Expected Outcome 1: Methods
Anthropology students will demonstrate an understanding of the process of science and methods used in each of the subdisciplinary areas of anthropology and be able to articulate how these are applied to understanding human origins and variation in the past and present.

Assessment Method 1: ANTH 2310 Exam

Assessment Method Description
As an additional measure of LO1, test questions were assessed from an exam administered in ANTH 2310 in Spring 2013 (N=36 students).

The 30 exam questions were administered in standardized format with as many as five possible responses (a-e) to each question. Student responses were captured via scantron and graded by the AU Test Scoring Service. LO1 was measured through 9 questions.

Assessment Method, Findings:

<table>
<thead>
<tr>
<th>Topic</th>
<th>ANTH 2310 Test Items Addressing This Learning Goal</th>
<th>Average Proportion of Students Answering These Questions Correctly</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO1  Methods</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>82%</td>
<td>Proficient</td>
</tr>
<tr>
<td>SLO 2 Theory</td>
<td>10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</td>
<td>80%</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

See Appendix B for ANTH 2310 Exam.
Findings

<table>
<thead>
<tr>
<th>Question No.</th>
<th># CORRECT</th>
<th>% CORRECT</th>
<th>STUDENT PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>32</td>
<td>89%</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>2</td>
<td>33</td>
<td>92%</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>3</td>
<td>31</td>
<td>86%</td>
<td>Proficient</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>83%</td>
<td>Proficient</td>
</tr>
<tr>
<td>5</td>
<td>29</td>
<td>80%</td>
<td>Proficient</td>
</tr>
<tr>
<td>6</td>
<td>32</td>
<td>89%</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>7</td>
<td>27</td>
<td>75%</td>
<td>Proficient</td>
</tr>
<tr>
<td>8</td>
<td>22</td>
<td>61%</td>
<td>Somewhat Proficient</td>
</tr>
<tr>
<td>9</td>
<td>29</td>
<td>80%</td>
<td>Proficient</td>
</tr>
<tr>
<td><strong>29</strong></td>
<td><strong>81.67%</strong></td>
<td></td>
<td>Proficient</td>
</tr>
</tbody>
</table>

Between 75 and 88% of students correctly identified the responses to questions for LO1, demonstrating that students had strong grasp on concepts related to in ANTH 2310. The highest proficiency was observed for Questions 1, 2, and 6, where 89% or more of respondents answered correctly, which were questions related to methods and applications for assessment of body size and for identifying methods of assessing genetic variation in human populations.

Student respondents answered correctly less than 60% of the time none of these questions, although students were only somewhat proficient for Questions 8. This required detailed recall of information related to the Human Genome Project.

**How did you use findings for improvement?**

The program faculty met and discussed the results. Based on these results, we found that overall proficiency was demonstrated in knowledge of methods and theory in the exam questions from ANTH 2310. Assessment of exam questions from ANTH 2310 allowed us to independently measure student proficiency for content that likely had not been covered at the time of the 2012-2013 exit exam.

To ensure that we are assessing learning objectives for the program as a whole, we intend to move the exit exam online in 2013-2014 and to design an exam in Qualtrics for which links will be sent to graduating students several weeks prior to their graduation date. We will monitor the response rate over the next year. We agreed to amend the exit exam for use in Fall 2013 and to include questions that are invariably taught in the program curriculum, regardless of fluctuation in course instructors (e.g., adjuncts) and not related to supplemental course materials (e.g., regional ethnographies or overly
specific content that is variable).

We proposed to include other forms of assessments from across the five required courses to independently assess learning objectives in addition to the exit exam. These will include additional exams and semester-length projects, including full-length term papers.

**Additional Comments**

The results of the assessment were shared with the program faculty.

**Assessment Method 2: Anthropology exit exam**

**Assessment Method Description**

An anonymous exit exam was designed and administered in ANTH 4310 in Fall 2012 to all students (N=10) graduating during the 2012-2013 academic year. The aim of the exit exam was to generate a direct measure of each of our undergraduate program learning objectives in relation to the four subfields of anthropology.

The exit exam was administered as a standardized test consisting of 50 questions with as many as five possible responses (a-e) to each question. Student responses were captured via scantron and graded by the AU Test Scoring Service. LO1 was measured through 8 questions.

**Assessment Method, Findings:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Test Items Addressing This Learning Goal</th>
<th>Average Proportion of Students Answering These Questions Correctly</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO1 Methods</td>
<td>1, 7, 8, 13, 14, 16, 33, 48</td>
<td>63%</td>
<td>SOMEWHAT PROFICIENT</td>
</tr>
<tr>
<td>SLO2 Theory</td>
<td>9, 10, 11, 12, 18, 20, 21, 23, 26, 27, 28, 29, 30, 31, 36, 37, 48, 49, 50</td>
<td>71%</td>
<td>SOMEWHAT PROFICIENT</td>
</tr>
<tr>
<td>SLO3 Key Concepts</td>
<td>2, 3, 4, 5, 6, 16, 20, 24, 32, 33, 34, 37</td>
<td>67%</td>
<td>SOMEWHAT PROFICIENT</td>
</tr>
<tr>
<td>SLO4 Cultural Diversity and Global Cultures</td>
<td>14, 15, 17, 19, 22, 23, 35, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47</td>
<td>78%</td>
<td>PROFICIENT</td>
</tr>
</tbody>
</table>
Findings

<table>
<thead>
<tr>
<th>Question No.</th>
<th># CORRECT</th>
<th>% CORRECT</th>
<th>STUDENT PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
<td>90.00</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
<td>100.00</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>30.00</td>
<td>Non-Proficient</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>20.00</td>
<td>Non-Proficient</td>
</tr>
<tr>
<td>14</td>
<td>8</td>
<td>80.00</td>
<td>Proficient</td>
</tr>
<tr>
<td>16</td>
<td>6</td>
<td>60.00</td>
<td>Somewhat Proficient</td>
</tr>
<tr>
<td>33</td>
<td>3</td>
<td>30.00</td>
<td>Non-Proficient</td>
</tr>
<tr>
<td>48</td>
<td>9</td>
<td>90.00</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>Mean</td>
<td>6.25</td>
<td>62.5</td>
<td>Somewhat Proficient</td>
</tr>
</tbody>
</table>

Strengths Between 60 and 74% of students correctly identified the responses to questions for LO1, demonstrating that students had a basic, but limited, grasp on the concepts related to methodology at the time the exit exam was administered. The highest proficiency was observed for Questions 1, 7, and 48, where 89% or more of respondents answered correctly, showing that students were particularly competent with regard to identifying key scientific methods addressed in multiple courses across the curriculum.

Student respondents answered correctly less than 60% of the time for Questions 8, 13, and 33. This indicates that at the time the exam was administered, students were Non-proficient in some areas of methodology - specifically, Questions 8, 13, and 33. These questions are specific to program content taught annually in the Spring semester (ANTH 2310 - Questions 8, 13, and 33; and ANTH 2000 - Question 33).

How did you use findings for improvement?

The program faculty met and discussed the results. Based on these results, we found that knowledge of history and theory was basic, but limited, for students at the time of the 2012-2013 exit exam. We noted that this exit exam was administered in the Fall 2012 ANTH 4310 Anthropological Theory course. Most of the students were graduating in Spring 2013 semester and may not have completed all of the basic degree requirement within the program (specifically, ANTH 2000 Ethnographic Methods, ANTH 2310 Race, Gender, and Human Variation, ANTH 3100 Language and Culture), which is supported not only by the breakdown of the scores in relation to the specific questions but by our knowledge of the specific students in the courses.
To ensure that we are assessing learning objectives for the program as a whole, we intend to move the exit exam online in 2013-2014 and to design a exam in Qualtrics for which links will be sent to graduating students several weeks prior to their graduation date. We will monitor the response rate over the next year. We agreed to amend the exit exam for use in Fall 2013 and to include questions that are invariably taught in the program curriculum, regardless of fluctuation in course instructors (e.g., adjuncts) and not related to supplemental course materials (e.g., regional ethnographies or overly specific content that is variable). We proposed to include other forms of assessments from across the five required courses to independently assess learning objectives in addition to the exit exam. These will include exams and/or semester-length projects.

**Additional Comments**

The results of the assessment were shared with the program faculty.

**Expected Outcome 2. Theory**

Students will demonstrate basic knowledge of the history of anthropological and scientific theory, including key theorists and their respective contributions to the discipline as a whole.

**Assessment Method 1: ANTH 2310 Exam**

**Assessment Method Description**

As an additional measure of LO1, test questions were assessed from an exam administered in ANTH 2310 in Spring 2013 (N=36 students).

The 30 exam questions were administered in standardized format with as many as five possible responses (a-e) to each question. Student responses were captured via scantron and graded by the AU Test Scoring Service. LO1 was measured through 9 questions.
Assessment Method, Findings:

<table>
<thead>
<tr>
<th>Topic</th>
<th>ANTH 2310 Test Items Addressing This Learning Goal</th>
<th>Average Proportion of Students Answering These Questions Correctly</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO1</td>
<td>Methods</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>82%</td>
</tr>
<tr>
<td>SLO 2</td>
<td>Theory</td>
<td>10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</td>
<td>80%</td>
</tr>
</tbody>
</table>

Findings

<table>
<thead>
<tr>
<th>Question No.</th>
<th># CORRECT % CORRECT</th>
<th>STUDENT PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>100%</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>31</td>
<td>87%</td>
<td>Proficient</td>
</tr>
<tr>
<td>32</td>
<td>89%</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>24</td>
<td>67%</td>
<td>Somewhat Proficient</td>
</tr>
<tr>
<td>16</td>
<td>44%</td>
<td><strong>Non-Proficient</strong></td>
</tr>
<tr>
<td>32</td>
<td>89%</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>35</td>
<td>97%</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>32</td>
<td>89%</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>35</td>
<td>97%</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>29</td>
<td>80%</td>
<td>Proficient</td>
</tr>
<tr>
<td>29</td>
<td>81%</td>
<td>Proficient</td>
</tr>
<tr>
<td>13</td>
<td>36%</td>
<td><strong>Non-Proficient</strong></td>
</tr>
<tr>
<td>34</td>
<td>94%</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>35</td>
<td>97%</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>35</td>
<td>97%</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>31</td>
<td>86%</td>
<td>Proficient</td>
</tr>
<tr>
<td>25</td>
<td>69%</td>
<td>Somewhat Proficient</td>
</tr>
<tr>
<td>22</td>
<td>61%</td>
<td>Somewhat Proficient</td>
</tr>
<tr>
<td>19</td>
<td>53%</td>
<td><strong>Non-Proficient</strong></td>
</tr>
<tr>
<td>31</td>
<td>86%</td>
<td>Proficient</td>
</tr>
<tr>
<td>29</td>
<td>80%</td>
<td>Proficient</td>
</tr>
<tr>
<td>29</td>
<td>79.95%</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

Between 75 and 88% of students correctly identified the responses to questions for LO2, demonstrating that students had strong grasp on concepts related to theory in ANTH 2310. The highest proficiency was observed for Questions 10, 12, 15-18, and 22-24, where 89% or more of respondents answered correctly. These are questions related to the history of science as it applies to biological anthropology (Questions 10, 12, 15-17), and application of critical thinking skills related to the
process of evolution and biological adaptation (Questions 18, 22-24).

Student respondents answered correctly less than 60% of the time for 3 questions (Questions 14, 21, and 28) demonstrating that students need additional assistance with some of the more complex theory concepts (e.g., Folate Hypothesis, variable types of adaptation, and genetic drift).

**How did you use findings for improvement?**

In order to ensure student proficiency with some of the more complex theory concepts in biological anthropology (e.g., Folate Hypothesis, variable types of adaptation, and genetic drift), we propose to use hands-on exercises and discussion to improve understanding and retention.

The program faculty met and discussed the results. Based on these results, we found that overall proficiency was demonstrated in knowledge of methods and theory in the exam questions from ANTH 2310. Assessment of exam questions from ANTH 2310 allowed us to independently measure student proficiency for content that likely had not been covered at the time of the 2012-2013 exit exam.

To ensure that we are assessing learning objectives for the program as a whole, we intend to move the exit exam online in 2013-2014 and to design an exam in Qualtrics for which links will be sent to graduating students several weeks prior to their graduation date. We will monitor the response rate over the next year. We agreed to amend the exit exam for use in Fall 2013 and to include questions that are invariably taught in the program curriculum, regardless of fluctuation in course instructors (e.g., adjuncts) and not related to supplemental course materials (e.g., regional ethnographies or overly specific content that is variable).

We proposed to include other forms of assessments from across the five required courses to independently assess learning objectives in addition to the exit exam. These will include additional exams, laboratory exercises, short writing assignments, and/or semester-length projects, including full-length term papers.

**Additional Comments**

The results of the assessment were shared with the program faculty.
Assessment Method 2: Anthropology exit exam

Assessment Method Description

An anonymous exit exam was designed and administered in ANTH 4310 in Fall 2012 to all students (N=10) graduating during the 2012-2013 academic year. The aim of the exit exam was to generate a direct measure of each of our undergraduate program learning objectives in relation to the four subfields of anthropology.

The exit exam was administered as a standardized test consisting of 50 questions with as many as five possible responses (a-e) to each question. Student responses were captured via scantron and graded by the AU Test Scoring Service. LO2 was measured through 19 questions.

Assessment Method, Findings:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Test Items Addressing This Learning Goal</th>
<th>Average Proportion of Students Answering These Questions Correctly</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO1 Methods</td>
<td>1, 7, 8, 13, 14, 16, 33, 48</td>
<td>63%</td>
<td>SOMEWHAT PROFICIENT</td>
</tr>
<tr>
<td>SLO 2 Theory</td>
<td>9, 10, 11, 12, 18, 20, 21, 23, 26, 27, 28, 29, 30, 31, 36, 37, 48, 49, 50</td>
<td>71%</td>
<td>SOMEWHAT PROFICIENT</td>
</tr>
<tr>
<td>SLO3 Key Concepts</td>
<td>2, 3, 4, 5, 6, 16, 20, 24, 32, 33, 34, 37</td>
<td>67%</td>
<td>SOMEWHAT PROFICIENT</td>
</tr>
<tr>
<td>SLO4 Cultural Diversity and Global Cultures</td>
<td>14, 15, 17, 19, 22, 23, 35, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47</td>
<td>78%</td>
<td>PROFICIENT</td>
</tr>
</tbody>
</table>
### Findings

<table>
<thead>
<tr>
<th>Question No.</th>
<th># CORRECT</th>
<th>% CORRECT</th>
<th>STUDENT PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10</td>
<td>100.00</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>50.00</td>
<td>Non-Proficient</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>0.00</td>
<td>Non-Proficient</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>50.00</td>
<td>Non-Proficient</td>
</tr>
<tr>
<td>18</td>
<td>8</td>
<td>80.00</td>
<td>Proficient</td>
</tr>
<tr>
<td>20</td>
<td>3</td>
<td>30.00</td>
<td>Non-Proficient</td>
</tr>
<tr>
<td>21</td>
<td>8</td>
<td>80.00</td>
<td>Proficient</td>
</tr>
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<td>23</td>
<td>5</td>
<td>50.00</td>
<td>Non-Proficient</td>
</tr>
<tr>
<td>26</td>
<td>10</td>
<td>100.00</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>27</td>
<td>5</td>
<td>50.00</td>
<td>Non-Proficient</td>
</tr>
<tr>
<td>28</td>
<td>7</td>
<td>70.00</td>
<td>Somewhat Proficient</td>
</tr>
<tr>
<td>29</td>
<td>4</td>
<td>40.00</td>
<td>Non-Proficient</td>
</tr>
<tr>
<td>30</td>
<td>10</td>
<td>100.00</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>31</td>
<td>8</td>
<td>80.00</td>
<td>Proficient</td>
</tr>
<tr>
<td>36</td>
<td>8</td>
<td>80.00</td>
<td>Proficient</td>
</tr>
<tr>
<td>37</td>
<td>10</td>
<td>100.00</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>48</td>
<td>9</td>
<td>90.00</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>49</td>
<td>9</td>
<td>90.00</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>50</td>
<td>10</td>
<td>100.00</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>7.05</strong></td>
<td><strong>70.50</strong></td>
<td><strong>Somewhat Proficient</strong></td>
</tr>
</tbody>
</table>

Between 60 and 74% of students correctly identified the responses to questions for LO2, demonstrating that students had a basic, but limited, grasp on the concepts related to methodology at the time the exit exam was administered. The highest proficiency was observed for Questions 1, 7, and 48, where 89% or more of respondents answered correctly, showing that students were particularly competent with regard to identifying key scientific methods addressed in multiple courses across the curriculum. Students demonstrated high proficiency for questions related to content taught across the curriculum and covered in depth during the capstone course ANTH 4310 Anthropological Theory.

Weakness Student respondents answered correctly less than 60% of the time for Questions 10, 11, 12, 20, 23, 27, 29. This indicates that at the time the exam was administered, students were non-proficient in areas related to human microevolution and language and culture. No student scored correctly for Question 11, which is content covered in detail in the required ANTH 2310 course.

Again, all of these questions are specific to content taught in Spring semester courses (ANTH 2310 - Questions 10, 12; ANTH 2000 - Question 20, 29; ANTH 3100 - Question 23). Although Question 27 is taught in the Fall, during the course in which the exit exam was administered, the exam may have been administered prior to the material having been taught.
How did you use findings for improvement?
The program faculty met and discussed the results. Based on these results, we found that knowledge of history and theory was basic, but limited, for students at the time of the 2012-2013 exit exam. We noted that this exit exam was administered in the Fall 2012 ANTH 4310 Anthropological Theory course. Most of the students were graduating in Spring 2013 semester and may not have completed all of the basic degree requirement within the program (specifically, ANTH 2000 Ethnographic Methods, ANTH 2310 Race, Gender, and Human Variation, ANTH 3100 Language and Culture), which is supported not only by the breakdown of the scores in relation to the specific questions but by our knowledge of the specific students in the courses.

To ensure that we are assessing learning objectives for the program as a whole, we intend to move the exit exam online in 2013-2014 and to design a exam in Qualtrics for which links will be sent to graduating students several weeks prior to their graduation date. We will monitor the response rate over the next year. We agreed to amend the exit exam for use in Fall 2013 and to include questions that are invariably taught in the program curriculum, regardless of fluctuation in course instructors (e.g., adjuncts) and not related to supplemental course materials (e.g., regional ethnographies or overly specific content that is variable). We proposed to include other forms of assessments from across the five required courses to independently assess learning objectives in addition to the exit exam. These will include exams and/or semester-length projects.

Additional Comments
The results of the assessment were shared with the program faculty.

Expected Outcome 3: Key Concepts
Students will demonstrate a basic knowledge of concepts used in each of the four fields of anthropology (archaeology, cultural anthropology, language and culture, and physical anthropology).

Assessment Method 1: Anthropology exit exam
Assessment Method Description
An anonymous exit exam was designed and administered in ANTH 4310 in Fall 2012 to all students (N=10) graduating during the 2012-2013 academic year. The aim of the exit exam was to generate a direct measure of each of our undergraduate program learning objectives in relation to the four subfields of anthropology.
The exit exam was administered as a standardized test consisting of 50 questions with as many as five possible responses (a-e) to each question. Student responses were captured via scantron and graded by the AU Test Scoring Service. LO3 was measured through 12 questions.

**Assessment Method, Findings:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Test Items Addressing This Learning Goal</th>
<th>Average Proportion of Students Answering These Questions Correctly</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO1 Methods</td>
<td>1, 7, 8, 13, 14, 16, 33, 48</td>
<td>63%</td>
<td>SOMEWHAT PROFICIENT</td>
</tr>
<tr>
<td>SLO 2 Theory</td>
<td>9, 10, 11, 12, 18, 20, 21, 23, 26, 27, 28, 29, 30, 31, 36, 37, 48, 49, 50</td>
<td>71%</td>
<td>SOMEWHAT PROFICIENT</td>
</tr>
<tr>
<td>SLO3 Key Concepts</td>
<td>2, 3, 4, 5, 6, 16, 20, 24, 32, 33, 34, 37</td>
<td>63%</td>
<td>SOMEWHAT PROFICIENT</td>
</tr>
<tr>
<td>SLO4 Cultural Diversity and Global Cultures</td>
<td>14, 15, 17, 19, 22, 23, 35, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47</td>
<td>78%</td>
<td>PROFICIENT</td>
</tr>
</tbody>
</table>

**Findings**

<table>
<thead>
<tr>
<th>Question No.</th>
<th># CORRECT</th>
<th>% CORRECT</th>
<th>STUDENT PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8</td>
<td>80.00</td>
<td>Proficient</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>100.00</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td><strong>40.00</strong></td>
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Between 60 and 74% of students correctly identified the responses to questions for LO3, demonstrating that students had a basic, but limited, grasp on some key concepts at the time the exit exam was administered. The highest proficiency was observed for Questions 3, 6, 24, and 37, where students responded correctly more than 89% of the time. These questions include basic concepts in anthropology (e.g., ethnography, ethnocentrism) and archaeology (artifact, in situ), and are that students see in courses starting with
the core course ANTH 1000 and in upper division courses.

Student respondents answered correctly less than 60% of the time for Questions 4, 20, 33, and 34. Many of these questions required students to think more critically about the materials in the curriculum (Questions 4, 33). Some questions are specific to content taught in the Spring semester (ANTH 2310 - Questions 13, and 33; ANTH 2000 - Question 20, 33, 34).

**How did you use findings for improvement?**
The program faculty met and discussed the results. Based on these results, we found that knowledge of history and theory was basic, but limited, for students at the time of the 2012-2013 Exit Exam. We noted that this exit exam was administered in the Fall 2012 ANTH 4310 Anthropological Theory course. Most of the students were graduating in Spring 2013 semester and may not have completed all of the basic degree requirement within the program (specifically, ANTH 2000 Ethnographic Methods, ANTH 2310 Race, Gender, and Human Variation, ANTH 3100 Language and Culture), which is supported not only by the breakdown of the scores in relation to the specific questions but by our knowledge of the specific students in the courses.

To ensure that we are assessing learning objectives for the program as a whole, we intend to move the exit exam online in 2013-2014 and to design a exam in Qualtrics for which links will be sent to graduating students several weeks prior to their graduation date. We will monitor the response rate over the next year. We agreed to amend the exit exam for use in Fall 2013 and to include questions that are invariably taught in the program curriculum, regardless of fluctuation in course instructors (e.g., adjuncts) and not related to supplemental course materials (e.g., regional ethnographies or overly specific content that is variable). We proposed to include other forms of assessments from across the five required courses to independently assess learning objectives in addition to the exit exam. These will include exams and/or semester-length projects.

**Additional Comments**
The results of the assessment were shared with the program faculty.
Expected Outcome 4: Cultural Diversity and Global Cultures
Students will demonstrate awareness of intercultural knowledge and diversity.

Assessment Method 1: Anthropology exit exam

Assessment Method Description
An anonymous exit exam was designed and administered in ANTH 4310 in Fall 2012 to all students (N=10) graduating during the 2012-2013 academic year. The aim of the exit exam was to generate a direct measure of each of our undergraduate program learning objectives in relation to the four subfields of anthropology.

The exit exam was administered as a standardized test consisting of 50 questions with as many as five possible responses (a-e) to each question. Student responses were captured via scantron and graded by the AU Test Scoring Service. LO4 was measured through 17 questions.

Assessment Method, Findings:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Test Items Addressing This Learning Goal</th>
<th>Average Proportion of Students Answering These Questions Correctly</th>
<th>Rating</th>
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<tr>
<td>SLO1 Methods</td>
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<td>SLO 2 Theory</td>
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<td>SLO4 Cultural Diversity and Global Cultures</td>
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</table>

Exit Exam Questions are provided in Appendix A.
Findings

<table>
<thead>
<tr>
<th>Question No.</th>
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<th>% CORRECT</th>
<th>STUDENT PROFICIENCY</th>
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Mean 7.82 78.24 Proficient

Strengths  Between 75 and 88% of students correctly identified the responses to questions for LO4, demonstrating that students were strongest in concepts related to Diversity and Global Cultures at the time the exit exam was administered. Students responses, on average, were highest for 7 of the 17 questions related to awareness of intercultural and diversity issues. These are concepts integrated across all subdisciplinary areas of the curriculum and reinforced from the introductory through advanced courses.

Weakness  Responses were lowest for Questions 19, 22, 23, and 46, which are related to courses taught in the Spring. Several questions (19, 22, and 46 include variable content, depending upon the specific instructor and/or may be taught in ANTH 3000 Marriage, Culture and Family, which students may elect not to take.

How did you use findings for improvement?
The program faculty met and discussed the results. Based on these results, we found that knowledge of history and theory was basic, but limited, for students at the time of the 2012-2013 Exit Exam. We noted that this exit exam was administered in the Fall 2012 ANTH 4310 Anthropological Theory course. Most of the students were graduating in Spring 2013 semester and may not have completed all of the basic degree requirement within the program (specifically, ANTH 2000 Ethnographic Methods, ANTH 2310 Race, Gender, and Human Variation, ANTH 3100 Language and Culture), which is
supported not only by the breakdown of the scores in relation to the specific questions but by our knowledge of the specific students in the courses.

To ensure that we are assessing learning objectives for the program as a whole, we intend to move the exit exam online in 2013-2014 and to design an exam in Qualtrics for which links will be sent to graduating students several weeks prior to their graduation date. We will monitor the response rate over the next year. We agreed to amend the exit exam for use in Fall 2013 and to include questions that are invariably taught in the program curriculum, regardless of fluctuation in course instructors (e.g., adjuncts) and not related to supplemental course materials (e.g., regional ethnographies or overly specific content that is variable). We proposed to include other forms of assessments from across the five required courses to independently assess learning objectives in addition to the exit exam. These will include exams and/or semester-length projects.

Additional Comments
The results of the assessment were shared with the program faculty.

Expected Outcome 5: Student-Faculty Interactions
Students will have opportunities for interactions with faculty that include engagement, including undergraduate research and outreach.

Assessment Method 1: NSSE

Assessment Method Description
NSSE (National Survey of Student Engagement) Multiyear Benchmark Indicator data collected between 2006-2012 was used as a measure of effectiveness for Student-Faculty Interactions (SFI).

Seniors in ANTH were asked “In your experience at your institution during the current school year, about how often have you done each of the following?

Discussed grades or assignments with an instructor
Discussed ideas from your readings or classes with a faculty member outside of class
Talked about career plans with a faculty member or advisor
Received prompt written or oral feedback from faculty on your academic performance
Worked with a faculty members on activities other than coursework”

Students (N=19) responded on a 5-point scale where, 1=Never;
2=Sometimes; 3=Often; 4=Very Often

**Findings**
Higher benchmarks were reported by ANTH Seniors (N=19) at 58.2 than for CLA (50.2) or the University (48.3).

Specifically, ANTH scored higher than CLA or AU for four of the five indicators. ANTH students reported significantly higher rates of “Worked with a faculty members on activities other than coursework” than either the college or university-wide.
Strengths: The anthropology faculty at Auburn work diligently to include all undergraduate students with opportunities for engagement in active research and/or outreach projects. This includes field and laboratory opportunities and study abroad programs, both at Auburn and through connecting students with opportunities for transfer credit from institutions around the world. These research and outreach opportunities are invaluable for our students who are preparing for graduate education in anthropology, as well as other fields, and for those students who intend to pursue employment within applied fields of anthropology (e.g., cultural resource management) immediately upon graduation with a B.A. degree from Auburn.

Weakness: Anthropology scored slightly lower than the college of university for discussion of grades and assignments outside of the classroom, and suggested improvements are noted below.

How did you use findings for improvement?

In addition to the NSSE report, which provides invaluable data to compare ANTH to benchmarks in the college and university, we intend to include indirect measures of specific research and outreach.
opportunities in future the ANTH exit exam.

Faculty should work to include additional incentives for students to discuss grades and assignments outside of the classroom, perhaps through extended online or face-to-face office hours.

**Additional Comments**
The results of the assessment were shared with the program faculty and will be shared with the departmental faculty.
Appendix A. ANTHROPOLOGY EXIT EXAM – SPRING 2012

1. The best definition of the term “hypothesis” in archaeology is:
   a. An educated guess.
   b. A proven idea.
   c. **An independent statement of fact.**
   d. A testable statement.

   90% correct

2. The most common method of chronometric dating is:
   a. **Carbon 14.**
   b. dendrochronology.
   c. stratigraphy.
   d. a good guess.

   80% correct

3. An artifact represents:
   a. Any natural or human made item.
   b. items used only by prehistoric people.
   c. **any item made or modified by humans.**
   d. objects altered by natural forces.

   100% correct

4. Carbon 14 dating may only be used on things that:
   a. are over 1,000 years old.
   b. **have once been alive**
   c. have once been used by humans.
   d. are found only in human context.

   40% correct

5. In the field of archaeology, the most important material items of study are:
   a. fossils.
   b. cultural beliefs.
   c. bones of humans and other animals.
   d. **artifacts.**

   70% correct

6. “In situ” is an archaeological term which means:
   a. I found it here.
   b. This is it.
c. In place.
d. Here it is.

90% correct

7. “Fitness” in an evolutionary sense, refers to an individual’s ______.
   a. strength
   b. reproductive success
   c. aggressiveness
   d. size
   e. age at death

100% correct

8. Morphological variation between individuals WITHIN a species ________.
   a. may be the product of male/female differences
   b. is called interspecific variation
   c. is of no concern to anthropologists
   d. is unimportant when interpreting the fossil record
   e. produces large numbers of identical individuals

30% correct

9. The ______ movement was an attempt to develop a science of breeding for humans to preserve the quality of the human gene pool. It was first explored in the late 19th century by Charles Darwin’s first cousin, Francis Galton.
   a. genomic
   b. post-genomic
   c. cephalic
   d. racial cleansing
   e. eugenics

100% correct

10. Franz Boas:
   a. created racial categories based on living populations in the United States.
   b. showed that U.S.-born children had the same head shapes as their immigrant parents.
   c. Showed that U.S.-born children had different head shapes than their immigrant parents.
   d. was a big supporter of the race concept.

50% correct

11. In 1735, Carolus Linnaeus first attempted to describe human variation in his work Systema Naturae. He argued that human differences resulted from
   a. evolution rather than the fixity of species
   b. continuous traits that graded across clines rather than strict typological constructions of racial difference.
   c. terse descriptions of appearance and personality traits that served as the basis for human types
   d. all of the above
12. From anthropologist Nancy Krieger (2003), we have learned that
a. sex and gender were not discussed as discrete categories in the scientific literature prior to the 1970s.
b. “gender” was a term introduced during the women’s movement.
c. “sex” and “gender” are not mutually exclusive. They are often difficult to separate, but the concepts are valuable in understanding difference between social and biological aspects of health
d. All of the above

50% correct

13. Which of the following best explains the evolution of skin pigmentation in equatorial environments since it accounts for reproductive fitness?
 a. Bergmann’s rule
 b. Allen’s rule
 c. Loomis’ Vitamin D hypothesis
 d. **Jablonski’s Folate hypothesis**

20% correct

14. Differences in intelligence have often been cited in studies of human variability. Based on cross-cultural studies in anthropology, we know that
a. IQ is largely genetic. Some races have greater analytical abilities while others are more creative.
b. IQ scores are a poor measure of life experience, but an excellent measure of biological population differences.
c. **differences in IQ reflect environment, including learning, and are not a reflection of innate human qualities or differences.**
d. IQ actually has little influence from the environment. That is why IQ tests are valid for use on infants regardless of the population.

80% correct

15. In Cuba today, many professional women including doctors and lawyers, actively participate in a sex tourism industry. During ethnographic interviews, anthropologist Kaifa Roland (2011) found that
a. **women actively mobilize the resources at their disposal - their raced and gendered sexuality - to get the global capital that Cuban men also seek using available resources.**
b. these women’s decisions were rarely, if ever, are motivated by economics since they have lucrative professions. It is largely an acting out of fantasy.
c. the women are forced from an early age to participate in the sex industry. They never make these decisions on their own.
d. All of the above.

70% correct

16. Paleontological data support which of the following as developing earliest in hominid evolution?
 a. encephalization (big brains and cranial expansion)
b. tool making and other cultural adaptations
c. **adaptations for bipedalism**
d. fire for cooking and warmth
e. dental reduction in relation to diet
17. The largest language family in the world is:
   a. Sino-Tibetan
   b. Austronesian
   c. Afro-Asiatic
   D. **Indo-European**

18. Who first defined culture for anthropology?
   a. **Edward Tylor**
   b. Charles Darwin
   c. Franz Boas
   d. Max Weber
   e. Sherry Ortner

19. Why does the number of monogamous marriages often exceed the number of polygynous ones in cultures where polygyny is the preferred form of marriage?
   a. social sanctions
   b. illegal status
   c. **lack of economic resources**
   d. shortage of women
   e. shortage of men

20. “Studying up” is a term coined by Laura Nadar and others to refer to:
   a. the practice of covering a thorough literature review before beginning research
   b. the practice of including language learning in the focus on culture area studies
   c. **the practice of investigating a powerful group in a society**
   d. the practice of interviewing representatives of all social strata in an area

21. Which anthropologist pioneered studies of cross-cultural personality and gender?
   a. **Margaret Mead**
   b. Lila Abu-Lughod
   c. Franz Boas
   d. Edward Tylor
   e. Max Weber
22. What is the rationale for bride wealth in a patrilineal society?

a. the wife is expensive to maintain and the groom must be compensated
b. **the wife’s family will lose her labor and reproductive capacity**
c. the wife’s family negotiates a better marriage with a high bridewealth
d. the wife’s children will drain resources from her husband’s family over time
e. None of the above.

40% correct

23. The International Phonetic Alphabet was used by early anthropologists to document languages on the basis of:

a. their grammatical structure
b. **the point and manner of articulating organs in the mouth and throat**
c. their ethnolhistories
d. their degree of sophistication in relation to English

50% correct

24. A study in article, book or audiovisual form of a single cultural group or society is called:

a. **ethnography**
b. participant observation
c. ecology
d. cultural relativism

100% correct

25. A student of Franz Boas and one of the first women to earn an anthropology PhD, _______ was truly a “public” anthropologist, as she published extensively in popular magazines and appeared frequently on American talk shows to dispense advice about reforming American childrearing practices, based on her findings from a cross-cultural study of adolescence.

a. Ruth Benedict
b. **Margaret Mead**
c. Elsie Clews-Parsons
d. Eleanor Leacock
e. Mary Douglas

90% correct

26. _______ examined the functional and ecological roles of India’s cattle complex and argued that the “sacred cow” is adaptive. He predominantly focused on an etic view of culture and has been criticized as being a “vulgar materialist” as well as a “naïve positivist” by other anthropologists.

a. Karl Marx
d. **Marvin Harris**
e. Eric Wolf
27. _______ was the forerunner of the “anthropology of globalization,” and is best known for the study of peasant societies in the context of the world system, under colonialism and capitalism.

a. Karl Marx
b. Julian Steward
c. Morton Fried
d. Marvin Harris
e. Eric Wolf

50% correct

28. _______ viewed symbols as mechanisms for the maintenance of society (following Durkheim) and studied them in their social and temporal contexts, e.g., in the rituals of the Ndembu of Zambia.

a. Victor Turner
b. Marcel Mauss
c. Claude Levi-Strauss
d. Sherry Ortner
e. Clifford Geertz

70% correct

29. _______ believed culture to be a product of the mind that, similar to language, is built from logical relations, oppositions, and correlations, which together comprise its “grammar” that can in turn be analyzed using linguistic tools, as shown in voluminous studies of cultural myths.

a. Victor Turner
b. Marcel Mauss
c. Claude Levi-Strauss
d. Sherry Ortner
e. Clifford Geertz

40% correct

30. One of the best writers in American anthropology, _______ coined the phrase “thick description” to indicate that actions have many layers of meaning and anthropologists must discover these different layers, rather like peeling an onion.

a. Victor Turner
b. Marcel Mauss
c. Claude Levi-Strauss
d. Sherry Ortner
e. Clifford Geertz

100% correct

31. Underdevelopment occurs when:
a. a population group or country is able to stay outside the radar of a development project and remain unaffected by it
b. a population group or country becomes more debilitated by a development project and loses resources, power and sustainable capacity instead of gaining benefits or advantage
c. when a particular social group within a country is chosen to benefit from a development project over other groups in that same country
d. when development occurs in the global South

80% correct

32. Anthropological fieldwork is
a. conventionally done in a non Western society
b. responsible for the majority of anthropological knowledge
c. a collaborative effort on the part of both anthropologist and informant
d. all of the above

80% correct

33. The inductive approach to scientific reasoning occurs when
a. the researcher follows the steps from theory to hypothesis generation and then to observation and confirmation in field research
b. the researcher follows the steps from observation and detection of patterns in field data to tentative hypothesis and theory building
c. the researcher enters a field site with an open mind, collects all possible data and does not draw theoretical conclusions at the conclusion
d. the researcher begins with a theoretical proposition but then is unable to support it with field data

30% correct

34. Cultural anthropology differs from sociology in that the former traditionally
a. uses more quantitative methods, and the latter uses more qualitative methods
b. studies human culture, and the latter studies the human subconscious
c. studies non Western societies or small scale communities, and the latter studies industrialized, Western societies
d. studies material remains, and the latter studies social structure

20% correct

35. Which of the following is true for matrilineal descent systems such as the Iroquois of North America?

a. inheritance is determined through the female line
b. people related through females form a lineage
c. the mother's brother is an important person to a woman and her children, who often regard him as a father
d. women may have extensive authority in society over political, economic, and social matters
e. all of the above are true
36. Claude Levi Strauss is a famous contemporary anthropologist who formulated the theory of structuralism, based on what he assumed to be a universal feature of human cognition, the logical ordering of symbols and ideas into oppositional categories, such as "male" and "female," or "nature" and "culture."

   a. True
   b. False

37. _________ is an attitude that one's own culturally prescribed way of doing things is the best and most rational way.

   a. ethnocentrism
   b. determinism
   c. cultural relativism
   d. holism

38. Part time religious practitioners and healers who are believed to have the power to contact supernatural forces directly are called

   a. shamans
   b. priests
   c. oracles
   d. professors

39. The incest taboo

   a. forbids marriage between certain people
   b. forbids mating between certain people
   c. differs in scope from one society to another
   d. all of the above

40. Following a marriage, the kin of the husband and the kin of the wife are linked by

   a. affinity
   b. consanguinity
   c. endogamy
   d. exogamy

41. The postmarital residence rule requiring a couple to live with, or near, the husband's father is called
a. patrilocal
b. matrilocal
c. avunculocal
d. neolocal

100% correct

42. A form of marriage in which a person may have several spouses is called

a. monogamy
b. polygamy
c. exogamy
d. endogamy

100% correct

43. Aspects of a society's kinship system that anthropologists conventionally study include

a. kinship terminology
b. succession
c. its role in structuring political life
d. its role in structuring economic divisions of labor
e. all of the above

100% correct

44. Examples of rites of passage in American society include

a. baptism into a particular Christian based religion
b. graduation
c. marriage
d. all of the above

100% correct

45. The first stage in a rite of passage during which participants may shave their heads, abstain from eating or sexual intercourse, change clothes, or in other behavioral ways make themselves different from the rest of society is called:

a. liminality
b. separation
c. transition
d. reaggregation

80% correct

46. The Hindu caste system is based on

a. relative degrees of ritual purity and impurity ascribed at birth
b. family and ancestral wealth, and is therefore like the class system
c. levels of education
d. degree of access to the king  
60% correct

47. Symbols may be  
a. words  
b. images  
c. actions  
d. all of the above  
100% correct

48. Which of the following is true of positivist science?  
a. reality can be known through the five senses  
b. a single scientific method can be used to investigate  
c. facts and values are separate from one another  
d. all of the above  
90% correct

49. Colonialism was important to early anthropology because:  
a. Colonists gave anthropologists access to new places and people  
b. colonial powers usually helped anthropologists to kill the native peoples they were studying  
c. Colonists tried to help anthropologists to move into unknown territory even though they were rarely successful in reaching those unknown areas  
d. Colonists traded food stuffs for ethnographies written by the anthropologists  
90% correct

50. Postcolonial refers to:  
a. living after colonialism but continuing to work through the legacies colonial rulers created such as a government and educational system  
b. the political, social and cultural domination of a territory and its people by a foreign power  
c. the single world system that emerged in the 16th century committed to production for sale  
d. the original inhabitants of a particular territory  
100% correct

APPENDIX B. ANTH 2310 EXAM QUESTIONS - SPRING 2013

1. In class during the CSI Auburn module, we learned that _________ is a useful for solving crimes.  
a. Sexual dimorphism  
b. Age  
c. Height  
d. All of the above  
e. A and C only  
89% correct
2. Biological anthropologists take measurements of the body to assess the growth and adaptive responses of human subjects. This quantitative method of acquiring size and shape data for living populations is known as ____________.
   a. homeometry
   b. odontometry
   c. osteometry
   d. **anthropometry**
   e. reflectometry
   
   92% correct

3. The existence of ________ was first documented by Julian Huxley in the 1930s, which ________.
   a. acclimatization/demonstrates that natural selection does not alter allele frequencies
   b. stress/illustrates that allele frequencies do NOT vary with geography
   c. **clines/illustrates that some allele frequencies DO vary with geography**
   d. genes/has never been convincingly demonstrated for any allele
   
   86% correct

4. As discussed in Anemone, lactose-intolerance is not a polytypic trait within most human populations. In fact, it occurs entirely by chance and does not appear to have any adaptive significance.
   a. True
   b. **False**
   
   83% correct

5. ABO alleles occur in completely discrete pockets in worldwide populations. Thus, they have been an excellent indictor of racial types______.
   a. True
   b. **False**
   
   80% correct

6. Protein molecules that are produced by the body in reaction to foreign molecules entering the body are called ________. They are stimulated as the body recognizes __________ and reacts in a specific manner to fight infections (neutralize and eliminate toxins or binding/blocking them).
   a. alleles/antibodies
   b. antigens/antibodies
   c. **antibodies/antigens**
   d. histones/antigens
   e. each of these place this role.
   
   89% correct

7. According to the U.S. National Institute of Health (NIH), salmon is a dietary source that contains the highest amounts of Vitamin D and helps to fight ____________.
   a. Kwashiorkor
   b. folate deficiency
   c. marasmus
   d. **rickets**
   e. anemia
   
   29
8. In 2004, the Human Genome Project published a human genome map that indicated:
   a. **20,000-25,000 genes are responsible for the human body’s proteins.**
   b. 50,000 genes are responsible for the human body’s proteins.
   c. 100,000 genes are responsible for the human body’s proteins.
   d. 200,000-250,000 genes are responsible for the human body’s proteins.

9. Hardy-Weinberg equilibrium assumes:
   a. strong selection pressure on the trait(s) being studied.
   b. a significant mutation rate from generation to generation.
   c. gene flow that is equal both into and out of the population.
   d. no gene flow, mutation, genetic drift, or natural selection.

10. The crystalline structure of DNA was uncovered from Photo 51 by ________. Although this scholar was not given proper credit, the photo unlocked essential clues that the form of DNA was a double helix.
    a. James Watson
    b. Francis Crick
    c. Maurice Wilkins
    d. **Rosalind Franklin**
    e. Marie Curie

11. According to the idea of transformational evolution, organisms could acquire traits during their lifetime and pass them to their offspring. The most common example that has been given for this includes giraffes stretching their necks to search for food in trees. Supposedly, the giraffe offspring would have long necks; yet, according to this theory, there is fixity of species. This idea was developed by ________________.
    a. Jean Baptiste Lamarck
    b. Charles Lyell
    c. Carolus Linnaeus
    d. Thomas Malthus
    e. Francis Galton

12. Described in readings by Anemone and El-Haj, Francis Galton is well known for the _______ movement, which in part was an attempt to develop a science of breeding for humans in order to preserve the quality of the human gene pool.
    a. genomic
    b. post-genomic
    c. cephalic
    d. racial cleansing
    e. **eugenic**
13. Genes, and thus racial types, are discretely and clearly defined by biological anthropologists today using not only phenotypic but genotypic characteristics.
   a. True
   b. False

14. Which of the following BEST explains the evolution of skin pigmentation in equatorial environments with regard to reproductive fitness?
   a. Jablonski’s Folate hypothesis
   b. Bergmann’s rule
   c. Allen’s rule
   d. Loomis’ Vitamin D hypothesis
   e. None of the above

15. In 1954, Allen, a British physician, recognized the link between __________ and the HbS (sickle cell) allele. Which of the following is the most severe strain of malaria?
   a. Yellow fever
   b. Dengue fever
   c. Malaria
   d. Influenza
   e. All of the above

16. Carolus Linnaeus __________.
   a. developed theories of natural selection
   b. was a proponent of evolutionary change
   c. established a binomial system of classification for plants and animals
   d. opposed all notions of fixity of species
   e. was a supporter of Charles Darwin

17. Gregor Mendel
   a. developed theories of evolutionary change.
   b. discovered the structure of the DNA molecule.
   c. studied characteristics that are influenced by several genetic loci.
   d. discovered the fundamental principles of how traits are inherited.
   e. developed the theory of inheritance of acquired characteristics.

18. “Fitness,” in an evolutionary sense, refers to an individual’s ________.
   a. reproductive success
   b. aggressiveness
c. body size and strength  
d. longevity

97% correct

19. Why is the work of Alfred Russell Wallace considered when discussing the theory of evolution?
   a. He was a British naturalist who had arrived at many of the same conclusions as Darwin.  
   b. Wallace was well-known and gathering even more evidence to support evolution than Darwin.  
   c. His work is not considered as he was mistakenly credited with the theory of natural selection.  
   d. Because he was a British dog-breeder who worked on artificial selection experiments.

80% correct

20. Franz Boas:
   a. created racial categories based on living populations in the United States.  
   b. showed that U.S.-born children had the same head shapes as their immigrant parents.  
   c. Showed that U.S.-born children had different head shapes than their immigrant parents.  
   d. was a big supporter of the race concept.

81% correct

21. Tanning is an example of a relatively short term adaptive response called ___________.  
   a. habituation  
   b. acclimation  
   c. acclimatization  
   d. epigenetics

36% correct

22. Which of the following conditions occurs wither higher than expected frequencies due to selection for the heterozygote (or hybrid vigor) in some areas of endemic malaria and is hypothesized to have been selected with domestication of plants and animals in certain areas:  
   a. Tay Sachs  
   b. Cystic Fibrosis  
   c. Sickle Cell  
   d. Polydactyly

94% correct

23. In evolutionary terms, which of the following would be considered the most “fit”?  
   a. the strongest  
   b. the one who lives longest  
   c. the most aggressive  
   d. the one with the most surviving offspring

97% correct

24. Fortunately, humans have adapted to the environment through cultural means and are no longer subject to evolutionary forces.  
   a. True
b. False

97% correct

25. ______________ is an organism’s state of well being as suited to a particular environment and/or the possession of specific traits that are of reproductive or survival value.
   a. acclimation
   b. acclimatization
   c. natural selection
   d. evolution
   e. adaptation

86% correct

26. ______________ is the study of heritable changes in appearance or genetic expression that is caused by mechanisms other than changes in the underlying DNA sequence.
   a. Acclimatization
   b. Acclimation
   c. Epigenetics
   d. Genetics
   e. Particulate inheritance

69% correct

27. Change over time in the frequency of alleles is
   a. Acclimation
   b. Selection
   c. Evolution
   d. Stress
   e. Mutation

61% correct

28. Genetic drift
   a. is the random effects on small and isolated populations and decreases variation
   b. occurs only in large populations and increases variation in the gene pool
   c. acts on all of the genes within a population
   d. is the sharing of genes between populations

53% correct

29. ______________ is a model for explaining that in colder climates, shorter appendages, with increased mass-to-surface ratios, are adaptive because they are more effective at preventing heat loss. Conversely, longer appendages, with increased surface area relative to mass, are more adaptive in warmer climates because they promote heat loss.
   a. Loomis’ Vitamin D hypothesis
   b. Jablonski’s Folate hypothesis
   c. Bergmann’s rule
   d. Allen’s rule
   e. Cope’s rule

86% correct
30. In 1781, ______________ was the first to present strictly anatomical (not social) characteristics to define “races” of the human species. His types were based on craniometric data but saw variation along a continuum. He is known as the “Father of Physical Anthropology.”

a. Francis Galton  
b. Charles Darwin  
c. Gregor Mendel  
d. Johann Blumenbach

80% correct