

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Anthropology BA

As of: 11/07/2016 09:07 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

The mission of the Anthropology program is to provide students with a broad, behavioral science and liberal arts education based on the methodologies, theories, perspectives and cumulative findings of the anthropological sub-fields. The Anthropology program strives toward increased student engagement and success, greater understanding and appreciation of cultural diversity and the human condition within our community and the world, scholarly communication and interaction, facilitating cultural stewardship, and fostering innovative and socially-pertinent anthropological research. This mission is in accordance with the UL Lafayette 2009-2014 Strategic Plan and Louisiana Board of Regents Master Plan. The B.A. in Anthropology strives to provide a comprehensive grounding in each of the four sub-fields of anthropology. Undergraduate instruction is provided in archaeology, biological anthropology, cultural anthropology, and linguistic anthropology. Graduate instruction is offered in the anthropological sub-fields to graduate students in other programs. The Anthropology program fulfills the Core Curriculum for behavioral science and supports the university's mission of general and liberal arts education, advancing the knowledge of humankind, promoting cultural development, and realizing its commitment to diversity and integration. In fulfilling its mission, the purposes of the Anthropology program are to prepare anthropology majors for careers and post-baccalaureate studies, and to provide students with anthropological knowledge, perspective, and understanding.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Proficiency in Field Methodology and Research

Students will acquire research proficiency in anthropological methods of data collection, analysis, application, and interpretation. Students will attain competence in skills and techniques relevant to anthropological fieldwork in one or more of the sub-fields, such as ethnography, comparative cross-cultural analysis, cultural resource management, heritage studies, archaeological excavation, and analysis of material culture.

Relevant Associations:

Proficiency in anthropological field methods is associated with achieving applied research skills in the social sciences, including cross-cultural analysis and interpretation, anthropological linguistics, human biological variation and evolution, and understanding the temporal and spatial dimensions of the human condition.

General Education/Core Curriculum Associations

- 1.1 Think critically and read with comprehension.
- 1.2 Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
- 2.2 Use critical and logical thinking, knowledge of accepted scientific methods,

and appropriate sources to evaluate the credibility of information with scientific content

3.1 Collect, consume, and critique basic and complex concepts in history and social sciences.

3.2 Understand the diverse and complex nature of humanity

3.3 Create engaged citizens.

5.2 Analyze and critically evaluate numerical and graphical data to draw reasonable and valid conclusions about “real-world” situations.

Related Measures

M 1: Field Methods and Research

The objective of proficiency in field methodology and research will be measured through student participation and success in anthropological fieldwork related to one of the four subfields: archaeology, cultural anthropology, biological anthropology, and linguistic anthropology. In addition to archaeology and ethnography, interdisciplinary methods may include fields as cultural resource management, historic preservation, heritage studies, or forensic anthropology. Students will attain competence in skills and techniques of data collection, analysis, application, and interpretation. Student access and participation will be facilitated through Cultural Resource Management (ANTH 480G), the Archaeology Field School (ANTH 490G), Archaeological Records (ANTH 499G), and through internships or independent studies (ANTH 497 and 498: Special Projects). In addition, two new courses will be created to provide training and research experience in field methods. The first of the new courses is Research in Cultural Anthropology (ANTH 491G), a variable credit course (3 - 6 hours) that can serve as an intense field school experience related to any aspect of cultural anthropology, or can be used as a regular semester 3-hour course that emphasizes methods training and student field work experience. The other new course is Heritage and Habitat (ANTH 465), a 3-hour course emphasizing field methods applied to human ecological or environmental problems. Student success will be measured and assessed by the Anthropology Program Coordinator and the Curriculum and Program Assessment Committee, based on average learning outcomes rated according to a four point scale: (4) excellent, (3) above average, (2) average, (1) unsatisfactory.

Source of Evidence: Project, either individual or group

Target:

Attainment of this objective will be regarded as successfully achieved when the average score of the student sample is 3.0 or higher. It will necessitate the addition of one or more courses to the anthropology curriculum related to ethnographic fieldwork.

Finding (2015-2016) - Target: Partially Met

During the winter of 2015, Field School (ANTH490) was offered for 6 academic credits. In Spring 2016, Archaeological Records (ANTH499) was offered for 3 academic credits. These courses were offered as co-reqs. Six Anthropology and two general studies students participated in the courses. The topic of the course was the field excavations along the Teche Ridge as part of the New Acadia Project. The students conduct field survey and excavations in several locations. Students learned to use GPS and other electronic data recorded

equipment. All students in this class learned and applied state-of-the-art archaeological technology and methods. All students were evaluated at 4.0 level of accomplishment, based on field notebooks written during the winter session and site reports written during the spring session. Overall, the learning outcome targets for this field method experience were met as determined by an above average composite evaluation. In summary, the objective of increasing student proficiency in field methodology and research was achieved for the students who fully participated in the strategies outlined above. It is important to note that these methods training experiences serve more than anthropology majors -- architecture, sociology, criminal justice, and general studies students also find this training attractive. The potential for interdisciplinary value can provide multiple advantages: students who learn, often as team members, in an interdisciplinary environment are likely to develop career enhancing skills; and, the essentially multi-method field of anthropology can offer needed training to students from varied academic programs from across campus.

Related Action Plans (by Established cycle, then alpha):

Anthropology Lab

Anthropology lab is presently inadequate, placing constraints on the opportunity for students to acquire knowledge of anthropological methods of data collection, analysis, and application. The present lab facility lacks available table space, running water and plumbing, shelving and storage, lab equipment, proper ventilation, and computer workstations for data entry and analysis. The action plan involves acquiring a larger, properly-equipped anthropology lab or renovating the present lab space. Acquiring a new anthropology lab space and equipment, or improvements to the existing lab, are dependent on adequate funding and institutional support. External grants have provided some minor improvements and equipment over the past 10 years. Additional funding and support from the university are required to implement this plan.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Field Methods and Research |

Outcome/Objective: Proficiency in Field Methodology and Research

Implementation Description: Acquiring a new anthropology lab space and equipment, or improvements to the existing lab is dependent on adequate funding and institutional support. External grants have provided some minor improvements and equipment. Additional funding and support from the university are required to implement this plan.

Responsible Person/Group: Mark Rees and David Palmer

Additional Resources: The present lab facility lacks available table space, running water and plumbing, shelving and storage, lab equipment, proper ventilation, and computer workstations for data entry and analysis.

Budget Amount Requested: \$30,000.00 (recurring)

Fieldwork

An additional full-time faculty member is needed to continue to offer field methods and research opportunities for students due to the promotion of an Associate Professor of Anthropology to Department Head. An

archaeological anthropologist or professional with relevant expertise is needed to teach Cultural Resource Management (ANTH 480G), the Archaeology Field School (ANTH 490G), and Archaeological Records (ANTH 499G). Adequate laboratory facilities and storage space are also needed to teach field methods and applied research.

Established in Cycle: 2012-2013

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Field Methods and Research |

Outcome/Objective: Proficiency in Field Methodology and Research

Implementation Description: The Southwest Louisiana Regional Archaeologist position will be discontinued at the end of June 2013. The adjunct assistant professor in this position will be reassigned as Research Scientist with an expected teaching load of 3 courses per semester, to include ANTH 480G, ANTH 490G, and ANTH 499G. The Department Head has requested a laboratory equipped with sinks and sediment traps, drying racks, tables for artifact processing, equipment for analysis and data processing, and collections storage.

Projected Completion Date: 08/2013

Responsible Person/Group: Mark A. Rees, Ph.D.

Additional Resources: Anthropology faculty

Budget Amount Requested: \$36,000.00 (recurring)

Biological Anthropology Research Laboratory

UL Lafayette is in critical need of a laboratory for biological anthropology. While the university offers a B.A. and minor in Anthropology, there are presently no adequate laboratory facilities for biological anthropology. Anthropology is an applied, material-based and fieldwork-oriented discipline encompassing four major subfields: biological anthropology, archaeology, cultural anthropology, and linguistic anthropology. The future success of anthropological instruction and research at UL Lafayette will depend on the acquisition of adequate research and classroom laboratories for anthropology. The indispensable need and justification for a classroom laboratory and archaeological research lab have been described in a separate proposal. The focus here is on describing the specific reasons and needs for a Biological Anthropology Research Laboratory (BARL) at UL Lafayette.

Biological anthropology, like archaeology, is a strongly material-based sub-field of Anthropology. Just as Anthropology is a diverse discipline, the sub-field of Biological Anthropology incorporates a wide range of specialized, cross-disciplinary research. These include, but are not limited to, the following: bioarchaeology, comparative human osteology, cultural and behavioral ecology, epidemiology, human genetics, forensic anthropology, medical anthropology, paleoanthropology, and primatology. Given the relatively small size of the Anthropology program at UL Lafayette, which presently consists of 3 full-time anthropologists, the purpose of the BARL is not to equally-support all of the above research. Specific needs and functions must be based on ongoing research of faculty.

The general purpose of the BARL is to provide an accommodating

research space and facilities for a biological anthropologist to work at UL Lafayette. Research and teaching in biological anthropology at UL Lafayette have been constrained for more than 20 years by a lack of appropriate facilities and designated lab. The Anthropology Lab in Mouton Hall (Rm 108) presently serves dual uses as a research and teaching lab for archaeology and biological anthropology. During this time, research involving bioarchaeology, human osteology, and forensic anthropology has been undertaken alongside archaeology field schools, laboratory processing of archaeological collections, and student research projects. As a result, human skeletal collections from forensic investigations and archaeological contexts have been processed, analyzed, and stored in the same room used for classes and student meetings, storing archaeological field equipment, site files and maps, and carrying out all other research.

A nation-wide, year-long search has recently been concluded to hire a full-time, tenure-track biological anthropologist to be appointed in August of 2014. The lack of a designated lab for research in biological anthropology will not only continue to constrain research; it has already presented a severe impediment to retaining highly-qualified candidates for the position in biological anthropology. One of three finalists for the position recently withdrew her application after learning about the existing laboratory facilities for Anthropology, stating that it would be inadequate to support her research. The justification for this request is consequently the continuation and development of the Anthropology program at UL Lafayette, in addition to the university's interest in supporting externally-funded, innovative, and state-of-the-art research in the context of higher education. The future success of the Anthropology program at UL Lafayette will depend in part on the acquisition of a BARL.

The various functions of the BARL should be defined based on the specializations and research interests of the soon-to-be-appointed biological anthropologist. The person to be appointed has research specializations in bioarchaeology and forensic anthropology. At a minimum, a fully-functioning laboratory should provide the following:

- Lab benches or tables for processing and analyses of collections, estimated at a *minimum* of four 72-by-36 inch surfaces.
- Water source with sinks and sediment trap.
- Adequate room ventilation for use of solvents and other chemicals in processing and labelling of collections. A laboratory fume hood may be required.
- Shelving for storage of collections and supplies, estimated at a *minimum* of 320 cubic feet.
- Desk and filing cabinets.
- Work space for all of the above, at an estimated *minimum* of 400 square feet.
- Ground floor access or elevator.

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Field Methods and Research |

Outcome/Objective: Proficiency in Field Methodology and Research

Implementation Description: unknown

Classroom Laboratory and Anthropology Research Lab

The Anthropology program at UL Lafayette continues to be in critical need of a classroom laboratory for routine student instruction and a research lab for archaeology. Anthropology is an applied, fieldwork-oriented and material-based discipline. The continued success of instruction and research in Anthropology at UL Lafayette will depend to a large extent on development of a classroom laboratory and acquisition of an adequate research lab. Although teaching and research laboratories have been combined in one single space, the alternative proposed here is the creation of a Classroom Laboratory out of the Anthropology research lab in Mouton Hall (MO), Room 108. This will require acquisition of a separate space for the Anthropology Research Lab. The reasons for this arrangement are that MO 108 is well-suited in size, configuration, and available resources to serve as a Classroom Laboratory. Tables, chairs, and all necessary classroom furnishings already exist to convert MO 108 into a fully-functional teaching lab. Teaching collections already stored in MO 108 and next door, in MO 109, would be readily available for use in courses. The conversion of MO 108 into a teaching lab is prevented due to the need for a research lab, for which MO 108 is very poorly equipped. Research laboratories are essential to the successful accomplishment of research in anthropology, especially archaeology and biological anthropology. The multiple usages of MO 108 for archaeology field schools, archaeological records courses, contract archaeology, cultural resource management projects, forensic and material culture studies, zooarchaeological analyses, and externally-funded research presently make it unavailable and unusable as a Classroom Laboratory. Yet MO 108 lacks essential facilities of a functioning research laboratory, such as running water, sediment traps, and adequate space for drying racks, lab tables, and collections storage. These deficiencies have seriously impeded research and even have the potential to obstruct planned research in biological anthropology and archaeology. Such fundamental issues will largely determine the future success of anthropological instruction and research at UL Lafayette.

Classroom Laboratory

As an applied, fieldwork-oriented and material-based discipline, Anthropology requires a classroom laboratory for successful instruction. Archaeology and Biological Anthropology courses in particular, make regular use of teaching collections. Specializations within subfields, such as forensic anthropology, require frequent utilization of collections for adequate instruction and successful learning. In addition to Anthropology majors, students majoring in Criminal Justice, Sociology, History, and many other disciplines would benefit from development of a classroom laboratory or teaching lab. There are currently 12 courses regularly offered by Anthropology faculty which incorporate applied material culture or type collections, including archaeological, ethnographic, forensic, osteological, and paleoanthropological materials. While most of these are lecture or

seminar courses that utilize teaching collections, two courses (ANTH 490G and 499G) are entirely field or lab-based and require an adequately-equipped research laboratory. At least two additional courses, Human Osteology and Paleoanthropology, are planned to be added to the curriculum. Both will require the use of osteological and paleoanthropological teaching collections.

While Anthropology courses utilize teaching collections to varying degrees, all depend to some extent on access to materials. The present lack of a classroom laboratory greatly impedes the teaching of courses, reducing student engagement, participation and learning, while making instruction problematic. World Archaeology (ANTH 203), Archaeology (ANTH 303), and Forensic Anthropology (ANTH 430) regularly incorporate teaching collections stored in the Anthropology Lab (MO 108 and 109). Each semester these collections must be packaged and carried in boxes to classrooms where the courses are being taught. This frequently involves moving heavy and often fragile materials upstairs to classrooms on the second floor of Mouton Hall, without the use of an elevator. To lessen transport time and effort, items such as fully-articulated human skeleton casts must sometimes be left in unsecured classrooms. At the end of each class, collections must be repackaged and desks used as makeshift laboratory tables must be cleaned. On a few occasions, fragmentary debris such as bone and soil have unintentionally been left behind following the use of forensic and archaeological collections, to the chagrin of other faculty using the classroom. In addition to the inconvenience, collections have been accidentally damaged while being transported. Ceramic vessels have been broken and a life-sized human skeleton cast was shattered when being carried down the stairs. During semesters when these courses are scheduled outside of Mouton Hall due to limited classroom availability, collections must be carried considerable distances or excluded from classroom use. The omission or reduced use of collections in these courses results in a considerable disadvantage to student learning. The conversion of MO 108 into a Classroom Laboratory would solve these problems, provide an exceptional educational setting, and facilitate applied student learning.

Anthropology Research Lab

Conversion of MO 108 into a Classroom Laboratory is prevented by its present use as a research lab for anthropology, for which it is not well equipped. As the primary research facility for all Anthropology faculty at UL Lafayette, MO 108 is used for forensic studies, analyses of material culture, archaeological collections processing and analysis, zooarchaeology, contract archaeology, and cultural resource management projects, including externally-funded research. The Anthropology Research Lab in MO 108 was formerly used by the Southwest Louisiana Regional Archaeologist and continues to serve as a facility for public archaeology, including archaeological records, regional maps recording site locations, and requests for artifact identification. MO 108 presently serves as research space shared by all Anthropology faculty and research staff for research in archaeology, forensic anthropology, bioarchaeology, zooarchaeology, and material culture. Additional space will be needed with the appointment of a tenure-track Assistant Professor in the Fall of 2014,

to support forensic anthropology, bioarchaeology, and other research in biological anthropology.

In addition to supporting research, MO 108 serves as a space for storage of teaching collections as well as research collections. It is also used for all laboratory and field courses, such as the Archaeology Field School (ANTH 490G) and Archaeological Records (ANTH 499G). The multiple and shared uses of MO 108 make it impractical to use as a Classroom Laboratory, but it is nonetheless inadequate in many respects for research. A research lab for archaeology and biological anthropology requires running water, sediment traps, and adequate space for drying racks, lab tables, and collections storage. MO 108 has none of these facilities and very little room for collections processing and storage. The lack of such essential facilities makes the present Anthropology Research Lab in MO 108 inefficient for research and less than a fully-functioning laboratory. Water for processing collections must be laboriously carried in buckets from restrooms down the hallway. Sediment-laden waste water must then be disposed of outside, at the building entrance, with the additional precautions of a makeshift sieve required to not lose sample materials. Water was provided for one Archaeological Records course by running a garden hose through a window. The waste water was poured out of the window. Besides inconveniencing building occupants with occasionally-spilled muddy water, students in the Archaeology Field School and Archaeological Records courses are deprived of basic research facilities. Tables and benches are occasionally set up outside in front of the building, when weather permits, to process archaeological collections. These deficiencies have seriously impeded research and even have the potential to obstruct future externally-funded research in archaeology and biological anthropology.

The Anthropology Research Lab in MO 108 is inadequate to accomplish the presently-planned externally-funded research. As three externally-funded projects are scheduled to begin in the summer of 2014, *the need for a suitable research lab is approaching a critical threshold*. Offering an Archaeology Field School (ANTH 490G) or Archaeological Records (ANTH 499G) course concurrent with these research projects would be even more difficult based on the present lack of laboratory space. The addition of a tenure-track Assistant Professor in Biological Anthropology beginning in the Fall of 2014 will present further challenges, as specializations such as forensic anthropology and bioarchaeology *require laboratories for teaching and research*. The necessary conversion of the existing Anthropology Research Lab into a Classroom Laboratory will effectively exclude its efficient use as a research lab. A new Anthropology Research Lab should be acquired as soon as possible to facilitate and support the development of externally-funded research in archaeology and biological anthropology, as well as the Archaeology Field School and Archaeological Records courses. This Anthropology Research Lab should be adequately equipped with large sinks and sediment traps, drying racks, lab tables, and have sufficient space for collections processing and storage. It should have ground floor-access, but would not need to be located near Mouton Hall or even centrally-located on the main campus. Adequately-equipped laboratories are essential to

successful applied instruction and accomplishment of research in anthropology, especially archaeology and biological anthropology. Along with the recruitment and retention of faculty and researchers, such basic issues will largely determine the future success of the Anthropology program at UL Lafayette.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Field Methods and Research |

Outcome/Objective: Proficiency in Field Methodology and Research

Field Methods Action

Research in Anthropology (ANTH 491G) and the Archaeology Field School (ANTH 490G) should be offered to anthropology majors and graduate students in the Historic Preservation Graduate Certificate program. External funding should be sought to support these field courses, as has been successfully done in the past. Historic preservation grants, neighborhood associations, and cooperative agreements can support field schools. Additional courses with field components, such as forensic anthropology, should be developed and offered.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Field Methods and Research |

Outcome/Objective: Proficiency in Field Methodology and Research

Implementation Description: Field methods courses should be offered

Responsible Person/Group: Dr. Brassieur, Dr. Rees, and Dr. Kles

Additional Resources: Properly equipped laboratory space

SLO 2: Mastery of Anthropological Theory

Students majoring in anthropology will achieve mastery of anthropological theory, interpretation, and its relevance in the modern world, including such topics as cultural relativism, ethnocentrism, emic/etic understanding, ethnicity, race, and human biological and cultural evolution.

Relevant Associations:

General Education/Core Curriculum Associations

- 1.1 Think critically and read with comprehension.
- 1.2 Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
- 1.3 Speak cogently in presenting information.
- 2.2 Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content
- 3.1 Collect, consume, and critique basic and complex concepts in history and social sciences.
- 3.2 Understand the diverse and complex nature of humanity

3.3 Create engaged citizens.

Related Measures

M 2: Mastery of Anthropological Theory

Mastery of Anthropological Theory will be measured by written assignments in ANTH 470G, a capstone seminar and required course for anthropology majors. Overall student comprehension of anthropological theory will be assessed at the end of Spring 2013 based on average achievement on written assignments throughout the semester. Comprehension will be measured and assessed by the Anthropology Program Coordinator and the Curriculum and Program Assessment Committee, based on average learning outcomes rated according to a five point scale: (5) excellent, (4) above average, (3) average, (2) below average, and (1) unsatisfactory.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Mastery of anthropological theory based on written assignments throughout the Spring 2013 semester will be regarded as successfully achieved when the average score of the student sample is 4.0 or higher.

Related Action Plans (by Established cycle, then alpha):

Identification of ANTH 470G as the capstone seminar

The continued success of the student learning objective in mastering anthropological theory will rely to some extent on explicitly identifying ANTH 470G as the capstone seminar for anthropology majors. Enrollment in this course by students majoring in other related fields, such as sociology or history, should not be discouraged, but the key objectives and orientation of the course should be clarified by the instructor both verbally and in writing. It should be emphasized that the seminar is geared toward specialized knowledge of anthropological theory for students majoring in anthropology, gained through advanced directed readings and discussions.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Mastery of Anthropological Theory |

Outcome/Objective: Mastery of Anthropological Theory

Implementation Description: Collaboration among instructors offering this course (Brassieur and Rees) will seek ways to explicitly identify its underlying objectives, including a statement to this effect in the course syllabus.

Responsible Person/Group: Dr. Brassieur and Dr. Rees

Additional Resources: n/a

SLO 3: Raise Awareness of Anthropology

Faculty and students will strive to raise awareness of the discipline of anthropology and increase visibility of the anthropology program through education, communication, and interaction within the university and with surrounding community.

Relevant Associations:

As the study of human biological and cultural variation, both in the past and present, anthropology is uniquely positioned to advance understanding of the human condition. Issues such as cultural relativism, cross-cultural "universals," cultural sustainability, human rights and indigenous survival, fundamentalism, racial, ethnic and gender discrimination, violence, and conflict resolution are studied and systematically addressed through anthropological research. Increased awareness of anthropology is associated with more comprehensive and insightful knowledge of humanity and what it means to be human.

Standard Associations

SACS (sections): 2010

- 1 educational programs, to include student learning outcomes
- 1 Institutional Mission
- 2.7.3 General Education

General Education/Core Curriculum Associations

- 1.3 Speak cogently in presenting information.
- 3.1 Collect, consume, and critique basic and complex concepts in history and social sciences.
- 3.2 Understand the diverse and complex nature of humanity
- 3.3 Create engaged citizens.
- 6.3 Communicate through electronic media.

Related Measures

M 3: Awareness of Anthropology

Increased awareness of anthropology within the university and surrounding community will be pursued through the addition of a general, four-field introduction to anthropology course and engagement by faculty and students. Assessment will be measured by enrollment in the anthropology course and student learning outcomes as measured by the instructor.

Source of Evidence: Activity volume

Target:

The following course was added and will be offered for the first time in the Fall of 2015: Anthropology 100, Introduction to Anthropology (3, 0, 3). Overview of cultural, linguistic, biological and archaeological sub-fields, including human variation, evolution, race, language, civilization, and cultural diversity. Restr: for non-majors.

Finding (2015-2016) - Target: Partially Met

Anthropology 100, Introduction to Anthropology has now been offered three times. This course is providing an overview of cultural, linguistic, biological and archaeological sub-fields, including human variation, evolution, race, language, civilization, and cultural diversity. Enrollment has remained low, but an informal survey indicates that several students have changed their major to anthropology or they have elected to take additional anthropology courses, because of their participation in this course. These findings suggest that the plan is making progress towards the goal, more students are interested in Anthropology. As a whole the number of anthropology majors is on the rise over the last year, as are the number of anthropology minors.

The Anthropology Society, a student organization, has been actively working with the department to raise awareness of Anthropology through speakers, events, and campus displays. Based on an informal assessment of attendance at these functions, more students from a wider variety of majors are

participating.

As one of only 3 public schools that offers an anthropology major in the state, our efforts to raise awareness of anthropology are essential for the graduate programs that are housed at 2 of the other universities as we function as a feeder to those programs, so as our numbers increase their success will as well.

Related Action Plans (by Established cycle, then alpha):

Continuation of Activities Raising Awareness of Anthropology

Faculty and students will continue to raise awareness of the importance of anthropology and increase visibility of the anthropology program within the university and surrounding community.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Awareness of Anthropology |

Outcome/Objective: Raise Awareness of Anthropology

Implementation Description: The anthropology faculty will continue to undertake and support activities that raise awareness of anthropology among the university and surrounding community. This will include encouragement of continued engagement by Anthropology Society members and growth of the Anthropology Society.

Projected Completion Date: 05/2014

Responsible Person/Group: Dr. Brassieur

Additional Resources: n/a

Student awareness of anthropology

Assessment will be measured by enrollment in the anthropology course and student learning outcomes as measured by the instructor.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Awareness of Anthropology |

Outcome/Objective: Raise Awareness of Anthropology

Implementation Description: Survey and testing

Responsible Person/Group: Ray Brassieur and Thomas Brasdefer

New Course ANTH320

ANTH320- Topics in Anthropology, has been added to the course list. This course will be offered for the first time in Spring 2017. This course is designed to rotate topics, such as Anthropology in the New, or the Anthropology of War, or Climate Change and Archaeology to allow the faculty to select topics that may interest a broader set of students and bring majors and non-majors into the course. This will allow more student exposure to anthropology and possibly its role in their everyday lives through topics they find fun or interesting. This will further our goal of raising awareness of anthropology and may serve to bring more students to the major.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Awareness of Anthropology |

Outcome/Objective: Raise Awareness of Anthropology

Responsible Person/Group: Kles, Brasdefer, Rees, Brassiuer

Online/Hybrid

ANTH100 and ANTH201 will be reviewed for creation of online or hybrid courses. These courses were chosen as it is believed they would have the most appeal to students seeking online courses. If implemented these courses would bring more students in contact with anthropological courses, thus working towards the goal of raising awareness of anthropology. This would help raise the number of majors and minors in the program and over all course enrollment.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Awareness of Anthropology |

Outcome/Objective: Raise Awareness of Anthropology

Implementation Description: Faculty receiving training in online teaching to determine how best to implement these courses in the online arena.

Projected Completion Date: 04/2017

Responsible Person/Group: Maranda Kles, Thomas Brasdefer, Mark Rees, Ray Brassiuer

SLO 4: Biological Anthropology

Biological anthropology is a humanistic science and among the most scientific of the four sub-fields of anthropology. The Anthropology program will expand and further develop its biological anthropology component, including relevant specializations and topics such as medical anthropology, forensic anthropology, bioarchaeology, human osteology, and human evolution.

Relevant Associations:

Standard Associations

SACS (sections): 2010

- 1 Control of physical resources
- 1 educational programs, to include student learning outcomes
- 1 Institutional Mission
- 1 Mission
- 2.7.3 General Education
- 2.9 Learning Resources and Services
- 3.5.1 College-level competencies
- 3.5.3 Undergraduate program requirements

General Education/Core Curriculum Associations

- 1.1 Think critically and read with comprehension.
- 1.2 Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
- 2.1 Apply key processes and scientific reasoning to draw reasonable conclusions within the natural sciences.

- 2.2 Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content
- 3.1 Collect, consume, and critique basic and complex concepts in history and social sciences.
- 3.2 Understand the diverse and complex nature of humanity
- 3.3 Create engaged citizens.
- 5.1 Use mathematical methods and models to solve quantitative problems and to communicate solutions effectively.
- 5.2 Analyze and critically evaluate numerical and graphical data to draw reasonable and valid conclusions about “real-world” situations.

Related Measures

M 4: Biological Anthropology

Development and expansion of the Biological Anthropology sub-field of the Anthropology program will be pursued through the addition of new courses and existing course development, including a biological anthropology laboratory. The new courses to be added include human evolution (ANTH 350), bioarchaeology (ANTH 435G), and introduction to forensic anthropology (ANTH 330). The existing forensic anthropology course (ANTH 430G) will be transformed to an upper and graduate level course with introduction to forensic anthropology to be taken as a prerequisite. Introduction to forensic anthropology (ANTH 330) will serve anthropology majors interested in graduate studies or a career in forensic anthropology, as well as non-majors in related fields such as Criminal Justice. It will provide undergraduates with an introduction to forensic anthropology and preparation for the more advanced lecture and lab course, Forensic Anthropology (ANTH 430G). Development of an introductory, 300-level forensic anthropology course will also allow for development of a lab component for Forensic Anthropology (ANTH 430G). The revised course will serve anthropology majors, as well as non-major undergraduates and graduate students in fields such as Criminal Justice, who are interested in forensics. Paleoanthropology is not presently taught at UL Lafayette and is badly needed to provide students with the systematic study of human biological and cultural evolution, based on accumulated fossil evidence and artifacts, along with current theories. Human Evolution (ANTH 350) will serve anthropology majors as well as non-majors in all disciplines interested in biological and cultural evolution. It is fundamental to any well-informed understanding of human origins. Bioarchaeology (ANTH 435G) will provide for the study of topics not covered by any other course at the university. It will serve upper level anthropology majors interested in pursuing graduate studies or careers in archaeology, cultural resource management, and related fields. It will also serve undergraduate non-majors and graduate students in the social sciences, humanities, and sciences, in fields such as criminal justice, history, and biology. A lab will also be added to Biological Anthropology (ANTH 202). Successful completion of the revised ANTH 202 and lab should be recognized as meeting a science requirement in the College of Liberal Arts and throughout the university.

Source of Evidence: Standardized test of subject matter knowledge

Target:

Success will be measured through enrollments and grade distributions in the newly developed and revised biological anthropology courses.

Finding (2015-2016) - Target: Partially Met

In Spring of 2016 ANTH330 Introduction to Forensic Anthropology was offered for the second time. This course provided an introductory and foundational knowledge of forensic anthropology including the definition, scope, methods,

and uses. 57 students enrolled in the course, up from 29 the first time it was offered. Student learning outcomes were measured by examining final grades, there were 20 excellent, 20 above average, 10 average, and 7 below average or poor. Overall there was positive feedback from the students about the development of the course and the opportunities it offered. This course was designated a prerequisite for the ANTH430G course and students that completed ANTH330 could take ANTH430G. In this course they had the opportunity to participate in a practical lab component furthering their learning and understanding of biological and forensic anthropology. ANTH430G was offered in Spring of 2016 to 12 students, 9 of whom took ANTH330 the previous spring. All students earned excellent or above average scores, although it was clear that students who had previously take ANTH330 were at an advantage in class discussion and case analysis. Future cycles will allow further assessment of the other new or revised courses through examination of final grade distribution and scientific reports written by students for the courses.

Related Action Plans (by Established cycle, then alpha):

Bioarchaeology

In Fall of 2015 ANTH493 Bioarchaeology is being offered for the first time. The course has an enrollment of 12 students. Student learning outcomes will be measured by examining final grades. Future cycles will allow further assessment of the other new or revised courses through examination of final grade distribution and scientific reports written by students for the courses.

Established in Cycle: 2014-2015

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Biological Anthropology | **Outcome/Objective:**
Biological Anthropology

Responsible Person/Group: Maranda Kles

Additional Resources: Laboratory space to allow for the expansion of the laboratory component of biological anthropology.

Biological anthropology

New courses in biological anthropology, such as Introduction to Forensic Anthropology (ANTH330) and Human Evolution (ANTH 350). Development of a practical lab component for Forensic Anthropology (ANTH430G) is dependent on the future availability of properly equipped, secure teaching lab space.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Biological Anthropology | **Outcome/Objective:**
Biological Anthropology

Implementation Description: New courses in biological anthropology

Responsible Person/Group: Dr. Kles and Dr. Brassieur

Additional Resources: Forensic teaching lab

Biological Anthropology Lab

A designated biological anthropology lab would greatly enhance the program. Currently courses are taught in either a make-shift lab that is small or a lecture room which does not allow for hands on work. The limitations of this current set up will be severely tested this Fall when Human Evolution (ANTH 350) is offered for the first time. The STEP grant received last summer allowed for the purchase of various specimens for teaching, which will be used this coming fall.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Biological Anthropology | **Outcome/Objective:** Biological Anthropology

Implementation Description: Designated teaching lab space needs to be located and acquired.

SLO 5: Linguistic Anthropology

The innate human capacity for language is a central focus of anthropology and one of its four sub-fields. A more comprehensive, anthropological understanding of humans will be pursued through the development and expansion of Linguistic Anthropology in the Anthropology program.

Relevant Associations:

Standard Associations

SACS (sections): 2010

3.2.9 Faculty/staff appointment

General Education/Core Curriculum Associations

- 1.1 Think critically and read with comprehension.
- 1.2 Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
- 1.3 Speak cogently in presenting information.
- 3.1 Collect, consume, and critique basic and complex concepts in history and social sciences.
- 3.2 Understand the diverse and complex nature of humanity
- 3.3 Create engaged citizens.
- 4.1 Interpret and write critically about literary or cultural texts.

Related Measures

M 5: Linguistic Anthropology

The course Linguistic Anthropology (ANTH 390) was added to the curriculum in the Fall of 2011 but has not been regularly offered due to a shortage of qualified faculty to teach the course. This course provides an introduction to linguistic anthropology, including an overview of fundamental theories, concepts, methods, and topics such as ethnolinguistics, historical linguistics, semiotics, and sociolinguistics.

Source of Evidence: Academic indirect indicator of learning - other

Target:

Hire an Instructor of Anthropology to teach Linguistic Anthropology each year, along with other related courses in linguistic and cultural anthropology.

Finding (2015-2016) - Target: Partially Met

The ET hire position has been continued for now. Dr. Brasdefer has offered several linguistic and cultural anthropology courses. The linguistic anthropology

course has been offered twice and both times the class was full. An informal survey of students indicates that they enjoy the linguistics course and the other courses that Dr. Brasdefer has taught. The offering of linguistic anthropology ANTH390 has allowed more students interested in language and language use and development to take courses. These courses are drastically different from those offered in the English department in both content and theoretical focus, broadening student's training and education. Dr. Brasdefer has also been instrumental in developing course ideas to further the overall goals of the program, particularly student awareness and engagement.

Related Action Plans (by Established cycle, then alpha):

Course addition

A more balanced and comprehensive understanding of the four sub-fields of anthropology by anthropology majors will be implemented by the addition of ANTH 390: Linguistic Anthropology to the curriculum. Beginning in the Fall of 2011, anthropology majors have been given the option of taking ENG 351: Linguistics, OR ANTH 390: Linguistic Anthropology to meet the linguistic anthropology sub-field requirement. This course is has been developed and is currently taught by Dr. Thomas Brasdefer.

Established in Cycle: 2014-2015

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Linguistic Anthropology | **Outcome/Objective:** Linguistic Anthropology

Implementation Description: ANTH 390: Linguistic Anthropology

Projected Completion Date: 05/2016

Responsible Person/Group: Dr. Thomas Brasdefer

Additional Resources: Emergency-temporary instructor should become a permanent faculty position in Linguistic Anthropology.

Budget Amount Requested: \$40,000.00 (recurring)

Instructor of Anthropology

Rehire and continue to employ an Instructor of Anthropology to teach Linguistic Anthropology and other courses in linguistic and cultural anthropology.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Linguistic Anthropology | **Outcome/Objective:** Linguistic Anthropology

Implementation Description: Faculty development

Responsible Person/Group: Dr. Ray Brassieur and Dr. Thomas Brasdefer

Additional Resources: Funding for a faculty line.

Budget Amount Requested: \$45,000.00 (recurring)

Instructor position

Transition this temporary hire position into a full instructor position to allow for the continuation of four-field teaching at UL Lafayette. This

position would also allow the program to continue to grow and develop to better serve the students, the university, and the community.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Linguistic Anthropology | **Outcome/Objective:**
Linguistic Anthropology

Implementation Description: Create a full instructor position for a linguistic/cultural anthropologist.

Projected Completion Date: 08/2017

Additional Resources: funding for an instructor line

Budget Amount Requested: \$40,000.00 (recurring)

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

The results of each assessment were discussed by the Anthropology faculty, including the aspects that were successful and those that still needed work. Plans were developed for improving on those aspects that needed work, particularly raising awareness of anthropology.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

Creating the Theory course has improved students understanding of anthropological theory. This course has allowed students to fully integrate their previous course work into the better understanding of anthropological thinking. Although not the intended goal we have seen an increase in student applications and admissions to graduate school and it appears to be partially linked to the success of this course. There have also been a number of non-majors enrolling in this course due to interest stimulated in other courses. Although enrollment is still low, this course is instrumental in the success of this program and as the other action plans come to fruition the enrollment in this course will increase.

The development of the ANTH100 course is stimulating interest in other anthropology courses, raising awareness and student enrollment. Several students have either enrolled in additional anthropology courses after taking this course or have switched their major or minor to anthropology. Overall enrollment in courses appears to be on the rise: 90 students were enrolled in ANTH202 this fall for the first time; ANTH201 filled two 90 student sections; and ANTH100 passed 45 students for the first time. Filling these lower level courses suggests that the upper level courses will begin to max out enrollment over the next few semesters as more students are exposed to anthropology and develop an interest in the major.

The addition of a Linguistic Anthropologist and the offering of the linguistic anthropology course has been a big success. This position has allowed us to offer more courses, which are filling with students, and it has allowed us to offer new courses this coming spring. Several non-majors have taken the linguistic course so it is serving a larger student body than just majors. Communicative Disorders has also expressed some interest in the linguistic anthropology courses, so collaboration between programs is being developed. The professor hired, Thomas Brasdefer, has really made a connection with the students and has been very active over the last year in helping to develop courses and other ways

of increasing student engagement and interest. Continuing his position is essential to the continued success of this program.

Additional activities undertaken to raise student awareness and involvement in anthropology include: developing Archaeo-Olympics an event that teaching students and the public about archaeology, increasing the number of presentations offered through the Anthropology Society, utilizing the library display cases to educate students about anthropology and the program at UL-Lafayette, utilizing social media such as Facebook and Twitter to interact with students, updating of the anthropology website, and offering more volunteer opportunities through research being undertaken within the department including the New Acadia Project.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

We have learned which courses are working well and which need improvement. We have also learned we need to be more active in promotion of our courses during advising and registration. Students appear to respond well to the Anthropology Society so increasing their presence and involvement appear to be important.