguistic Anthropology, and Biological Anthropology. Our graduates go on to work and study in diverse fields, including graduate and professional schools, the private sector, the non-profit sector, state and federal government employment, education, consultancy firms, museums, and zoos. The program is inherently international with undergraduate field school, research, and engagement opportunities worldwide.

Prior to 2013, the Department Chair assumed all duties including assessment, undergraduate advising, course scheduling, and budgeting. As a result, assessment prior to 2013 was inadequate. In 2013 the College supported the addition of an Assistant Chair who took over assessment as a primary duty. Between 2013 and 2017, the first set of modifications were made to our assessment program to better address our student learning objectives and it covers all four of our subfields upon which our undergraduate program is based: archaeology, biological anthropology, cultural anthropology, and linguistic anthropology. When the Assistant Chair became the Chair in fall 2019, no tenured faculty agreed to serve in that role. As a result, Dr. Kerry Sagebiel, an Instructor for our department, agreed to take over assessment duties. The Chair and Dr. Sagebiel met with faculty to modify the program, and additional revisions were made during the 2019-2020 academic year in response to comments we received from the University Assessment Panel and in consultation with staff from Accreditation, Assessment and Evaluation.

2. Student Learning Outcomes (SLOs)

The Anthropology BA/BS program has three primary learning outcomes; SLO one is divided into four sub-sections for each subfield.

		Student Learning Outcomes
1	All subfields	Demonstrate a high level of competency in 1A) biological anthropology, 1B) linguistic anthropology, 1C) cultural anthropology and 1D) archaeology to gain entry-level employment related to that area or in settings where that knowledge is a useful ancillary asset.
1A	Biological Anthropology	Apply knowledge of evolutionary theory and evolutionary history to explain: a) the process of natural selection and the factors shaping the physical body, brains, and behavior of humans and non-human primates b) the ecology of human and non-human primates
1B	Linguistic Anthropology	Apply knowledge of anthropological and linguistic theory and research to explain: a) how language reflects human relationships, shapes interactions, and relates to cognition b) how linguistic diversity shapes human relationships and interactions
1C	Cultural Anthropology	Apply knowledge of anthropological theory and research to explain: a) how cultural diversity shapes human relationships and interactions b) the implications of bio-cultural diversity for contemporary society
1D	Archaeology	Apply knowledge of archaeological theory and research to explain: a) how past cultural, linguistic, and biological diversity has shaped human societies b) the implications of the past and the practice of archaeology for

		Student Learning Outcomes
		contemporary society
2	All subfields	Use critical thinking skills to draw conclusions from and make connections across the subfields of anthropology to: a) explain the necessity of the bio-cultural approach for understanding human diversity b) evaluate and synthesize recent general articles in anthropology
3	All subfields	Demonstrate oral and written communication skills a) via presentations on anthropological concepts, theory, and research b) in written work when discussing anthropological concepts, theory, and research

3. Program-by-Baccalaureate Student Learning Outcomes Matrix

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Inter-cultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
1A. Apply knowledge of evolutionary theory	S		S	M			S	M
1B. Apply knowledge of linguistic theory	S	S	M	M			S	M
1C. Apply knowledge of anthropological theory	S	S	M	M			S	M
1D. Apply knowledge of archaeological theory	S	S	S	M			S	M
2. Use critical thinking skills				S	S		S	S
3. Demonstrate oral and written communication skills				S	S	S		S
Overall	S	S	S, M	S, M	S	S	S	S, M

Note. S=strongly supports; M=moderately supports; blank=does not support.

4. Anthropology Curriculum Map

The introductory class for each subfield (ANTH 210, 220, 230 and 240) is required of all majors. In addition, one upper level class in each subfield is required. Students may choose additional classes according to their interests.

Across sub-fields

COURSE	<i>SLO 1A: Biological Theory</i>	<i>SLO 1B: Linguistic Theory</i>	<i>SLO 1C: Cultural Theory</i>	<i>SLO 1D: Archaeological Theory</i>	<i>SLO 2: Critical Thinking & Connections</i>	<i>SLO 3: Communication Skills</i>
ANTH 462. Collections Management			D	D	D	P

Note. Course supports the outcome at the B=beginning, D=Developing, or P=proficient level.

Archaeology

COURSE	<i>SLO 1A: Biological Theory</i>	<i>SLO 1B: Linguistic Theory</i>	<i>SLO 1C: Cultural Theory</i>	<i>SLO 1D: Archaeological Theory</i>	<i>SLO 2: Critical Thinking & Connections</i>	<i>SLO 3: Communication Skills</i>
ANTH 210. Exploring Archaeology	B		B	B	B	B
ANTH 300. Archaeology of Food	D		D	D	D	D
ANTH 313. Archaeology through Fiction	D		D	D	D	D
ANTH 410. Environmental Archaeology	P		D	P	P	D
ANTH 412. Native North America	D		D	D	P	P
ANTH 413. Illinois Archaeology	D		D	P	D	D
ANTH 414. Aztecs, Olmec, and Maya: The Archaeology of Mesoamerica	D		D	D	D	D
ANTH 415. Archaeology of the American Southwest	D		D	D	D	D
ANTH 417. Archaeology South America	D		D	D	D	D
ANTH 418. Applied Archaeology	D		P	P	P	P
ANTH 419. Archaeological Ethics			P	P	P	P
ANTH 453. Archaeological Theory	P		P	P	P	P

COURSE	<i>SLO 1A: Biological Theory</i>	<i>SLO 1B: Linguistic Theory</i>	<i>SLO 1C: Cultural Theory</i>	<i>SLO 1D: Archaeological Theory</i>	<i>SLO 2: Critical Thinking & Connections</i>	<i>SLO 3: Communication Skills</i>
ANTH 461. Methods in Archaeology	D		D	P	P	P
ANTH 469. Archaeology of Empires			P	P	P	P

Note. Course supports the outcome at the B=beginning, D=Developing, or P=proficient level.

Biological Anthropology

COURSE	<i>SLO 1A: Biological Theory</i>	<i>SLO 1B: Linguistic Theory</i>	<i>SLO 1C: Cultural Theory</i>	<i>SLO 1D: Archaeological Theory</i>	<i>SLO 2: Critical Thinking & Connections</i>	<i>SLO 3: Communication Skills</i>
ANTH 240. Becoming Human: Discovering Human Origins	B				B	B
ANTH 341. Primatology	D				D	D
ANTH 343. Extinction: Where the Wild Were	D				D	D
ANTH 440. Fossil Humans	P			D	P	P
ANTH 441. Sex and Gender in Primates	P				P	P
ANTH 443. Human Adaptation and Variation	P				D	D
ANTH 444. Primate Ecology and Conservation	P				P	P
ANTH 445. Primate Evolution	P				P	P
ANTH 446. The Human Skeleton	P				P	P
ANTH 447. Primate Anatomy	P				P	P
ANTH 449. Primates and Food	D				D	D
ANTH 454. Uses and Abuses of Evolutionary Theory	P		D		P	P

Note. Course supports the outcome at the B=beginning, D=Developing, or P=proficient level.

Cultural Anthropology

COURSE	<i>SLO 1A: Biological Theory</i>	<i>SLO 1B: Linguistic Theory</i>	<i>SLO 1C: Cultural Theory</i>	<i>SLO 1D: Archaeological Theory</i>	<i>SLO 2: Critical Thinking & Connections</i>	<i>SLO 3: Communication Skills</i>
ANTH 220. Introduction to Cultural Anthropology	B	B	B	B	B	B
ANTH 301. American Culture	D	D	D		D	D
ANTH 302. Asian American Cultures		D	D		D	D
ANTH 304. Muslim Cultures in Anthropological Perspective		D	D		D	D
ANTH 326X. Survey of World Music			D		D	
ANTH 328. Anthropology of Religion			D		D	D
ANTH 329. Anthropology and Contemporary World Problems			D		D	D
ANTH 361. Cross-Cultural Perspectives on Women	D		D		D	D
ANTH 363. Globalization and Corporate Cultures			D		D	D
ANTH 404. Peoples and Cultures of the Carribean			P		D	D
ANTH 407. People and Cultures of Insular Southeast Asia			P		D	D
ANTH 408. People and Cultures of Mainland Southeast Asia			P		D	D
ANTH 409. Cultures and Societies of the Middle East			P		D	D
ANTH 420. Waterworlds	D		P		P	D
ANTH 422. Gender in Southeast Asia	D	P	P		D	D
ANTH 423. Environmental Anthropology of the Middle East: Cultural and Political Ecologies	D		P		P	D
ANTH 425. Environmental Anthropology	D		P		P	P
ANTH 427. Economic Anthropology			P		P	P
ANTH 429X. International NGOs and Globalization			P		P	P

COURSE	<i>SLO 1A: Biological Theory</i>	<i>SLO 1B: Linguistic Theory</i>	<i>SLO 1C: Cultural Theory</i>	<i>SLO 1D: Archaeological Theory</i>	<i>SLO 2: Critical Thinking & Connections</i>	<i>SLO 3: Communication Skills</i>
ANTH 450. Ethics and Research Design in Anthropology					P	P
ANTH 451. History and Theory of Anthropology	D	P	P	P	P	P
ANTH 460. Methods in Ethnography		P	P		P	P
ANTH 464. Disasters without Borders			P		P	P
ANTH 465. Medical Anthropology	P		P		P	P
ANTH 466. Resource Conflict and Environmental Peacebuilding	D		P		P	P
ANTH 467. Applied Anthropology		P	P		P	P
ANTH 468. Anthropology of Gender	P	P	P		P	P

Note. Course supports the outcome at the B=beginning, D=Developing, or P=proficient level.

Linguistic Anthropology

COURSE	<i>SLO 1A: Biological Theory</i>	<i>SLO 1B: Linguistic Theory</i>	<i>SLO 1C: Cultural Theory</i>	<i>SLO 1D: Archaeological Theory</i>	<i>SLO 2: Critical Thinking & Connections</i>	<i>SLO 3: Communication Skills</i>
ANTH 230. Intro to Linguistic Anthropology		B	B		B	B
ANTH 261X. Language, Mind, and Thought		D	D		D	D
ANTH 331. Language and Culture		D	D		D	D
ANTH 432. Nature and the Environment across Cultures	P	P	P		P	P
ANTH 433. Fundamentals of Cognitive Anthropology	P	P	P		P	P
ANTH 435. Space in Language and Culture		P	P		P	P
ANTH 438. Cultural Models: The Language of Culture		P	P		P	P

Note. Course supports the outcome at the B=beginning, D=Developing, or P=proficient level.

5. Assessment Methods and Criteria

Assessment Method	Description	Student Level Achievement	Program Level Target	When Data is Collected	Person Responsible	SLOs
Question for students in a 200-level course	Students are asked questions to demonstrate basic knowledge regarding biological, cultural, and linguistic diversity.	Mean score should be at least 17 out of 25.	75% of students will score at least 17.	During one 200 level class for each subfield in the rotation for a particular year.	One professor in each subfield, assigned by Chair, rotate the subfields each year.	1A–D, 2, 3
Question for students in a 400- level course	Students are asked questions to demonstrate basic knowledge regarding biological, cultural, and linguistic diversity.	Mean score should be 20 out of 25.	85% of students will score at least 17.	During one 400 level class for each subfield in the rotation for a particular year.	One professor in each subfield, assigned by Chair, rotate the subfields each year.	1A–D, 2, 3
Writing assessment of students in upper level course	Students are assigned a writing task in which they are evaluated according to 5 criteria: development of an argument, audience and purpose, writing and organization, understanding of critical concepts, and critical thinking	A student will receive a score of 3 or better on each of the five performance criteria on the rubric.	85% of all students will meet the student-level target, i.e. receive a score of 3 or better on each of the five performance criteria on the rubric.	In the last third of each semester.	Course instructor.	1A–D, 2, 3
In-class presentation by students in upper level course	Students will give an oral presentation in class which will be evaluated based on 5 criteria: development of an argument, audience and purpose, organization, understanding of critical concepts, and critical thinking	A student will receive a score of 3 or better on each of the five performance criteria on the rubric.	85% of all students will meet the student-level target, i.e. receive a score of 3 or better on each of the five performance criteria on the rubric.	In the last third of each semester.	Course instructor.	1A–D, 2, 3

Assessment Method	Description	Student Level Achievement	Program Level Target	When Data is Collected	Person Responsible	SLOs
Question to graduating majors.	Students are asked to write a short essay to explain how and why the four subfields provide an understanding of human diversity. Answers will be evaluated from 1 Complex and thoughtful to 6 Overly simplistic and insightful.	Mean score of a 2	85% of respondents answer 1 or 2 – indicating they have a complex and thoughtful understanding of human diversity.	Month before graduation	Undergraduate advisor.	1A–D, 2
Alumni survey run by NIU	Students are asked, “In general, how well did your bachelor's degree prepare you for your present job?” Responses can vary from 1 Very well to 6 very poorly.	Mean score of a 2	85% of respondents answer 1 or 2 – indicating they perceive their major prepares them well for employment.	Based on alumni survey.	Based on alumni survey.	1A–D
Recent graduates given questionnaire on job placement and preparedness	Students are asked, “In general, how well did your Anthropology degree prepare you for your present job?” Responses can vary from 1 Very well to 6 very poorly.	Mean score of a 2	85% of respondents answer 1 or 2 – indicating they perceive their major prepares them well for employment.	5 graduating seniors will be asked to participate in one year.	Undergraduate advisor.	1A–D

6. Assessment Method-by-Outcomes Matrix

Assessment Method	<i>SLO 1A: Biological Theory</i>	<i>SLO 1B: Linguistic Theory</i>	<i>SLO 1C: Cultural Theory</i>	<i>SLO 1D: Archaeological Theory</i>	<i>SLO 2: Critical Thinking & Connections</i>	<i>SLO 3: Communication Skills</i>
200 Level Question	F, D	F, D	F, D	F, D	F, D	F, D
400 Level Question	S, D	S, D	S, D	S, D	S, D	S, D
Writing	S, D	S, D	S, D	S, D	S, D	S, D
Oral Presentation	S, D	S, D	S, D	S, D	S, D	S, D
Question to graduating majors	S, D	S, D	S, D	S, D	S, D	
Alumni survey	S, I	S, I	S, I	S, I		
Questionnaire on job placement and preparedness	S, I	S, I	S, I	S, I		S, I

Note. F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment.