

**Marquette University
Learning Assessment Plan**

Anthropology

Program: Anthropology (ANTH)

Degree: B.A.

Date Submitted: May 8, 2006

Program Learning Outcomes Students will be able to:	Performance Indicators	Measures	Use of the Information
<p>1. Relate how historical, social, environmental and biological forces shape cultures.</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Articulate the arbitrary nature of racial categories (i.e. that they reflect social constructs, not biological reality); 2. Describe how environment contributes to physical/phenotypic variation in human skull shape. 	<p>Quantitative assessment of relevant assignment(s) in ANTH 191, a course required for ANTH majors and offered annually. Assignment could be papers, exam questions, or project. Measures will vary from year to year, professor to professor</p> <p>Qualitative insights gathered from formal and informal class discussions</p>	<p>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, suggest refinements to outcomes, performance indicators, measures and/or pedagogy.</p> <p>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.</p> <p>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 dept approval will be reported to and discussed at SOCS Dept. meeting.</p>

<p>2. Recognize what it means to be human using the definitions, concepts, and methodologies of anthropology</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Identify and differentiate evolutionary processes, e.g. selection, mutation, gene drift, gene flow 2. Apply these concepts to human evolutionary trajectory 3. Describe the statistical bases of these processes 	<p>Quantitative assessment of relevant assignment(s) in ANTH 106, a course required for ANTH majors and offered annually. Assignments could be papers, exams questions, or projects. Measures will vary from year to year, professor to professor.</p> <p>Qualitative insights gathered from formal and informal class discussions.</p>	<p>Same as above</p>
<p>3. Examine the diversity and commonalities among and between cultures.</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Describe goals and limitations of cultural reconstructions based on archaeological and ethnohistoric data. 2. Track global and regional variations in character and pace of a particular era (e.g. Upper Paleolithic/Paleoindian, Neolithic, etc.) 	<p>Quantitative assessment of relevant assignment(s) in ANTH 105, a course required for ANTH majors and offered annually. Assignments could be papers, exams questions, or projects. Measures will vary from year to year, professor to professor.</p> <p>Qualitative insights gathered from formal and informal class discussions.</p>	<p>Same as above</p>
<p>4. Understand the role anthropology plays in addressing common social problems at local, national, and global scales</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 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 	<p>Quantitative assessment of relevant assignment(s) in ANTH 101, a course required by ANTH majors and offered annually. Assignments could be papers, exams questions, or projects. Measures will vary from year to year, professor to professor.</p> <p>Qualitative insights gathered from formal and informal class discussions.</p>	<p>Same as above</p>

	expected and unexpected outcomes, and the reasons for the unexpected outcomes		
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