

Academic Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: *Arts and Sciences*
2. Department: *Anthropology, Ethnology Subfield*
3. Date: *October 27, 2014*

B. Academic Program of Study*

B.A. degree in Anthropology, Ethnology concentration

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

1. Understand the methods, theories, and analytic approaches of sociocultural anthropology, including approaches in linguistic, medical, political, legal, historical, and economic anthropology
2. Understand how such methods, theories and analytic approaches do and do not describe the many diverse approaches to organizing human society and culture across the globe
3. Identify the structural forces underlying equality, inequality, social suffering, and struggles for social justice
4. Gain a critical understanding of globalization and other types of social change from holistic and comparative perspectives
5. Learn about the history of shifting interdependency between anthropological concepts and modern political ideologies and practices in order to explore the possibility that that the utility and the ethical value of our concepts depend on applying them judiciously and reflexively according to circumstances

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

1. Understand the methods, theories, and analytic approaches of sociocultural anthropology, including approaches in linguistic, medical, political, legal, historical, and economic anthropology

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

Adapted from Kansas State University Office of Assessment

- Critically evaluate ideas associated with the central theoretical traditions in sociocultural anthropology, including functionalism, structural functionalism, post structuralism, symbolic anthropology, and political economy
2. Understand how such methods, theories and analytic approaches do and do not describe the many diverse approaches to organizing human society and culture across the globe
 - Critique the following approaches: ethnographic fieldwork, participant observation, linguistic elicitation, life history narrative and qualitative interviewing
 3. Identify the structural forces underlying equality, inequality, social suffering, and struggles for social justice
 - Evaluate the forms of power and the possible responses to control and domination
 4. Gain a critical understanding of globalization and other types of social change from holistic and comparative perspectives
 - Evaluate economic, cultural, and political interdependencies and commodification
 5. Learn about the history of shifting interdependency between anthropological concepts and modern political ideologies and practices in order to explore the possibility that that the utility and the ethical value of our concepts depend on applying them judiciously and reflexively according to circumstances
 - Communicate an understanding that the values of anthropological concepts and practices depend upon applying them with an awareness of their political associations and the circumstances of the study

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. Student Learning Outcomes

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
<i>Critically evaluate ideas associated with the central theoretical traditions in sociocultural anthropology, including functionalism, structural functionalism, post structuralism, symbolic anthropology, and political</i>	x	x		

Adapted from Kansas State University Office of Assessment

<i>economy</i>				
<i>Critique the following approaches: ethnographic fieldwork, participant observation, linguistic elicitation, life history narrative and qualitative interviewing</i>	x	x		
<i>Evaluate the forms of power and the possible responses to control and domination</i>	x	x		

2. How will learning outcomes be assessed?

A. What:

At the end of each term, the SLOs listed in section E1 above will be assessed with an examination consisting of short-answer and multiple choice questions. Each question will be tied to one SLO (see Appendix).

The course instructor will compute the average score across all students for each SLO. A successful outcome will consist of an average score for each SLO $\geq 70\%$. If all scores exceed 70%, we will concentrate our improvement efforts on the SLO that received the lowest score.

Additionally, at the end of each spring term, graduating seniors will be asked to complete an on-line survey assessing how well they have mastered each SLO. The survey will ask them to evaluate, on a scale of 1 – 5, their level of proficiency for each SLO. Faculty will concentrate their improvement efforts on the 2-5 SLOs that received the lowest scores.

B. Who:

The SLOs will be evaluated for each student in Anthropology 330. This sampling strategy is appropriate because Anthropology 330 is required for all concentrators in Evolutionary Anthropology, and because it provides the background required for all upper-level course.

The sample for the on-line survey is appropriate because it will assess all graduating majors.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

We will begin assessment in Anthropology 330. At the end of the course, the instructor will submit the examination results to the undergraduate advisor for Evolutionary Anthropology. The advisor will also collect the tabulated score for the on-line survey. The advisor will present the results to subfield faculty at the beginning of the following term (usually the fall term).

Faculty will discuss the results and adjust course curricula as necessary.

We will complete an assessment calendar for all SLOs after evaluating the current plan.

4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

See above.