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*

3. Date: *Nov 21, 2016*

**B. Academic Program of Study**

*B.A. degree in Anthropology, Evolutionary Anthropology concentration*

**C. Contact Person(s) for the Assessment Plan**

*Keith Hunley (khunley@unm.edu)*

**D. Broad Program Goals & Measurable Student Learning Outcomes**

# Broad Program Learning Goals for this Degree/Certificate Program

1. Articulate the principles of biological evolution
2. Use a scientific methodology to test hypotheses about the nature and causes of human biological and social diversity
3. Provide evidence for how evolutionary processes have molded the anatomical, physiological, behavioral, and genetic diversity within and among extinct hominin taxa and contemporary primate populations
4. Use quantitative and qualitative methods to analyze data
5. Evaluate the adherence of research plans to standards of ethical research

# List of Student Learning Outcomes for this Degree/Certificate Program

1. Use the principles of evolution to analyze inheritance, variation, and the evolution of human characteristics (Broad Program Goals 1 - 4)
2. Use a scientific methodology to distinguish among competing hypotheses about the nature and causes of behavioral, sociological, genetic, and phenotypic variation in extinct and extant humans and non-human primates (Broad Program Goals 2 - 4)
3. Demonstrate the relationships among primate taxa (human and non-human, extant and extinct), and list the derived anatomical, behavioral and life-history traits associated with those taxa (Broad Program Goals 3 - 4)
4. Synthesize ecological, anatomical, physiological, behavioral, and genetic evidence for the evolution of unique human features such as extended development, provisioning, cooking, and nuclear families (Broad Program Goal 1 – 4)
5. Perform statistical analyses of data, solve equations, construct and interpret graphs in the context of hypothesis testing (Broad Program Goal 4)
6. Evaluate the adherence of research plans to established principles of ethics (human and non-human primates) and conservation (non-human primates)? (Broad Program Goal 5)

**E. Assessment of Student Learning Three-Year Plan**

**1. Student Learning Outcomes**

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| --- | --- | --- | --- | --- |
| **University of New Mexico Student Learning Goals** | | | | |
| **Program SLOs** | Knowledge | Skills | Responsibility | Program SLO is conceptually different from university goals. |
| Use the principles of evolution to analyze inheritance, variation, and the evolution of human characteristics (Broad Program Goals 1 - 4) | x | x |  | No |
| Use a scientific methodology to distinguish among competing hypotheses about the nature and causes of behavioral, sociological, genetic, and phenotypic variation in extinct and extant humans and non-human primates (Broad Program Goals 2 - 4) | x | x | x | No |
| Demonstrate the relationships among primate taxa (human and non-human, extant and extinct), and list the derived anatomical, behavioral and life-history traits associated with those taxa (Broad Program Goals 3 - 4) | x | x |  | No |
| Synthesize ecological, anatomical, physiological, behavioral, and genetic evidence for the evolution of unique human features such as extended development, provisioning, cooking, and nuclear families (Broad Program Goal 1 – 4) | x | x |  | No |
| Perform statistical analyses of data, solve equations, construct and interpret graphs in the context of hypothesis testing (Broad Program Goal 4) | x | x |  | No |
| Evaluate the adherence of research plans to established principles of ethics (human and non-human primates) and conservation (non-human primates)? (Broad Program Goal 5) | x | x | x | No |

**2. How will learning outcomes be assessed?**

A. What:

*Direct Measures*. At the end of each term, each SLO will be assessed in one or more upper division courses with an examination consisting of short-answer, essay, and/or multiple choice questions. Each question will be tied to one SLO. All upper division courses will evaluate at least one SLO each time they are taught, with the course instructor choosing a subset of SLOs that is most relevant to their course. The SLOs will be listed in the course syllabi.

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  70%. If all scores exceed 70%, we will concentrate our improvement efforts on the SLO that received the lowest score.

*Indirect measure 1*. Course evaluations will include questions that ask students to evaluate their proficiency on each SLO.

*Indirect measure 2*. At the end of each spring term, graduating seniors will be asked to complete an on-line survey assessing their proficiency on each SLO. The survey includes both Likert-scale and open ended questions. The current survey is appended to this document. Faculty will concentrate their improvement efforts on the 1-2 SLOs that received the lowest scores.

B. Who:

The SLOs will be evaluated for all majors in upper division courses. These courses are required for all concentrators in Evolutionary Anthropology.

The sample for the on-line survey will be sent to all graduating seniors. They will be informed that completion of the survey is a requirement for graduation.

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

One or more SLOs will be evaluated in each upper division course every time it is taught. All SLOs will be evaluated in at least one course every year. The course instructor will tabulate the results for the in-course exams and send them to the undergraduate advisor within 4 weeks of the completion of the course. The course instructor will send the relevant course evaluation results to the undergraduate advisor as soon as they become available. The undergraduate advisor will compile and present this information and the results of the survey to the Evolutionary Anthropology faculty at least one week prior to meeting. The Evolutionary Anthropology faculty will meet in the fall term to discuss the results.

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

The undergraduate advisor will compile and present the assessment results to the faculty each year by September 30. The faculty will meet on or before October 15 to discuss the results and to make relevant changes to the curriculum and assessment protocol. The advisor will prepare and submit the assessment report to the CARC by October 31.