## Marquette University
### Learning Assessment Plan

**Anthropology**

**Program: Anthropology (ANTH)**

**Degree:** B.A.

**Date Submitted:** May 8, 2006; **Revised September 13, 2013**

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<th>Program Learning Outcomes Students will be able to:</th>
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| 1. Analyze how historical, social, environmental and biological forces shape cultures. | Students should be able to:  
1. Identify the subfields and themes of anthropology.  
2. Apply knowledge of historical, methodological, and theoretical trends in anthropology to different definitions of culture and genres of ethnographic and scientific writing.  
3. Integrate knowledge with issues of field ethics of and relevance of anthropology in a changing world. | Progress is measured by giving pre-test in ANTH1001 and post-test in ANTH 4997. Ten questions [11-20] on test assess performance directly. Assessed every year. | Instructor will compile data and will submit report to ANTH major committee for review on/before June 30th of year in which this outcome is assessed. Report will outline student outcomes, identify areas of question or concern, and suggest refinements to outcomes, performance indicators, measures and/or pedagogy. On or before Sept. 30 of each year, the ANTH major committee will meet to discuss assessment data and findings, and approve or modify the instructors’ plans for improvement. Recommendations shall be forwarded to instructors by the end of September. The major committee will decide which learning outcome will be assessed in the upcoming year. The major committee will collect all assessment reports and recommendations, archive them by year in the Department office. At subsequent meetings, the committees will review changes in courses and progress towards objectives. Any changes requiring department approval will be reported to and discussed at SOCS Dept. meeting. |
| 2. Use the definitions, methods, and theory(ies) of biological anthropology to define what it means to be human. | Students should be able to:  
1. Identify and differentiate evolutionary processes, e.g. selection, mutation, gene drift, gene flow  
2. Describe the statistical bases of these processes | Progress is measured by giving pre-test in ANTH1001 and post-test in ANTH 4997. Ten questions [21-30] on test assess performance directly. Assessed every year. | Same as above |
3. Apply these concepts to human evolutionary trajectory

| 3. Articulate the role that archaeology plays in reconstructing past cultural systems. | Students should be able to: 1. Identify the elements that make up the archaeological record (artifacts, features, biological specimens, context) 2. Describe the field and laboratory methods used to identify patterns of behavior. 3. Integrate the ethical, economic, cultural, and historical value of preserving archaeological resources. | Progress is measured by giving pre-test in ANTH1001 and post-test in ANTH 4997. Ten questions [1-10] on test assess performance directly. Assessed every year. | Same as above |

4. Engage anthropology’s methods and theories with contemporary social issues.

| Students should be able to: 1. Articulate goals and ideological of a particular global development project 2. Describe a general national context in which this project was implemented. 3. Assess the local outcomes, with attention to both the expected and unexpected outcomes, and the reasons for the unexpected outcomes | Progress is measured by giving pre-test in ANTH1001 and post-test in ANTH 4997. Six questions [2, 7, 17, 19, 28 and 30] on test assess performance directly. Assessed every year. | Same as above |