

UNLV

University of Nevada, Las Vegas

Office of the Senior Vice Provost for
Academic Affairs

Program Review Self-Study

Program(s) Under Review: Anthropology

Degree(s): B.A.

Program Chair or Director: Daniel C. Benyshek

Dean: Jennifer Keene

Date of Report: February 10th, 2023

GENERAL INSTRUCTIONS

- Please complete the program review self-study using this template.
- If this review is covering several degree levels, be sure to address each level in the responses to the questions.
- This is a formal document that will be read by Senior Vice Provost for Academic Affairs, the Nevada System of Higher Education (NSHE), and the Board of Regents, and will become a public document when submitted to NSHE. Please use professional language throughout the document.
- Writing style:
 - Write the self-study in third person (i.e., do not use “I, we or our”).
 - When referring to the program or faculty, use “the faculty” or “the program’s faculty”.
 - Use plain language when explaining parts of the program, i.e. don’t use discipline specific jargon or slang that will not be easy for others outside the program to understand.
 - Define abbreviations before using.
- Answer every question; do not refer to different sections as an answer. Information can be restated or summarized for subsequent sections.
- Please do not alter the format of this document.
- Ensure that the document has been edited (check for grammar, punctuation, notes to self, etc.) **prior to submission**.
- Send completed self-study electronically to: programreview@unlv.edu
- Questions can be addressed to the Academic Programs Analyst in the Office of the Senior Vice Provost for Academic Affairs or to programreview@unlv.edu

The Provost Office is committed to engaging programs in a clear and useful program review process. To facilitate continuous improvement, we welcome feedback from programs and departments, external or internal reviewers, and any other constituents of the process.

I. Program Description

a. College/Program

- College or School: College of Liberal Arts
- Unit: Department of Anthropology, <https://www.unlv.edu/anthro>
- Web address: <https://www.unlv.edu/degree/ba-anthropology>
- Program(s) being reviewed: Undergraduate
- Degrees and their abbreviations: Bachelor of Arts / B.A.

b. Primary Individual Completing This Worksheet

- Name: Dr. Daniel C. Benyshek
- Title: Professor and Department Chair
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- Mail stop: 5003
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- Date of self-study: Feb 10th 2023 (completed)

c. Other Faculty Involved in Writing This Report

- Names and e-mails:
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d. Catalog Description

- i. Insert the most recent catalog description(s) of the programs(s)

Anthropology Major- Bachelor of Arts (B.A.)

Anthropology is the study of the complete human experience- past, present, and future. Success in the 21st century requires an understanding of cultural diversity and evolutionary foundations of human behavior and biology within an increasingly interconnected and interdependent world. Anthropology is especially well suited to provide this perspective through its holistic approach to understanding humanity across time and space. The UNLV Department of Anthropology is committed to academic research and scholarship, the public interest, and graduate and undergraduate education in pursuit of this goal. With a comprehensive and well-integrated curriculum, we are committed to teaching and training students in a way that balances methodological and theoretical approaches in anthropology. Our department also significantly contributes to the mission of the university by offering courses and research programs that are relevant both locally and globally, and by providing an understanding of our shared humanity, while acknowledging the remarkable diversity of human cultures around the world.

Please see the UNLV College of Liberal Arts, Anthropology web page at www.unlv.edu/anthro/ for information about department programs, faculty and facilities. Degree worksheets and 4/5 year plan for the major are available at <https://www.unlv.edu/degree/ba-anthropology>

Please see advising information at the UNLV Wilson Advising Center at www.liberalarts.unlv.edu/WAC/.

Accreditation

Institution - Northwest Commission on Colleges and Universities www.nwccu.org

Learning Objectives

1. Learn the basic tenets of anthropology and evolution (Encyclopedic knowledge).
2. Study the different models of the social sciences to analyze individual and group behavior (Relativistic/pluralistic stance).
3. Acquire knowledge about and understanding of the basic components of social and cultural living (Individual/collective reasoning).
4. Learn the fundamental aspects of human biological, social, and cultural behavior, both past and present. Train students in a way that balances practical, empirical, and theoretical approaches in anthropology.

University Graduation Requirements

- Please see [Graduation Policies](#) for complete information

Anthropology Degree Requirements - Total: 120 Credits

Major Requirements - BA in Anthropology- Subtotal: 39-40 Credits

1. Required courses - Credits: 18

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- [ANTH 101 - Introduction to Cultural Anthropology](#)
 - [ANTH 102 - Introduction to Biological Anthropology](#)
 - [ANTH 105 - Introduction to World Archaeology](#)
 - [ANTH 193 - Essentials of Data Analysis for Anthropologists](#)
 - [ANTH 436 - History of Anthropology](#)
 - *ANTH 193 may be substituted with an equivalent statistics course, pending departmental approval.
 - [ANTH 492 - Anthropology Internship and Professional Development](#)

2. A minimum of one lab or field course from the following (3 credits):

- [ANTH 438 - Ethnographic Field Methods](#)
- [ANTH 447 - Archaeological Field Methods](#)
- [ANTH 448B - Archaeological Field Practicum](#)
- [ANTH 449A - Ceramic Analysis in Archaeology](#)
- [ANTH 449B - Lithic Artifact Analysis](#)
- [ANTH 449D - Zooarchaeology Laboratory](#)
- [ANTH 462 - Human Osteology](#)
- [ANTH 464 - Dental Anthropology](#)
- NOTE: Only one course from this list is required; however, additional lab and field courses listed in this sub-section may be taken as electives (see section 4).

3. A minimum of one theory course from the following (3 credits):

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- [ANTH 417 - Evolution & Culture: 'Darwinian' models of culture](#)
 - [ANTH 420 - Magic, Witchcraft, and Religion](#)
 - [ANTH 428 - Signifying Identities: Ethnicity, Nationality, Gender, and Class](#)
 - [ANTH 455 - Archaeological Theory](#)
 - [ANTH 467 - Health and Disease in Antiquity](#)
 - [ANTH 469 - Evolution of Human Behavior](#)
 - [ANTH 485 - Language and Culture](#)
 - *NOTE: Only one course from this list is required; however, additional theory courses listed in this sub-section may be taken as electives (see section 4).

4. Selection of remaining credit hours from the above listed and/or from the following (15 credits):

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- [ANTH 103 - The Evolution of Everything](#)
 - [ANTH 110L - Introductory Biological Anthropology Lab](#)
 - ANTH210 – Maya World
 - [ANTH 216 - Cultures Through Film](#)
 - [ANTH 301 - Peoples and Cultures of Native North America](#)
 - [ANTH 305R - Arctic Anthropology](#)
 - [ANTH 306 - Contemporary Chinese Society](#)
 - [ANTH 311 - Cultural Resources Management](#)

- ANTH 330 - Cultures of Exploitation, Slavery, and Terrorism
- ANTH 331 - A Global Crisis: Food, Human Health, and Climate
- ANTH 360 - Dogs, Cats and Other Beasts: Anthropology of Animals
- ANTH 365 - Bones, Bodies and Trauma: Forensic Studies in Anthropology
- ANTH 400C - Native Americans of the Southwest
- ANTH 403 - Anthropology of Women and Men
- ANTH 409 - Economic Anthropology
- ANTH 411 - Buddhism and Culture
- ANTH 420 - Magic, Witchcraft, and Religion
- ANTH 422 - Psychological Anthropology
- ANTH 426 - Medical Anthropology
- ANTH 427 - Cultures and Cognition
- ANTH 434 - Ethnohistory
- ANTH 440A - Archaeology of North America
- ANTH 440B - Archaeology of the Great Basin
- ANTH 440C - Archaeology of the Southwest
- ANTH440E – Archaeology of Mexico and Central America
- ANTH 441B - Near Eastern and Mediterranean Prehistory
- ANTH 441C - Peoples and Cultures of Ancient Near East
- ANTH 443 - Environmental Archaeology
- ANTH 444 - Bioarchaeology
- ANTH 456 - Archaeology of Technology
- ANTH 457 - Archaeology of Complex Societies and Archaic States
- ANTH 458 - Origins of Inequality: A Cross-cultural Perspective
- ANTH 460 - Primate Evolution
- ANTH 466 - Human Nutrition: Past, Present, and Future
- ANTH 471 - Evolution of Human Sexuality
- ANTH 473 - Anthropology of Violence
- ANTH 475 - Evolutionary Medicine
- ANTH 490 - Study in Anthropology Abroad

- ANTH 492 - Anthropology Internship and Professional Development
- ANTH 497A - Senior Thesis I
- ANTH 497B - Senior Thesis II
- ANTH 499 - Independent Research

Other Anthropology Requirements - Subtotal: 18 Credits

- ii. Is the description for the program(s) correct? If not, what needs to be changed? Have changes been initiated in Curriculog?

The most recent catalog description of the program is correct. No changes have been made in Curriculog since the current program description has been in use.

e. Relationship to Other Programs

- i. What relationship does this program have to other programs, e.g. articulation, transfers, collaborations, partnerships, in the NSHE system? All undergraduate programs have transfer agreements.

The UNLV B.A. program in Anthropology has strong organizational and relational bonds with the Behavioral Sciences Department at the College of Southern Nevada (CSN). There is a faculty pipeline between the institutions, with multiple full-time CSN professors in the Behavioral Sciences department, completing their graduate degrees (M.A. and Ph.D.) at UNLV. The anthropology program also has a robust ‘transfer pipeline’ for CSN students. UNLV offers tools, such as the [Transferology program](#), providing students with a preliminary analysis of how credits may transfer to UNLV. The Nevada System of Higher Education (NSHE) maintains transfer agreements to limit redundant coursework and increase student flexibility. To maximize these resources, communication is ongoing (on a semesterly basis) between faculty in the Department of Anthropology, faculty in the CSN Behavioral Sciences department, and UNLV academic advisors. Collectively, these ties ensure continuity across the curriculum as transfer students continue their educational journey at UNLV.

- ii. What relationship does this program have to other programs at UNLV, e.g. collaborations, partnerships, affiliated faculty, general education requirements?

The Department of Anthropology engages in multiple collaborative partnerships, strengthening integration across the institution and fostering a holistic learning experience. For example, multiple Anthropology faculty members are affiliated with other academic units. These include faculty (5) serving

as Adjunct Professors in the Kirk Kerkorian School of Medicine at UNLV, a faculty member serving as the Director of the UNLV Asian Studies Program, and another professor serving as a faculty member in the UNLV Religious Studies Program.

The Department curriculum is also well represented in UNLV General Education course offerings. All anthropology (ANTH-prefix) lower division (100 or 200 level) courses count toward the 9-credit 'social science' General Education distribution requirement. These courses produced XXX credit hours in general education credit within the last year. In addition to general education, the department offers 9 courses that meet the 3-credit 'International' General Education requirement, and 4 courses that meet the 3-credit 'Multicultural' General Education requirement.

II. Mission Alignment, Excellence, and Productivity

i. What is the program's mission statement?

If the program does not have a mission statement, please use the department or college mission statement.

The departmental mission is to provide students with knowledge about the complete human experience, from the deep past to the present moment, with an emphasis on understanding shared humanity and the value of cultural diversity.

ii. Briefly describe how this program is aligned to and supports achievement of the university's [Mission](#) and [Top Tier 2.0 Strategic Plan](#).

The Anthropology department's program is well aligned with both the UNLV mission, and its Top Tier 2.0 Strategic Plan.

One of the key components of UNLV's mission is to, "provide access to world-class educational experiences that are responsive to the needs of our students and stakeholders."

- The Anthropology program aligns with this component through recent (AY 2022-23) revisions to the major capstone course, which is required for all program graduates. The capstone course now emphasizes workforce readiness by requiring students to complete an internship with a community partner. Students also complete a semester long professional development course.

A prominent component of UNLV's Top Tier initiative is to engage in and promote "groundbreaking research, scholarship, professional, and creative activities that have impact and cross boundaries."

- The Anthropology undergraduate program supports this initiative in several ways:
 - Two annually awarded scholarships (C. Todd White Memorial Scholarship, and the Angela Peterson Memorial Scholarship) that support undergraduate student-led, faculty supervised research.
 - Undergraduate, faculty-supervised, research volunteer opportunities in the department's eight research labs.

- Consistent Anthropology faculty mentorship of students in the UNLV Honor's College Research Thesis program, McNair Fellowship program, faculty-supervised research sponsored by the UNLV Office for Undergraduate Research.
- iii. Provide at least three examples of the integration of teaching, research and service at the program level (e.g. faculty mentoring which lead to student presentations at conferences, service learning classes, community service activities involving students, or other noteworthy student activities and achievements).

1) During the past year, an Anthropology faculty member supervised a collaborative research project through a mentorship program sponsored by the UNLV Graduate College. The project was enacted by one of her doctoral students and included the doctoral student's undergraduate mentee. Under faculty supervision, the graduate/undergraduate investigators explored [topic]. The final product yielded a presentation at the UNLV Office of Undergraduate Research symposium in fall of 2021. The researchers were also accepted to present posters of their work at two upcoming conferences; American Association of Forensic Science and American Association of Biological Anthropologists.

2) Beginning in 2020, an Anthropology faculty member began planning a pop-up exhibit, Hostile Terrain 94. The UNLV Department of Anthropology sponsored the exhibit, which was the creation of the Undocumented Migration Project (under the direction of anthropologist Jason De León, UCLA). In Fall 2021, the planning culminated in a series of workshops from September to December where undergraduate and graduate students, and the general public, participated in filling and placing tags of migrants who have died while trying to cross the Mexico-U.S. border on an exhibit map. The exhibit was installed at UNLV's Barrick Museum of Art, and was a major community education/outreach success.

3) An anthropology major served as a 'Regents Grant Communications' intern at the Las Vegas Natural History Museum (LVNHM) in fall 2022. The NVNHM supervisor provided a glowing assessment of the anthropology intern's work over the course of the semester in her evaluation, saying she "...offers a unique perspective on engaging with the public in ways the Museum had not done so before. She easily connects (potentially) difficult concepts with interactive fun, driving engagement up 289% on our Instagram, alone!"

- iv. List and briefly describe five highlights or areas of excellence of the program.

1) **Anthropology Department Research and Teaching.** The department maintains a diverse set of research and teaching laboratories that contain curated collections and updated research spaces. The labs cover a variety of areas including, archeology, biological anthropology, and sociocultural anthropology. Departmental faculty members supervise activities within these spaces, offering students a plethora of opportunities for experiential learning through hands-on activities, student-led research, and volunteering. (<https://www.unlv.edu/anthro/research-labs>). The benefits of these laboratories extend beyond anthropology majors because introductory anthropology laboratory classes are held in two state-of-the-art teaching labs. In these spaces, future anthropology majors and students who are taking anthropology as a general education requirement explore the discipline using active learning techniques.

2) **The Department Lecture Series.** The department hosts a weekly lecture series (the ‘Proseminar’) every semester. Speakers include UNLV anthropology faculty and advanced graduate students; non-academic professionals working in anthropology/archaeology or other anthropology-related fields; researchers and scholars from prominent and national and international academic institutions. The speaker series is free and open to the public, and undergraduates are encouraged to attend. The lecture series is hybrid allowing for in-person, and remote-online participation and attendance.

3) **The new, major capstone course: ‘Anthropology Internship and Professional Development’.** The new capstone course is a mechanism to fuse the department’s emphasis on workforce readiness with student requests for assistance in career transitions. The capstone requires all anthropology majors to complete a semester-long internship along with a three-credit hour professional development course. Thus, the capstone includes on-the-job training, which assists students as they are creating their professional network, and this experience is supplemented with professional development skills, such as resume writing and interview skills. At the end of the capstone, students have practiced skills to help them bridge their educational experience with their transition into the professional workforce.

4) **The 100% Online Anthropology Major/Degree Option.** The department was one of the first in the College of Liberal Arts and the larger university, to offer a fully online program completion track. The online program, which began in 2019, is based on a collaborative partnership between Anthropology faculty and online content delivery specialists in the Office of Online Education. These collaborative efforts produced state-of-the-art online courses are available for nearly one-third of the department’s 65 undergraduate classes with more online versions of department courses added every year. All online courses are also offered in person, maximizing flexibility for students because they can create a degree path that meets their preferences with regard to learning modality and schedule.

5) **Active Anthropology Registered Student Organizations (RSOs).** The department is home to two engaged and welcoming student organizations: The Anthropology Society, and the southern Nevada chapter of the Lambda Alpha National Anthropology Honor Society. Both organizations have active student Executive Boards and Officers, along with a corresponding department faculty member sponsor or advisor. The two RSOs are regularly involved in undergraduate student recruitment, awareness campaigns, community events, group recreational activities, student study sessions, and scholarship and grant-getting support activities.

- v. Provide an indication of faculty productivity appropriate for your unit (lists of publications and other creative activities, grant proposals submitted and funded, installations designed, etc.) organized by category.

UNLV Faculty Productivity Metrics (15 full-time academic faculty; 2 administrative faculty):

Faculty Publications: **133 publications** from 2020 – 2022. (Google Scholar, Jan. 2023)

Faculty Citations: **6,700+ citations** from 2020 - 2022 (Google Scholar, Jan. 2023)

Externally Funded Grants Submitted: **\$4.3M** in external funding, including grant proposals submitted to the National Science Foundation, the National Institute of Justice, and the National Geographic Society

Externally Grants Funded: **\$1.16M** in competitive external funding (35% success rate).

- vi. Provide an indication of student productivity appropriate for your unit (lists of publications and other creative activities, grant proposals submitted and funded, installations designed, etc.) organized by category.

UNLV Anthropology Undergraduate Student Productivity:

Undergraduate Scholarships, 2018 – 2022 (Department of Anthropology, College of Liberal Arts, UNLV, and UNLV Foundation Scholarships):

- 39 undergraduate anthropology majors receiving scholarships
- 50 total scholarships disbursed to anthropology majors during the five-year period

Anthropology B.A. students Graduating with Honors Thesis, 2018 – 2022:

Honors College Faculty-Advised Honors Thesis: 3 students.

Undergraduate student coauthors (peer-reviewed journal articles or conference presentations):

3 undergraduate student coauthors in the peer-reviewed journals *Women and Birth*, *PLoS ONE*, and *PeerJ*

5 undergraduate student coauthors on national and regional professional conference presentations.

III. External Demand for the Program

- i. Who are the main (local and regional) stakeholders of your educational programs? In other words, which employers and entities benefit from these programs, by hiring the graduates or admitting them to graduate and/or professional programs?

There is a high demand for skilled graduates in Clark County, Nevada with job postings in anthropology/archaeology.¹ disciplines nearly double the national average. Currently, UNLV anthropology graduates are working with the National Park Service, Bureau of Reclamation, Bureau of Land Management, contract archeology firms, environmental firms, and other federal positions. nfor job postings in the area of anthropology/archaeology.¹. Other stakeholders/employers that benefit from the graduates of the program include local museums (Lost City Museum, Discovery Children’s Museum, Springs Preserve, and the Mob Museum).

Graduates of the UNLV B.A. program also pursue M.A. and Ph.D. level degrees. Some of these graduates remain at UNLV, whereas others apply elsewhere (data unknown).

- ii. Describe the needs of these stakeholders for graduates of this program.

Of the skills listed in the local employment postings, most include research, communication and writing, with an emphasis on report production. . Some specifically ask for knowledge of particular software such as Geographic Information Systems or ArcGIS (most cited qualification) and basic computer skills with office and excel. Archaeology positions also need graduates with skills in field and lab-based work in archaeology including excavation, survey, monitoring, report writing and artifact processing. The top specialized skills that employers list are: archaeology, anthropology, excavation, cultural resource management, National Historic Preservation Act (NHPA), GIS, and GPS. The top common skills listed by employers are: research, communication, writing, report writing, management/leadership and coordinating.ⁱⁱ

- iii. What are the anticipated placement needs for program graduates over the next 3-5 years? Please cite your sources (e.g. Occupational Outlook Handbook, Nevada Workforce Research Data System, etc.).

According to the Occupational Outlook Handbook, employment for Anthropologists and Archaeologists is projected to grow 6 percent over the next ten years (which is described as average for all occupations).ⁱⁱⁱ For Nevada specifically, social science occupations are projected to grow 1.68% and social science “technicians” related occupations will grow 4.75%, anthropology/archaeology in Nevada is projected to grow 3%^{iv} in the short-term and 7% in the long-term (2018-2028). A recent article in the journal, *Advances in Archaeological Practice*, titled “Forecast for the US CRM Industry and Job Market, 2022-2031” suggests that graduates with skills in archaeology in particular will be in high-demand as a result of the recently passed national infrastructure bill. To respond to the projected growth in this area of employment, specifically, the article details areas and skills that will be required of recent graduates of anthropology programs to fill the needs of this industry – while the majority of projected archaeology related positions in cultural resource management (CRM) are at the M.A. level, B.A. graduates will also be in demand. However, this same article forecasts a labor shortage, and of those available to work, many may not possess the technical skills or knowledge of laws and regulations surrounding CRM as many Anthropology programs do not provide CRM training/courses. Outside of the field of archaeology, the American Anthropological Association considers research skills, communication skills and the ability to understand human diversity among the desirable skills of an anthropologist, and the kinds of skills listed in the growing number of “user experience” related positions in companies like Meta, Google, Apple, and Amazon.

- iv. What changes to the program, if any, will the anticipated placement needs for the program graduates require?

The program already has some courses and opportunities for training in place to prepare graduates for post-graduation employment. In 2021-2022, the department included a professional development/internship course as a required capstone course for Anthropology majors in their

junior/senior years. This course prepares upper division anthropology majors as they pivot from student to professional. Assignments and activities in the course include the preparation of a resume or CV, developing an “elevator pitch” and interview skills. Guest speakers from the community share information about career paths available for anthropology and archaeology graduates along with the skills and competencies that are requested by employers.

- v. Describe the placements of recent graduates.

Of those that were reported, recent graduates found employment with companies from various industries including Amazon, Babylon Health, American Mortgage Source and Station Casinos. However, the reported information only included 18 recent graduates.

- vi. If the program does not have placement information on graduates, what is the plan to gather that information?

There is an internal departmental newsletter that is created and published by students and faculty of the program, and the managers of the newsletter will update the process by which members subscribe to include contact information for the purposes of alumni networking. In addition, students enrolled in the professional development course will be encouraged to share non-institutional contact information for the purposes of alumni networking/tracking. The undergraduate coordinator will work with the director of Development and Alumni Relations to craft an alumni survey to be sent to recent graduates. The survey will include questions surrounding recent employment and accomplishments. This information will be highlighted in the department alumni spotlight page.

- vii. As required by NSHE, discuss how the program assesses whether the graduates are meeting employers’ needs.

As mentioned in a previous section, employers are seeking specific skills, including communication, research skills, and report writing. The Anthropology department assesses these components at regular intervals to gauge competency on program learning outcomes. These program outcomes, which include application of the scientific method and clarity in communication, are also congruent with UNLV undergraduate learning outcomes (UULO’s), such as critical thinking, communication, and global/multicultural awareness.

In addition to these general education skills, the Anthropology program furnishes specialized, program-specific learning outcomes. Many of these program outcomes are rooted in analysis, reflection, interpretation, and cooperation. Typically, the Anthropology department employs a pre-post research design with students completing an anonymous assignment or test at the beginning of the semester. This pre-test establishes the baseline of student knowledge. A subsequent test or assignment at the end of the semester displays student growth on the relevant construct. The assessments typically include both quantitative and qualitative data that can be used to identify areas for improvement and areas that are meeting the program’s objectives.

ⁱAccording to Occupation Overview, Lightcast Q1 2023 Data Set as of January 2023 (attached)

ⁱⁱAccording to Job Posting Analytics, Lightcast Q1 2023 Data Set as of January 2023 (attached)

ⁱⁱⁱBureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Anthropologists and archeologists, as of Jan. 18, 2023

^{iv}Nevadaworkforce.com, Employment Projections by Industry and Occupation, 2021-2023 and 2018-2028.

^vAccording to Alumni Outcomes: Program Snapshot, Lightcast Q1 Data set as of January 2023 (attached)

IV. Program Resources

a. Faculty Time and GA Resources

Please fill in the table below in order to answer the questions below.

Staff Type		Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Tenured & Tenure-Track Faculty	Total Number:	16	16	16	16	15	15
	Percent of Courses Taught:	33%	53%	59%	56.3%	54%	52%
	Student Credit Hours Taught:	27	51	69	54	51	51
Faculty in Residence (FIRs), Lecturers, & Visiting Faculty	Total Number:	2	2	1	1	1	1
	Percent of Courses Taught:	22%	25%	9%	12.5%	10%	12%
	Student Credit Hours Taught:	18	25	9	12	16	12
Part-time Instructors (PTI)	Total Number:	1	0	2	2	4	5
	Percent of Courses Taught:	3%	0	8%	9%	13%	18%
	Student Credit Hours Taught:	3	0	9	9	12	18
State-supported Graduate Assistants (GAs)	Total Number:	16	16	16	16	16	16
	Percent of Courses Taught:	42%	22%	24%	22.2%	23%	18%

Provided by the Graduate College	Student Credit Hours Taught:	21	12	12	9	9	6
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b. Budget

- i. Fill in the three tables below and use this information to answer the questions below.

Revenues	Fiscal Year (FY) 19-20	FY 20-21	FY 21-22	
State Operating Account	\$2,269,535.96	\$1,849,804.89	\$1,973,656.11	\$0
Student Fees	\$9,938.34	\$13,953.95	\$3,310.03	\$
Other	\$0	\$0	\$0	\$0
Total Revenue	\$2,279,474.30	\$1,863,758.84	\$1,976,966.14	\$

Expenses	FY 19-20	FY 20-21	FY 21-22	
Salaries (faculty, staff, GAs, work-study student, etc.)	\$2,230,733.32	\$1,806,740.57	\$1,946,724.14	\$
Operating Expenses (operational and instructional supplies, equipment maintenance, software licensing, online electronic subscriptions, etc.)	\$39,430	\$43,064	\$26,931.97	\$
Student Activities (recruitment, career services, general activities, etc.)	\$0	\$0	\$	\$
Other	\$1,046	\$6,087.12	\$101.22	\$0
Total Expenditures	\$2,271,209.32	\$1,855,891.69	\$1,973,757.33	\$

Graduate Assistantships	FY 19-20	FY 20-21	FY 21-22	FY 22-23
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Number of Graduate Assistantships provided by the Graduate College	16	16	16	16
Number of Graduate Assistantships funded by grants	0	1	1	2
Total number of Graduate Assistantships	16	17	17	18

Are these resources sufficient to meet the degree programs instructional and scholarship needs? If not, approximately how much additional funding is needed for what specific activities? What funding sources could be reasonably increased to help the program attain its goals?

c. Program Funding

- i. Is funding from other sources sufficient to assist the program in achieving its outcomes? (Other sources include: differential tuition, grants and contracts, endowment income, and one-time gifts for student scholarships.)

Yes. The department is especially well resourced with respect to endowed scholarships reserved for anthropology undergraduates. The department has two endowed scholarships that are available only to undergraduate anthropology majors. Coupled with Nevada System of Higher Education, College of Liberal Arts, and UNLV student scholarships and grants, UNLV anthropology undergraduates are reasonably well resourced.

- ii. If not, which funding streams could be increased to help the program attain its outcomes?

N.A.

- iii. What, if any, new donor revenue has been generated since the last program review?

The C. Todd White memorial Scholarship.

- iv. Discuss the unit's engagement in fundraising activities during the last five years to garner support for the program. Alternatively, explain the constraints that have prevented such actions.

The department has been active in the ‘Rebels Give’ fundraising event since its inception in 2018. Rebels Give is a 24-hour crowdfunding campaign for the university and its various colleges and units. The university invites all alumni, students, faculty, staff and supporters of UNLV worldwide to make a gift in support of UNLV students, faculty, staff and campus as a whole. The Department also enjoys the enduring and generous support of Anthropology Department benefactors Frank and Linda Peterson, whose daughter, Angela, a UNLV Anthropology student, was struck and killed by a drunk driver in 2009, and who established a memorial scholarship in her name. The Petersons have also made numerous additional gifts to the department beyond the named memorial scholarship.

d. Program Resources

- i. Is the quality and quantity of available consumable materials and supplies (e.g. office supplies or laboratory supplies) adequate? If not, please explain why.

Yes.

- ii. Is the quality and quantity of available technological resources (e.g. computers, large format displays, software) adequate? If not, please explain why.

Yes.

- iii. Is the quality and quantity of other types of necessary equipment adequate? If not, please explain why.

Yes.

- iv. Is the quality and quantity of available library and information resources adequate? If not, please explain why.

Yes.

- v. Are available program staff resources sufficient to attain the programs outcomes? If not, please explain why and state what additional staff resources are needed and how they would be funded.

Yes.

e. General Education

- i. If your program or unit offers General Education course, estimate what portion of the unit’s teaching resources are allocated to those courses.

The department offers nearly two dozen courses that can be utilized by UNLV students to meet General Education course requirements. This includes any of the 8 anthropology (ANTH-prefix) lower division (100 or 200 level) courses which can count toward the 9-credit ‘social science’ General Education distribution requirements, and the 1-credit biological anthropology lab that can serve as a required

General Education science lab course, in addition to the 9 anthropology courses that meet the 3-credit 'International' General Education requirement, and the 4 anthropology courses that meet the 3-credit 'Multicultural' General Education requirement. These courses represent 32% of the courses offered by the department; but represent a much higher proportion of the department's semesterly enrollment figures, as the 100-level courses account for a significantly disproportionate number of students in anthropology classes each semester.

- ii. Are there any factors that affect the unit's ability to offer courses for its major students? If so, please explain why.

A spate of recent department faculty retirements (2), resignations (1), administrative faculty reassignments (2), in addition to a recent shrinking pool of departmental part-time instructors, has left the department stretched uncomfortably thin for departmental course instruction. Future replacement hires for the departing/ed full-time faculty will restore the department's instructional capacity.

V. Size, Retention, Progression and Completion

a. Size of the Program

- i. Headcount, course enrollment and degree conferred data provided by the Office of Decision Support. Use the tables to answer questions below.

Note:

Program review data does not include transfer students or part-time students in the retention rate calculations or in the 6-year degree completion rate calculations.

Headcounts of student majors and enrollments in courses do include all student enrollments (both transfer and part-time student enrollments are included). Counts of degrees conferred for a program would also include any student earning the degree (both transfer and part-time students earning degrees are included in the degree counts).

The program may track graduation rates differently from the official data provided by the Office of Decision Support and that can be described in the document in the data section. Please be sure to explain how and why these data differ from the official data. Do not delete the Decision Support information.

Headcount declared majors in Anthropology

Plan code 'ANTBA'

Department of Anthropology

Term	Freshmen	Soph.	Junior	Senior	Post-Bacc
Fall 2010	13	24	28	64	0
Spring 2011	13	20	35	72	0
Fall 2011	21	18	40	59	7
Spring 2012	14	19	37	58	5
Fall 2012	21	19	35	62	6
Spring 2013	13	25	35	65	6
Fall 2013	18	23	39	66	4
Spring 2014	17	19	37	61	3
Fall 2014	19	18	32	58	3
Spring 2015	12	22	27	63	3
Fall 2015	15	17	36	55	3
Spring 2016	7	16	35	54	2
Fall 2016	10	18	35	54	2
Spring 2017	5	22	36	46	2
Fall 2017	13	17	43	43	3
Spring 2018	11	14	38	51	3
Fall 2018	15	22	37	57	2
Spring 2019	16	26	30	57	2

Headcount declared majors in Anthropology

Plan code 'ANTBA'

Department of Anthropology

Term	Freshmen	Soph.	Junior	Senior	Post-Bacc
Fall 2019	19	21	39	52	0
Spring 2020	16	25	43	56	1
Fall 2020	16	31	52	64	3
Spring 2021	14	28	47	78	4
Fall 2021	13	31	54	88	6
Spring 2022	12	23	57	76	7

Source: PeopleSoft Table PS_LV_CNR_STDNT_CR
PS_LV_CNR_STDNT_CP
Office of Decision Support, July 2022

Department of Anthropology enrollments by course subject

Enrollments in ANTH lecture courses by course level

Anthropology

Term	Level - 100	Level - 200	Level – 300	Level - 400
Fall 2010	1082	0	164	424
Spring 2011	1062	0	6	509
Fall 2011	1079	0	2	345
Spring 2012	900	0	100	586
Fall 2012	1091	0	206	362
Spring 2013	1117	0	0	469
Fall 2013	823	0	0	471
Spring 2014	833	0	163	465
Fall 2014	1044	0	0	487
Spring 2015	996	0	92	323
Fall 2015	1025	0	138	265
Spring 2016	1017	21	79	334
Fall 2016	1106	18	0	491
Spring 2017	1035	0	107	313
Fall 2017	1296	0	208	315
Spring 2018	1062	0	200	266
Fall 2018	1152	0	40	342
Spring 2019	1179	34	0	435

Department of Anthropology enrollments by course subject

Enrollments in ANTH lecture courses by course level

Anthropology

Term	Level - 100	Level - 200	Level - 300	Level - 400
Fall 2019	1307	0	38	432
Spring 2020	1336	0	185	305
Fall 2020	1401	0	162	445
Spring 2021	1036	0	179	325
Fall 2021	1327	0	0	631
Spring 2022	1206	0	124	560

Source: PeopleSoft Table PS_LV_CNR_ENRL
Office of Decision Support, July 2022

Enrollments in AAS lecture courses by course level

Anthropology

Level - 100	Level - 200	Level - 400
156	51	36

Source: PeopleSoft Table PS_LV_CNR_ENRL
Office of Decision Support, July 2022

Enrollments in HON lecture courses by course level

Anthropology

Term	Level - 200
Spring 2013	15

Source: PeopleSoft Table PS_LV_CNR_ENRL
Office of Decision Support, July 2022

Degrees conferred by Academic Year

(July to June)

Anthropology BA (Plan code 'ANTBA')

Bachelor of Arts

Department of Anthropology

Academic Year	Degree Count
1990-91	2
1991-92	6
1992-93	12
1993-94	11
1994-95	10
1995-96	5
1996-97	13
1997-98	18
1998-99	10
1999-00	18
2000-01	21
2001-02	24
2002-03	11
2003-04	20
2004-05	17
2005-06	25
2006-07	15
2007-08	33
2008-09	24
2009-10	32
2010-11	37

Degrees conferred by Academic Year

(July to June)
Anthropology BA (Plan code 'ANTBA')
Bachelor of Arts
Department of Anthropology

Academic Year	Degree Count
2011-12	34
2012-13	33
2013-14	43
2014-15	25
2015-16	32
2016-17	32
2017-18	30
2018-19	33
2019-20	34
2020-21	40

Source: PeopleSoft Table PS_LV_CNR_DEGREES
Office of Decision Support, July 2022

Graduation rates for Fall Cohorts

**First-time, Full-time College Students
declaring Anthropology BA (Plan code 'ANTBA')
and graduating within 6 years
Department of Anthropology**

Cohort Term	Cohort Size	Degree in Plan	Degree % Plan	Degree in Dept	Degree % Dept	Degree any Dept	Degree % any
Fall 2010	8	2	25.0	2	25.0	4	50.0
Fall 2011	10	4	40.0	4	40.0	5	50.0
Fall 2012	9	0	0.0	0	0.0	4	44.4
Fall 2013	11	4	36.4	4	36.4	7	63.6
Fall 2014	11	1	9.1	1	9.1	5	45.5
Fall 2015	13	2	15.4	2	15.4	9	69.2
Fall 2016	6	1	16.7	1	16.7	1	16.7

Source: PeopleSoft Table PS_LV_CNR_DEGREES
PS_LV_CNR_CP
PS_LV_CNR_CR
Office of Decision Support, July 2022

Retention rates for Fall Cohorts

**First-time, Full-time College Students entering Fall term
declaring Anthropology BA (Plan code 'ANTBA')
and retaining to second academic year fall term**

Department of Anthropology

Cohort Term	Cohort Size	Retention (%)
Fall 2010	8	87.5
Fall 2011	10	90.0
Fall 2012	9	100.0
Fall 2013	11	81.8
Fall 2014	11	81.8
Fall 2015	13	69.2
Fall 2016	6	66.7
Fall 2017	13	76.9
Fall 2018	12	75.0
Fall 2019	11	72.7
Fall 2020	12	83.3

Source: PeopleSoft Tables PS_LV_CNR_ENRL
PS_LV_CNR_STDNT_CP
PS_LV_CNR_STDNT_CR
PS_LV_CNR_COHORTS
Office of Decision Support, July 2022

- ii. Discuss the headcount figures from the last five years. Are the trends in line with projections in your unit's strategic plan?

Since the 2010 fall semester, the anthropology major shows an average of 14 freshman enrollments, 24 sophomore enrollments, 39 junior enrollments, and 61 senior enrollments. This pattern suggests that anthropology is not a major that is considered for many entering students, but as students move through their academic career, they gravitate toward anthropology. For instance, in fall 2021, the department had a total enrollment of 192 students with seniors constituting 46% (n=88) of those enrollments and juniors contributing another 28% (n=54). Thus, in this snapshot, juniors and seniors comprise 74% of the anthropology program's enrollments. This finding is congruent with historical data showing that on average since 2010, juniors and seniors make-up approximately 72% of the department's enrollments.

The average major headcount since fall semester of 2010 is 139 students, but recent enrollment figures are well-above the average with enrollment numbers above 160 since the fall semester of 2020. In fact, the average total of anthropology majors between fall 2010 and spring 2020 was 131 enrollments per semester. The average semester enrollment showed a sharp spike after the COVID-19 pandemic with total program enrollment reaching a maximum of 192 students in fall semester of 2021 and an average enrollment of 176 since fall of 2020.

Yes, anthropology major headcounts are increasing steadily, albeit unevenly, and are currently at all-time departmental highs.

- iii. Does your programs enrollment trend differ from national trends? If so, please explain why.

Based on the most recent available national data, Anthropology enrollments peaked around 2010 and declined significantly over the next six years.ⁱ National data suggests that anthropology enrollments and degrees conferred have rebounded somewhat in recent years, but enrollment and degree conferral growth has been uneven. This is somewhat in contrast to the slow-but-steady growth in UNLV anthropology enrollment during the same period. National anthropology BA program enrollment trends continue to see increases in ethnic diversity (especially Hispanic or Latinx) since 2012,ⁱⁱ which may help explain the steadily growing numbers at UNLV, which touts one of the most ethnically diverse student bodies in the country. The department's recently available fully-online major may also explain some of the department's enrollment growth.

i Data USA: Anthropolgy <https://datausa.io/profile/cip/anthropology-450201>

ii American Anthropological Association, "Trends in Anthropology Bachelor's Degrees <http://s3.amazonaws.com/rdcms-aaa/files/production/public/FileDownloads/pdfs/IPEDS%20anthro%20bachelor's%20degrees.pdf>

b. Major Course Offerings

- i. Does the program offer enough courses to meet enrollment demands? If so, please explain why.

The program currently offers enough courses to meet enrollment demands, although shrinking department faculty ranks, due to current and impending retirements, resignations, and administrative faculty reassignments will need to be compensated for in the near future in order to continue to meet enrollment demands.

- ii. How many major courses have been added or eliminated in the last five years?

a. 4 Added 3 Eliminated

- iii. Why were these actions taken?

Eliminated: Former faculty retirements and low course-specific enrollment demands.

Added: New faculty with new research specializations; new programmatic need.

- iv. What additional actions should be taken to improve retention, progression and graduation of students in the program?

More online courses to accommodate the schedules of our non-traditional, largely employed, undergraduate student population.

- v. Are there courses that represent barriers for progression and/or graduation, because students routinely have difficulty enrolling in, and/or completing those courses? If so, please explain why.

Departmental data from 2018- 2021 shows that the anthropology BA program's most significant 'barrier' course is the theory-intensive upper division course (ANTH 436). The class is one of the most rigorous courses in the major's curriculum, and has historically only been offered only once per academic year, without consistently being offered in either the fall or spring semester.

- vi. If there are courses that represent barriers for progression and/or graduation, please describe financially-based and non-financially-based solutions to reduce “bottle-necks” in these courses.

As previously discussed, ANTH 436 is the most visible barrier to student progression. Starting in [WHEN], the department began offering this course in multiple formats so that students can choose to take the course online or in person. This flexibility allows students to choose the format that suits their learning style and schedule. Furthermore, the course will be a fixture on the roster of fall course offerings so it will be on a predictable schedule, which helps students plan their coursework. The course has also been offered in the summer sessions.

- vii. Can any changes in sequencing of courses be made to facilitate student retention, progression and graduation?

Course sequence for the major does not seem to be an impediment to retention, progression and completion.

- viii. Please discuss whether the unit has any plans to provide any or more online courses within the next 2-3 years. If the unit does not have such plans please explain why.

The Anthropology Department has been a campus leader in offering online courses, and one of the first departments to offer a fully online major at UNLV. While Anthropology majors can currently earn their BA in anthropology entirely online, the department is currently in the process of expanding the online course offerings, while working in partnership with the UNLV Office of Online Education to develop new classes according to the highest online learning standards.

c. Curriculum

- i. Is the program’s curriculum aligned with current developments in the discipline? If so, please explain how.

Yes. The curriculum has already expanded by placing a greater emphasis on workforce readiness, and new faculty hires that specialize in community-based, participatory research.

- ii. If the program curriculum is not aligned with current developments in the discipline, please explain what steps faculty are taking to modernize the curriculum.

N.A.

d. Advising

- i. How many full-time academic advisors are available at the Colleges Advising Center? Is this number sufficient?

The Wilson Advising Center, the College of Liberal Arts' advising hub, is home to a Director, Associate Director, a Retention, Progression and Completion Coordinator, and six full time academic advisors. Students appear to be well-served by the center.

- ii. Describe any changes to advising practices in the last five years based on the findings of assessment reports.

The department has sought to strengthen the role of the departmental Undergraduate Coordinator in recent years, whose responsibilities supplement, but do not duplicate the student advising responsibilities of the Wilson Advising Center. As a result, the position is now better compensated (via teaching reassignments), and much more active in student recruitment, advising, career counseling, and undergraduate communication and outreach.

e. Graduation Rates

- i. Program graduation numbers and rates are summarized below (insert here tables with graduation data). Use the tables to answer the below questions.

Graduation rates for Fall Cohorts

**First-time, Full-time College Students
 declaring Anthropology BA (Plan code 'ANTBA')
 and graduating within 6 years
 Department of Anthropology**

Cohort Term	Cohort Size	Degree in Plan	Degree % Plan	Degree in Dept	Degree % Dept	Degree any Dept	Degree % any
Fall 2010	8	2	25.0	2	25.0	4	50.0
Fall 2011	10	4	40.0	4	40.0	5	50.0
Fall 2012	9	0	0.0	0	0.0	4	44.4
Fall 2013	11	4	36.4	4	36.4	7	63.6
Fall 2014	11	1	9.1	1	9.1	5	45.5
Fall 2015	13	2	15.4	2	15.4	9	69.2
Fall 2016	6	1	16.7	1	16.7	1	16.7

Source: PeopleSoft Table PS_LV_CNR_DEGREES
 PS_LV_CNR_CP
 PS_LV_CNR_CR
 Office of Decision Support, July 2022

ii. Are the trends in 6-year cohort graduation close to the University’s goal of 50% graduation rate?

Yes. Despite being uneven year to year, the mean-average anthropology 6-year cohort graduation rate from Fall 2010, to Fall 2015 was 54%. The graduation rate for the Fall 2016 6-year cohort is an outlier at 16.7%, and likely reflects degree completion disruptions associated with the coronavirus pandemic.

iii. If not, what is being done to reach the 50% graduation rate?

N.A.

VI. Quality

a. Admission and Graduation Requirements

- i. List program admission requirements as they appear in the current UNLV academic catalog.

Undergraduate Admission Requirements

The minimum academic requirements for admission to the university are described below. Please note that admission to the university may not mean admission to the program of your choice. Specific academic programs may have additional entrance requirements beyond those required for admission to the university. Applicants should consult the corresponding section of this catalog to find out about additional requirements for their major of choice.

High School Students: Admission to the university requires graduation from an accredited high school with a minimum weighted grade point average of 3.00 on a 4.00 scale in the following required high school courses.

ENGLISH: Emphasis on composition; rhetoric; and American, English, and world literature.....4 units

MATHEMATICS: Algebra or higher-level mathematics, including algebra I and II, geometry, analytic geometry, trigonometry, precalculus, probability and statistics and other advanced mathematics.....3 units

NATURAL SCIENCE: (lab or simulation); Including biology, chemistry or physics with at least two years in a laboratory science.....3 units

SOCIAL SCIENCE STUDIES: Including world history, geography, U.S. history, economics, government, or law.....3 units

TOTAL.....13 units

A student who has successfully completed one or more computer science courses can apply not more than one unit of credit received for such a course to the units of natural science required for university admission. Students who have not completed these aforementioned required high school courses and/or have not earned a minimum grade point average of 3.00 (on a 4.00 scale) may be admitted to the university if they have earned a composite score of 1120 on the SAT (post March 2016) 1040 (pre March 2016) or an ACT composite score of 22, or earned a Nevada Advanced High School Diploma or a College and Career Ready High School Diploma.

Transfer Students: Except for in-state transfer students as described in the section “In-State Transfer Students,” admission to a four-year degree program is granted to domestic and international applicants transferring from another regionally-accredited college or university provided that 24 transferable semester credits have been completed and a minimum cumulative grade point average of 2.50 in those transferable credits has been achieved. The applicant must be in good standing and eligible to return to the educational institution last attended (i.e., the applicant cannot be on academic or behavioral

suspension or be in debt to any previously attended institutions).

Applicants who have attempted 23 or fewer college credits after high school graduation are subject to the high school admission requirements previously described. The high school record must meet the minimum grade point average or other requirements as indicated in the “High School Students” section.

In-State Transfer Students: Applicants wishing to transfer to the University of Nevada, Las Vegas, from another institution within the Nevada System of Higher Education (NSHE) must apply for admission to UNLV through the Office of Admissions and must fulfill the same requirements as those applicants who are not enrolled within the NSHE system. However, transfer students with a conferred Associate of Arts degree, Associate of Science degree, or Associate of Business degree from an NSHE institution only need to have a minimum overall GPA of 2.0 for admission to the university.

Final Enrollment Procedures: Admission will be granted to students applying for admission while still enrolled at another institution (high school, college, or university) if their current academic record indicates that they are admissible at the time of evaluation and that they will qualify for full admission upon completion of work in progress. Full admission is granted when all final credentials from institutions previously attended have been received and evaluated by the Office of Admissions and provided the applicant still meets the minimum admission requirements. Failure to submit final documents by the deadline listed in the academic calendar may result in cancellation of admission and/or enrollment (see Readmission after Cancellation). Failure to meet the minimum admission requirements after evaluation of final course work will result in cancellation of admission and/or enrollment. Freshmen should submit a final official high school transcript indicating the date of graduation and the final semester’s grades for the work in progress prior to their date of matriculation at UNLV. Transfer students should submit a final transcript for any courses completed prior to their date of matriculation at UNLV.

Students who do not enroll for the term in which they submitted a degree-seeking or non-degree-seeking application for are discontinued. Discontinued students should either defer their application (see Admission Deferment Policy) or submit a new application for admission. The deferred application or new application should be submitted with any supporting documents to the Office of Admissions and is subject to the admissions application deadlines.

GED Recipients and Home-Schooled Students: Applicants who received a General Equivalency Diploma (GED) are admissible if they have achieved a minimum composite score of 22 on the ACT; 1040 or 1120 (post March 2016) on the SAT; or 22 on the ACT Residual. If a GED or High School Equivalency recipient has not achieved either standardized test score, they can appeal through the Faculty Senate Admissions Committee (see Alternative Admission Policy).

Homeschool Applicants: If a student’s high school transcript is not issued by an accredited high school or homeschool agency, the coursework on the transcript will be evaluated for meeting the high school graduation requirements for the state they reside in. Each state’s Department of Education website has information on high school graduation requirements and high school equivalency programs. Students denied admission can appeal through the Faculty Senate Admissions Committee (see Alternative Admission Policy).

Alternative Admission Policy: The Nevada Board of Regents has authorized the university to admit each year a limited number of deserving students who do not satisfy the university’s minimum admission requirements but who may be admissible through alternate means. Admission by alternative criteria is an option for those applicants who are denied admission. The criteria for admission under the alternative admission program are:

- o A combination of test scores and grade point average that indicate potential for success.
- o Special talents and/or abilities such as, but not limited to, the visual or performing arts or athletic abilities.
- o Other evidence of potential for success.
- o Improvement in the high school record.
- o Overcoming adversity or special hardship.
- o Other special circumstances.

Applications for alternative admission criteria are reviewed by the Faculty Senate Admissions Committee. In addition to the application procedures described earlier, an applicant for alternative admission is also required to submit the documents listed below and to meet any other educational criteria that may be required by the Office of Admissions.

1. All official transcripts indicating completion of all work in progress.
2. Official standardized test scores (ACT or SAT) or other documented evidence of the necessary capability, readiness, achievement, and motivation to be successful in university-level study. In order to be official, scores must be sent directly from the testing agency or appear on an official high school transcript.
3. A personal explanation of the circumstances of previous academic performance.
4. Two letters of recommendation from an employer, educator, or responsible official.

Students admitted by the Faculty Senate Admissions Committee are required to meet with an Academic Success Center success coach at least twice during their first semester and must achieve a 2.0 grade point average for six or more baccalaureate-level credits by the end of that semester. Students who do not meet this requirement during their first semester will also be required to meet with a success coach during their second semester to develop a success plan.

Second Baccalaureate Degree Students: An applicant who has earned one bachelor's degree from UNLV may apply for admission to earn a second bachelor's degree from UNLV according to the requirements and procedures outlined for transfer students. Students who have earned a bachelor's degree from an institution other than UNLV and students who have earned a bachelor's degree from UNLV and have had a gap in their enrollment are required to submit an application for admission and \$60 (\$95 for international students) non-refundable application fee. Students who have earned a bachelor's degree from UNLV with no gap in their enrollment are not required to pay the application fee.

Students are not permitted to earn two bachelor's degrees in the same specialized discipline. Information regarding the number of credits required and the course work required for a second degree may be obtained by consulting the section on Academic Policies and the section describing the desired major in this catalog.

Non-degree Seeking Undergraduate Student Status: At UNLV, any person, subject to review and approval by the University, may enroll as a non-degree seeking student for purposes of personal enrichment, professional development, or to improve their academic record in order to be reconsidered for admission after denial of admission for insufficient academic credentials. Applicants who wish to enroll as a non-degree seeking student must submit an application and \$30 non-refundable application fee. Non-

degree seeking students may enroll for a maximum of eight credits per semester. Although there is no limit to the total number of credits one may earn as a non-degree seeking student, *no more than 24 credits may be applied toward a bachelor's degree upon admission.*

Freshman applicants who are denied admission may enroll as non-degree seeking students. These students will be considered for admission as transfer students upon completion of 24 credits with a minimum cumulative grade point average of 2.5.

Transfer applicants denied regular admission may also enroll as non-degree seeking students. These students will be eligible for admission when the combination of their UNLV grade point average and the cumulative average of all other college or university-level course work meets the university's minimum transfer admission GPA requirement of 2.5.

Upon reaching the transfer admission requirements, these non-degree seeking students who were previously denied must submit a new degree seeking application and fee in order to be reconsidered for admission.

Applicants interested in non-degree seeking graduate status should inquire with the Graduate College.

Admissions Rules and Regulations

Admission Deferment Policy: Students who are admitted to UNLV but wish to attend during a future term are required submit an application for admission and pay the \$60 application fee (\$95 for international students). The application should be submitted with any required supporting documents to the Office of Admissions and is subject to the admissions application deadlines.

Denial of Admission: Applicants who do not meet the university's regular admission requirements will be denied admission and may appeal to the Faculty Senate Admission Committee to be considered for admission under alternative criteria (see Alternative Admission Policy). Applicants denied admission as regular students may also enroll as non-degree seeking students until such time as a grade point average is achieved which meets the university's transfer student requirements (see Non-Degree Seeking Undergraduate Student Status section).

Readmission: Fully admitted degree-seeking students who stop out for more than two semesters (excluding summer) are discontinued from the university and are required to submit an application for re-admission. The application should be submitted with any required supporting documents to the Office of Admissions and is subject to the admissions application deadlines.

- ii. List any updates that need to be made to the undergraduate or graduate academic catalogs.

N.A.

- iii. Have these changes been initiated in Curriculog?

N.A.

b. Outcomes and Assessment

- i. Student Learning Outcomes and Program Assessment Plans and Reports by program concentration are available through the [Office of Academic Assessment](#).

See 2022 Anthropology Assessment Report (Appendix)

- ii. As a result of information gathered in your assessment reports, has the program revised its curriculum (e.g. changing prerequisites, adding or eliminating required or elective courses, or co-curricular experiences for the degree(s)) in the last five years? If so, what changes were made and why?

No.

- iii. Describe how the program has revised course content or pedagogical approaches based on findings in its assessment reports in the last five years?

Faculty have used both pre-/post-test *summative* techniques aimed at revealing improvement in students' understanding of key course concepts by the end of the course, as well as *formative* assessment approaches (i.e., mid-semester course-feedback in the form of answers to short, open-ended questions about student preferences, complaints, and recommendations) that allow for adjustments in course content, class pace, visual aids, readings, etc. that might be adjusted mid-semester to improve student learning. Faculty have found both assessment techniques to be useful.

- iv. Describe how you have used the findings in one assessment report to improve student learning.

Faculty have made alterations to course content (e.g., more background reading, changes to supplemental media such a documentary videos, out-of-class availability of in-class materials such as PowerPoint lecture slides), as well as changes in class pace, the frequency and lengths of exams and quizzes, and the use and frequency of group-based, in-class activities.

VII. Conclusion and Self-Assessment

a. Faculty Review of Self-Study

- i. On what date did the program and/or department faculty review this self-study?

February 10 – 14, 2023.

b. Conclusions

- i. What are the top three priorities and/or needs for the future development of the program?

- More courses available in an online format.
- Greater consistency in when required classes are regularly offered.
- Replacement faculty lines.

- ii. What are the strengths of the program?

Breadth of sub-disciplinary offerings; laboratory facilities and collections; opportunities for undergraduate research; extensive online course offerings; active departmental student organizations, departmental undergraduate scholarships, highly productive faculty researchers and effective teachers.

- iii. What are the challenges facing the program?

Shrinking faculty ranks.

- iv. Provide any additional comments about the program.

N.A.