

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

This document only needs to be updated when changes are made.

UNIT	COLLEGE OF ARTS AND SCIENCES
Department (if applicable)	SOCIOLOGY AND ANTHROPOLOGY
Degree/Program	Bachelor of Arts/Anthropology
Date Prepared	April 30, 2014
Date Revised	Updated to New Form (6/22/15);

PROGRAM MISSION

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Consistent with the mission of the University and the College of Arts and Sciences, the Department of Sociology and Anthropology offers students the opportunity to deepen and broaden their knowledge of humankind and themselves. We provide a broad understanding of cultural, social, and physical diversity in the world—past, present, and future. Students enrolled in sociology and anthropology classes will learn to critically examine social life, its organization, and its meaning. Through engaged pedagogy, we contribute to the intellectual development of our students who acquire the skills needed to examine cultures and societies through empirical, analytical, comparative, and historical methods. We believe that a firm grounding in sociological and anthropological knowledge will enrich the lives of our students and prepare them to be active citizens of their local communities and our global society.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row. Cells will expand to accommodate text.

Upon completion of the program students will be able to:

PSLO 1	Demonstrate knowledge of, and appreciation for, global cultural and biological diversity.
PSLO 2	Explain the logic of the four-field approach to American anthropology.
PSLO 3	Demonstrate a scientific understanding of biological evolution and cultural change over time.
PSLO 4	Evaluate the impacts of colonialism and globalization on world cultures.
PSLO 5	Apply critical and analytic thinking skills to representations of human culture.
PSLO 6	Evaluate major ethical dilemmas of anthropological research.

CURRICULUM MAP (Alignment)

List all courses required for program majors and indicate, where applicable, (using the following key) the PSLO with which they are associated.

T = Taught

X = Taught and Assessed

A = Assessed

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

Required Courses	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6
AN112	X	X	T	T	T	T
AN114	T	T	X	T	X	X
AN116	T	X	X	T		T

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AN317	X		T	X	T	T
AN319	X			T	X	T
AN320	X		X			
AN325	X			X	T	T
AN324		T	T	T	X	X
AN362					X	X

ASSESSMENT MEASURES (Method)

Indicate (mark with an X) the type of assessment used to evaluate each PSLO.

Check as many boxes as apply.

Programs should use at least 2 direct measures for each PSLO.

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6
DIRECT						
Portfolio						
Performance Assessment (Art, Music, Theatre, etc.)						
Performance Assessment (Off campus experience – Clinical, Internship, Practicum, etc.)						
Professional Credentialing Exam						
Major Field Test or National Exam						
Course Embedded Assignment	X	X	X	X	X	X
Project Evaluation (e.g. research)						
Course Grades	X	X	X	X	X	X
Other (Describe)						
INDIRECT						
Surveys	X	X	X	X	X	X
Exit Interviews/Focus Groups						
Other (Describe)						

THRESHOLD OF STUDENT SUCCESS

For each PSLO, list each measure separately and indicate the threshold of student achievement considered acceptable.

(example: 75% of students will receive B or better) - see Assessment Plan Guide for additional instructions.

Hit :Tab" in the last cell to add another row. Cells will expand to accommodate text.

PSLO	MEASURE	THRESHOLD
1	Course Embedded Assignment	>75% of majors score Target or Advanced on Course-Embedded assessments
	Course Grades	>75% of majors receive grades of B or better
	Survey	>66% of graduating seniors answer "much" on Exit Survey

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2	Course Embedded Assignment	>75% of majors score Target or Advanced on Course-Embedded assessments
	Course Grades	>75% of majors receive grades of B or better
	Survey	>66% of graduating seniors answer "much" on Exit Survey
3	Course Embedded Assignment	>75% of majors score Target or Advanced on Course-Embedded assessments
	Course Grades	>75% of majors receive grades of B or better
	Survey	>66% of graduating seniors answer "much" on Exit Survey
4	Course Embedded Assignment	>75% of majors score Target or Advanced on Course-Embedded assessments
	Course Grades	>75% of majors receive grades of B or better
	Survey	>66% of graduating seniors answer "much" on Exit Survey
5	Course Embedded Assignment	>75% of majors score Target or Advanced on Course-Embedded assessments
	Course Grades	>75% of majors receive grades of B or better
	Survey	>66% of graduating seniors answer "much" on Exit Survey
6	Course Embedded Assignment	>75% of majors score Target or Advanced on Course-Embedded assessments
	Course Grades	>75% of majors receive grades of B or better
	Survey	>66% of graduating seniors answer "much" on Exit Survey

DATA COLLECTION CALENDAR

Indicate how often assessment data are collected for each PSLO.

S=every semester

Y=every year

2=every other year

3=every 3 years, (etc.)

O-Other (please explain)

If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row.

	Frequency of Data Collection
PSLO 1	S
PSLO 2	S
PSLO 3	Y
PSLO 4	2
PSLO 5	Y
PSLO 6	Y

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ANALYSIS AND REPORTING CALENDAR

Indicate (mark with an X) the years in which each PSLO was/will be analyzed and reported. Cycle will repeat after Year 6.

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	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6
Year 1/2013-14	X		X	X	X	
Year 2/2014-15	X	X	X			X
Year 3/2015-16	X		X	X	X	
Year 4/2016-17	X	X	X			X
Year 5/2017-18	X		X	X	X	
Year 6/2018-19	X	X	X			X

If field experiences are a significant part of the program, explicitly address how validity and reliability of the evaluation instrument is ensured.

Cell will expand to accommodate text.

STAKEHOLDER INVOLVEMENT

Describe how stakeholders (faculty, students, alumni, advisory boards, community, etc.) are involved in the development, implementation, periodic review and continuous improvement of the Assessment Plan.

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Full-time anthropology faculty in our department meet periodically throughout the year to evaluate our assessment methods. We also encourage adjunct to participate in the review process although the majority of their input is through electronic communication. The bulk of our work has focused on PSLO #1 that we also use for our General Education assessment. During the 2014-2015 academic year the department is undertaking curriculum review; thus, the anthropology faculty will evaluate how we PSLO #2-#6 in our required courses.

PROGRAM ASSESSMENT PLAN REVIEW CYCLE

Indicate (mark with an X in column 2) the year(s) in which this Program Assessment Plan will be reviewed and indicate in column 3 (when applicable) when changes are made and addressed in the appropriate year's annual report.

Cycle repeats after Year 6.

	Program Assessment Plan Review	Were changes made and addressed in the Annual Report? <u>Yes</u> or <u>No</u> (update when applicable)
Year 1/2013-14		
Year 2/2014-15	X	
Year 3/2015-16		
Year 4/2016-17		
Year 5/2017-18		
Year 6/2018-19		