

Rhode Island Office of Higher Education Program Assessment Form

Institution: University of Rhode Island

Program: Anthropology

Degree: BA

Chair: James Loy

Academic Year Plan: 2007/ 2008

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment practices.</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
KNOWLEDGE			
<p>1. Should demonstrate depth and application of knowledge in the field At graduation anthropology majors should be able to:</p>	<p>a. Describe the breadth of anthropology and be able to characterize the range of anthropology's distinctive philosophical and methodological approaches with respect to other disciplines within the social sciences, natural sciences, and humanities.</p> <p>b. Demonstrate an understanding of the historical development and centrality of the "four-field approach" in American anthropology, with the ability to define each subdiscipline's contributions to the</p> <p>c. Explain the basic processes of biological evolution and specifically, describe the evidence for humankind's descent from apes and the subsequent course of human evolution.</p> <p>d. Describe modern human biological diversity and articulate an informed position on the question of biological races of humans.</p> <p>e. Demonstrate a scientific understanding of the development and operation of contemporary ethnic/cultural variation in humans, including an appreciation of ethical concerns arising from that variation.</p>	<p>Curricular mapping (see Appendix A)</p> <p>Curricular mapping (see Appendix A)</p> <p>Curricular mapping (see Appendix A)</p> <p>Curricular mapping (see Appendix A)</p> <p>Curricular mapping (see Appendix A)</p>	<p>Review papers written by graduating seniors in APG 427 (Unity of Anthropology).</p> <p>Review papers written by graduating seniors in APG 427 (Unity of Anthropology).</p>
<p>1. Depth and application of knowledge (continued) At graduation anthropology majors should be able to:</p>	<p>f. Demonstrate the ability to think holistically and comparatively in describing human life-ways using non-ethnocentric methods.</p> <p>g. Demonstrate knowledge of the wide range of past and present human biocultural systems, including ecological relationships, social and cultural organization, and ideology (belief systems).</p> <p>h. Assess the relative advantages and disadvantages of using archaeology as a method for elucidating culture history.</p>	<p>Curricular mapping (see Appendix A)</p> <p>Curricular mapping (see Appendix A)</p> <p>Curricular mapping (see Appendix A)</p>	
<p>2. Methods of inquiry. At graduation anthropology students should understand the various methods of inquiry appropriate to anthropological research and have the ability to:</p>	<p>a. Understand the place of research in the development and evaluation of scientific theories in general and anthropological theory in particular.</p>	<p>Curricular mapping (see Appendix A)</p>	

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	b. Understand the importance of the mental-behavioral and emic-etic distinction in anthropological research and theory building.	Curricular mapping (see Appendix A)	
	c. Comprehend different research methodologies, their strengths and limitations as applied to anthropological research questions.	Curricular mapping (see Appendix A)	
	d. Be able to understand the use of quantitative methods in the analysis of data from all four sub fields of anthropology and have the ability to evaluate the use and misuse of analyses of quantitative data in anthropological research.	Curricular mapping (see Appendix A)	
<p>3. Problem solving. At graduation anthropology students should have acquired the ability to apply the holistic approach of anthropology to addressing complex problems facing humans in today's world through a demonstrated ability to:</p>	a. Articulate anthropological insights into contemporary issues of multiculturalism and diversity with reference to both past and present human biological and ethnic or cultural variation.	Curricular mapping (see Appendix A)	

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COMMUNICATION			
<p>4. Information management. At graduation anthropology students should be able to gather and interpret information from diverse sources and be able to:</p>	<p>a. Prepare and manipulate databases.</p>	<p>Curricular mapping (see Appendix A)</p>	
	<p>b. Critically evaluate and draw supportable conclusions from databases.</p>	<p>Curricular mapping (see Appendix A)</p>	
<p>5. Communication. At graduation anthropology students should be able to communicate clearly and be able to:</p>	<p>a. Write concisely and logically, incorporating relevant data and knowledge.</p>	<p>Curricular mapping (see Appendix A)</p>	<p>Review papers written by graduating seniors in APG 427 (Unity of Anthropology).</p>
	<p>b. Speak clearly and effectively in the presentation of ideas.</p>	<p>Curricular mapping (see Appendix A)</p>	
	<p>c. Prepare effective visual materials to accompany verbal presentations.</p>	<p>Curricular mapping (see Appendix A)</p>	
PERSONAL GROWTH			
<p>6. Ethical principles</p> <p>a. At graduation anthropology students should be able to understand and apply ethical principles to the conduct of anthropological research and the applications of its findings.</p>	<p>Complete assignments (papers, exams, projects) in which adequate performance requires students to demonstrate competence in this outcome.</p>	<p>Curricular mapping (see Appendix A)</p>	
<p>7. Global awareness</p> <p>a. At graduation anthropology students should have developed an extensive and detailed awareness of the great variation in human biocultural adaptations worldwide and the implications of this variation for present-day human interactions.</p>	<p>Complete assignments (papers, exams, projects) in which adequate performance requires students to demonstrate competence in this outcome.</p>	<p>Curricular mapping (see Appendix A)</p>	

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE.
RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites.
More detailed information may be required by your institution's academic administrators.

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Expected Level of Achievement	Actual Level of Achievement	Analysis and Interpretation of Data	Actions	Timetable for Reassessment
Identify the level of norm-based or criteria-based performance you expect graduating students to achieve.	Identify students' actual level of achievement against the expected performance level.	Identify the recommendations that emerged from your interpretation of data (such as through aggregating and disaggregating data or triangulating multiple sources of data).	Describe the actions you have taken (or will take) with particular focus on improving teaching and learning.	Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will take. If you have already reassessed, what did you find?
1. 80 % of anthropology majors should meet or exceed expectations.				
2				
3				
4				
5. 80% of anthropology majors should meet or exceed expectations.				
6				
7				
(Or attach specialized or professional accreditors' standards)				