

FLORIDA GULF COAST UNIVERSITY
 College of Arts and Science
Anthropology Program
Integrated Program Matrix
Synthesis & Revision – January 2009

University and Program Learning Goals and Outcomes	Program Assessment Plans and Criteria	Use of Assessment Results for Continuous Improvement of Program 2005-06 (Due February 06)	Use of Assessment Results for Continuous Improvement of Program 2006-07 (Due February 07)	Use of Assessment Results for Continuous Improvement of Program 2009-10 (Due October 10)
<p><u>Aesthetic Sensibility</u> (University Level)</p> <p>A. Know and understand the variety of aesthetic frameworks</p> <p>B. Analyze and evaluate aesthetic principles at work</p> <p>C. Collaborate in projects involving aesthetic awareness and/or analysis</p> <p><u>Aesthetic Sensibility</u> (Program Level)</p> <ul style="list-style-type: none"> • Students will employ an aesthetic framework for the analysis and representation of elements of material and non-material culture. • Students will demonstrate an understanding of the aesthetic as a key element of culture 	<p><u>Plan:</u> Aesthetic Sensibility is assessed by the Anthropology program through embedded exam questions and assignments in:</p> <p>Direct: <i>ANT 3390 Visual Anthropology,</i> <i>ANT 3640 Language and Culture</i> <i>ANT 4931 Senior Seminar in Anthropology.</i></p> <p><u>These activities will be evaluated by external faculty using a rubric.</u></p> <p><u>Indirect:</u> In addition, as a part of the Senior Seminar in Anthropology the program will be required to submit an essay in which they are asked to report how well the program provides opportunities to develop an Aesthetic Sensibility.</p> <p>(Assessment III) The senior seminar essays will serve as qualitative assessment. A survey will also be administered to elicit student feedback. Results will help determine the addition of new material or changes in existing curriculum.</p> <p>The indirect assessment will be correlated to the direct assessment.</p>		<p><u>Direct:</u> Aesthetic Sensibility was assessed in the Anthropology program with the use of an instrument and rubric in Feb, 2007.</p> <p>The rubric was designed to assess the anthropological perspective on the following categories: cultural values, non-material cultural change, the social construction of race, and material cultural change. These concepts in anthropology were related to aesthetic sensibility in essay form. Students were asked to view photographs of various images and respond to specific questions. The rubric was administered in an upper level class, and graded by two faculty members outside that class.</p> <p>i. We expected to see scores averaging from 3-5, out of a scale of 1-6, in criteria of topic and organization, use of anthropological concepts, and ethnographic/archaeological knowledge.</p> <p>ii. We found averages between 3.5 and 4 for all categories, except topic and organization, which averaged closer to 4.5.</p> <p>iii. These results indicated to us that we are achieving the goal of achieving an anthropological perspective, which includes aesthetic sensibility, but they are weak in their knowledge of in-depth ethnographic/ archeological case studies.</p> <p><u>Indirect:</u> Indirect assessment in the form of summary responses regarding oral tradition and “cultural constructions of geographical realities” in Language and Culture was administered in 2007. Information from these exams revealed an appreciation for aesthetic sensibility in style of communication and appreciation for the natural landscape.</p> <p><u>Plans for Continuous Improvement.</u> Emphasis on oral tradition and language expression as aesthetic sensibility have been included as standard curriculum in ANT 3640 Language and Culture. Additional classes in regional archaeology and ethnography have been offered in order to provide students with more concrete examples.</p>	<p>Because the Anthropology Program is new and relatively small (fewer than 40 total majors, from Freshmen to Seniors), the program will complete a Program Assessment every four years. When the program grows beyond 40 majors, we will move to biennial program assessment.</p>

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<p><u>A Culturally Diverse Perspective</u> (University Level) A. Know and understand diversity in local/global communities B. Analyze and evaluate the impact of cultural differences C. Participate in projects involving interaction with diverse people, ideas, & values</p> <p><u>A Culturally Diverse Perspective</u> (Program Level) A culturally diverse perspective is central to the Anthropology curriculum and as a disciplinary tenet is featured in virtually every course offered. At the 2000 level students: make systematic observations of socio-cultural phenomena and differences. At the 3000 level students discern patterns and make inferences from observations of socio-cultural phenomena. At the 4000 level students present a refined ability to read social fields, and interact effectively in group and cross-cultural settings.</p> <ul style="list-style-type: none"> • Students will discuss and effectively employ core concepts and terminology of anthropology (Academic Learning Compact 1.1) • Students will describe and compare past and current trends in anthropological thought (Academic Learning Compact 1.2) • Students will competently employ archaeological/ethnographic field methods for collection, management and analysis of data (Academic Learning Compact 1.3) • Students will effectively communicate a position or judgment informed by the anthropological perspective and subsumed language, methodology and theory (Academic Learning Compact 1.4) 	<p><u>Plan:</u> A Culturally Diverse Perspective is inherent in all training in the discipline of anthropology. <u>Direct:</u> Anthropological Concepts will be assessed through a variety of activities in the core requirement, ANT 3141 Development of World Civilization. These activities include embedded exam questions and assignments.</p> <p><u>Criteria:</u> 75% of the students will score 80% or higher on the items on Anthropological Concepts reflecting a Culturally Diverse Perspective. <u>These activities will be evaluated by external faculty using a rubric.</u></p> <p><u>Indirect:</u> We will also employ The Senior Seminar Survey to measure perception of how well the program provides for the development of the Culturally Diverse Perspective outcome.</p> <p>Senior Seminar Portfolio. Initial collection of data from student portfolios will inform the development of a Culturally Diverse Perspective (CDP) Rubric-to be employed at later dates in program assessment. The senior seminar essays will serve as qualitative assessment. A survey will also be administered to elicit student feedback. Results will help determine the addition of new material or changes in existing curriculum.</p> <p>The indirect assessment will be correlated to the direct assessment. <u>Courses:</u> <i>ANT 2000 Introduction to Anthropology</i> <i>ANT 2100, Introduction to Archaeology,</i> <i>ANT 2410 Cultural Anthropology, ANT 2211 Peoples of the World,</i> <i>ANT 3640 Language and Culture, ANT 3141 Development of World Civilization,</i> <i>ANT 4931 Senior Seminar in Anthropology.</i></p>	<p>A Culturally Diverse Perspective is central to the anthropology curriculum and is addressed in every course offered. Failure to achieve satisfactory results on the Assessment #1 would indicate that the various introductory courses were in need of revision or modification.</p> <p>This outcome will be assessed by Assessments #I, III and IV. Evaluation of Assessments in future iterations will employ the CDP Rubric.</p> <p>2006 – Assessment I Results Direct</p> <p>i. We expected to see an established use of anthropological concepts in Assessment I with scores averaging within the 3-5 point range. Across the four essays, students averaged well below this target.</p> <p>ii. We expected to see a limited, emerging use of anthropological perspective characterized by cultural relativism. The average student responses for this criterion fell in the 3.23- 4.02 range, within the range of 3-5 we expected.</p> <p>iii. Content- students assessed in Anthropological Concepts were expected to employ cases, dates, examples from the archaeological and ethnographic record to support positions, or to interpret or compare information. This emerging capacity would be reflected in scores ranging from 3 to 5 points. Student scores on questions relating to evolution ranged from 3.125- 3.67, within the range expected. The average scores for content relating to culturally diverse perspective were lower than anticipated ranging from 2.20- 3.17.</p>		<p>Because the Anthropology Program is new and relatively small (fewer than 40 total majors, from Freshmen to Seniors), the program will complete a Program Assessment every four years. When the program grows beyond 40 majors, we will move to biennial program assessment.</p>

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<p><u>An Ecological Perspective</u> (University Level)</p> <p>A. Know issues of ecological/ economic sustainability</p> <p>B. Analyze and evaluate local and global ecological issues</p> <p>C. Participate in ecological/environmental projects</p> <p><u>An Ecological Perspective</u> (Program Level)</p> <ul style="list-style-type: none"> • Students in anthropology must demonstrate an understanding of the principals of natural selection • Students must understand the innate interrelationships between the human species and environment • Students must be able to effectively communicate several key anthropological theories regarding human adaptation and cultural ecology. • Students must express this understanding with ethnographic cases using appropriate anthropological and ecological concepts, models, frameworks and theories. <p>Courses:</p> <p><i>ANT 4034 History of Anthropological Thought</i></p> <p><i>ANT 4931 Senior Seminar in Anthropology.</i></p> <p><i>ANT 4931 Senior Seminar in Anthropology.</i></p> <p><i>ANT 3403 Cultural Ecology</i></p> <p><i>ANT 3305 Anthropology of the Coastal Zone</i></p>	<p><u>Plan:</u></p> <p>Direct: The Ecological Perspective is assessed through embedded exam questions and assignments in Introduction to Anthropology Physical Anthropology, and History of Anthropological Thought, These embedded questions will pertain to natural selection, ecological processes, and human/ cultural ecology The assignments will be scored by external faculty using a rubric.</p> <p>Work from students' portfolios-in ANT 4941 the Senior Seminar in Anthropology will be reviewed for Ecological Perspective content. An (EP) Rubric will be developed and used thereafter to assess student growth in the Ecological Perspective learning outcome. The rubric will be administered in ANT 4941, by external faculty, who will evaluate and score the rubric</p> <p><u>Indirect:</u></p> <p>We will also employ a survey in the Senior Seminar to measure perception of how well the program provides for the development of the Ecological Perspective outcome. Students will be asked to relate their ecological perspective to the anthropology curriculum through essays in their portfolios. The senior seminar essays will serve as qualitative assessment.</p> <p>The indirect assessment will be correlated to the direct assessment.</p>	<p><u>Direct Assessment:</u> Instruments have included a Summary Response assignment based on an ecological issue or perspective that stresses critical thinking and writing. The goal was for a 1point improvement in overall scores (on a 6 point scale) from students in Composition I (8% assessed) and Connections (20% assessed) moving from the lower range (1-2) to the middle range (3-4). Students in Liberal Studies Capstone (69% assessed) course were also given the instrument, with a 1 point improvement (upper range of 5-6) expected in their average score over and above that of Connections. The goal for Composition I was exceeded, with average scores at 2.7. The goal for Connections course students was met, with average scores in the middle range (3.31). The Capstone course goal was not met, with scores at 3.95 (native students scoring 4.0 and upper level transfers scoring 3.91). Final results suggest that students in the Connections class are achieving the level desired. However, those completing the Liberal Studies degree and Capstone course had lower than expected results, perhaps due to lack of abilities in critical thinking, writing, or in knowledge of ecological issues. Overall inter-rater reliability was at 86%.</p> <p><u>Indirect Assessment:</u> Students in the Connections class took a survey relating to their knowledge of ecological perspective and responded on a Likert Scale of 1-5 (5 being the highest); an overall average score of 4 was expected for all students. Average scores were below the expected 4.0 level. Students scored their understanding of the program's overall goals at 3.83; their understanding of ecological perspective importance at 3.62; and their understanding of Community Involvement and Awareness at 3.75. Students that completed both the on campus workshop and community service project exceeded the 4.0 expected level, those who completed only one or the other did not.</p> <p><u>Plans for Continuous Improvement:</u> No immediate changes are planned for the Composition I class, although this class might become a site for advancing ecological literacy in the future. In Connections, the ecological literacy program (Wings of Hope) has been streamlined to be introduced slightly later in the semester. A detailed assignment sheet has been developed, providing instructors and students a clear indication of what the program entails along with a clear grading rubric detailing how students will be graded. In addition, the number of Wings of Hope programs in the spring semester have been reduced so that several Connections sections will not have a designated service learning activity; students in these sections will need to work towards developing their own activity. Finally, no immediate changes were proposed for the upper level courses until feedback has been gathered from the QEP assessment.</p>		<p>Because the Anthropology Program is new and relatively small (fewer than 40 total majors, from Freshmen to Seniors), the program will complete a Program Assessment every four years. When the program grows beyond 40 majors, we will move to biennial program assessment.</p>

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<p><u>Effective Communication</u> (University Level) A. Know principles for effective communication B. Organize thoughts and compose ideas C. Participate in collaborative communication projects</p> <p><u>Effective Communication</u> (Program Level)</p> <ul style="list-style-type: none"> All anthropology students must demonstrate the ability to evaluate and to present the anthropological perspective in written and oral accounts within the context of standard professional conventions. (Academic Learning Compact 1.4) Students must demonstrate the ability to effectively communicate in a professional setting, including technical writing, oral presentations and use of available technology. (Academic Learning Compact 1.4) <p><i>Courses: Anthropology Internship, Senior Seminar in Anthropology.</i></p>	<p><u>Plan:</u> Direct: Achievement of the outcome for developing Effective Communication is measured in embedded assignments in all upper level Anthropology courses. During the year of assessment for this learning outcome, the assignments in ANT 4940 Anthropology Internship, and ANT 4931 Senior Seminar will be evaluated for assessment. These assignments will be scored using a rubric and evaluated by external faculty using a rubric.</p> <p>Indirect: Collection of data from the Senior Seminar Survey and the Senior Seminar Portfolio will serve as the assessment for Effective Communication. Essays in the portfolio will serve as qualitative assessment and will be correlated with the direct assessment along with the survey data.</p>		<p><u>Direct Assessment Results:</u> Students were presented with four essay questions/ images pertaining to topics as discerned through aesthetic sensibility. Students were to react to these images through writing essays, which were judged with the following criteria: topic and organization, anthropological perspective/use of concepts, and ethnographic/archaeological knowledge. Of the eight students enrolled in ANT4931, the goal of scores within the 3-5 point (of 6 possible) range for topic and organization criteria was met. Topic/ organization criteria scored the highest out of the 3 criteria, ranging from 4.3 to 4.6.</p> <p><u>Plans for Continuous Improvement:</u> An assessment of effective communication in the required Language and Culture class will be implemented by utilizing a modified version of the Intended Outcomes presented here. This class emphasizes symbolic use of language and communication as qualities unique to all cultures and with some universal principles applying to all humans. The department feels that emphasis on oral history as aesthetic sensibility will be a useful measure for this learning outcome. Essays on the material from the Book, Wisdom Sits in Places were evaluated.</p>	<p>Because the Anthropology Program is new and relatively small (fewer than 40 total majors, from Freshmen to Seniors), the program will complete a Program Assessment every four years. When the program grows beyond 40 majors, we will move to biennial program assessment.</p>

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<p>Ethical Responsibility (University Level)</p> <p>A. Know and understand ethical issues B. Analyze and evaluate ethical issues in a variety of contexts C. Participate in collaborative projects involving ethical analysis and/or decisions</p> <p>Ethical Responsibility (Program Level)</p> <ul style="list-style-type: none"> • Students in the Anthropology Program are expected to demonstrate awareness of ethical issues and professional guidelines affecting anthropological inquiry • Further, they are expected to: respond to novel situations by analyzing, organizing and synthesizing information using the anthropological perspective <p><i>Courses:</i> <i>Research Methods in Anthropology,</i> <i>Archaeological Field Methods,</i> <i>Senior Seminar in Anthropology,</i> <i>History of Anthropological Thought.</i></p>	<p><u>Plan:</u> Direct: Achievement of the outcome for developing Ethical Responsibility is measured in embedded assignments in research methods and theory courses (ANT 3495, ANT 3824, and ANT 4934).</p> <p>Collection of data from above instruments over the two years prior to assessment of this outcome will be used to develop of an Ethical Responsibility (ER) Rubric- to be employed at a later date in program assessment. These assignments will be scored using a rubric and evaluated by external faculty using a rubric.</p> <p><u>Indirect:</u> Exercises that include essays from ANT 4934 will serve as qualitative assessment. A student survey will be administered in the methods classes, ANT 3495 and ANT 3824 asking students to report on ethical responsibility as related to anthropology and global citizenship. The survey data will be correlated with the direct assessment.</p>			<p>Because the Anthropology Program is new and relatively small (fewer than 40 total majors, from Freshmen to Seniors), the program will complete a Program Assessment every four years. When the program grows beyond 40 majors, we will move to biennial program assessment.</p>

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<p><u>Information Literacy</u> (University Level)</p> <p>A. Identify and locate sources of information B. Analyze and evaluate information in a variety of contexts C. Participate in collaborative analysis/ application of information</p> <p><u>Information Literacy</u> (Program Level)</p> <ul style="list-style-type: none"> • Anthropology students must demonstrate the ability to completely employ ethnographic/archaeological field methods for collection, management and analysis of data (Academic Learning Compact 1.3) • Students must further demonstrate the ability to analyze quantitative and qualitative information. • Students must competently use word processing, spread sheets and relational databases in management and analysis of data (Academic Learning Compact 1.5) • Students must competently use the internet as a source of information, including the ability to critically evaluate web-based data for meaning and credibility (Academic Learning Compact 1.6) 	<p>Plan: Direct: Information literacy assignments will be assessed using assignments from Methods in Anthropological Research, and History of Anthropological Thought. An assessment instrument will be developed asking students to assess research data, spreadsheets, and literature from the internet and library databases. These activities will be scored using a rubric and evaluated by external faculty.</p> <p><i>Courses:</i> <i>ANT 3495 Methods in Anthropological Research</i></p> <p><i>ANT 4034 History of Anthropological Thought</i> <i>ANT 4931 Senior Seminar in Anthropology</i></p> <p>Indirect: A student survey will be developed using data from the two years prior to the assessment. The survey will ask students to report on how well they think they have mastered tasks of information literacy, and what they think the phrase “information literacy” means. The survey will include a section asking students to report in essay form, which will serve as qualitative assessment. These activities will be correlated with the direct assessment.</p>		<p>Direct Assessment Results: Students were presented with four essay questions/ images pertaining to topics as discerned through aesthetic sensibility. Students were to react to these images through writing essays, which were judged with the following criteria: topic and organization, anthropological perspective/use of concepts, and ethnographic/archaeological knowledge. Of the eight students enrolled in ANT4931, the goal of scores within the 3-5 point (of 6 possible) range for Ethnographic/archaeological knowledge criteria was not met; across all criteria students averaged closer to the lower end of the scale. Most students scored lower (from 3.4 to 3.7) in the Ethnographic/archaeological category. This indicates that the program is achieving the goal of instilling an anthropological perspective, however it is not providing students with the in-depth ethnographic or archaeological case studies.</p> <p>Plans for Continuous Improvement: An upper-level class in regional ethnology will be initiated, allowing for various area studies in anthropology to be taught in order for students to better gain in-depth ethnographic case studies. Anthropology classes emphasizing cultural knowledge of particular regions and ethnic groups are offered more regularly with existing courses and Special Topics (ANT) A new faculty line has been requested specifically for archaeology to better allow the students’ perspectives in archaeological case studies of specific regions.</p>	<p>Because the Anthropology Program is new and relatively small (fewer than 40 total majors, from Freshmen to Seniors), the program will complete a Program Assessment every four years. When the program grows beyond 40 majors, we will move to biennial program assessment.</p>

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<p><u>Problem-Solving Abilities</u> (University Level)</p> <p>A. Understand multi/interdisciplinary nature of knowledge</p> <p>B. Apply critical, analytical creative and systems thinking</p> <p>C. Work individually and collaboratively to recognize and solve problems</p> <p><u>Problem-Solving Abilities</u> (Program Level)</p> <p>Critical thinking and problem solving in anthropology are integral to several upper division courses. At the 3000 level students are expected to move beyond simply recording observations to discerning patterns and making inferences from observations and patterns. At the 4000 level you are expected to interact effectively in inter-group and or cross-cultural settings to solve problems.</p> <ul style="list-style-type: none"> •Students will discuss and effectively employ core concepts and terminology of anthropology (Academic Learning Compact 1.1) •Students will describe and compare past and current trends in anthropological thought (Academic Learning Compact 1.2) 	<p><u>Plan:</u></p> <p>Direct:Work from students' Senior Seminar portfolios will be reviewed for Problem Solving ability content. A Problem Solving and Critical Thinking (PS) Rubric will be developed and used thereafter to assess student growth in this learning outcome. It will be administered in the course:<i>ANT 3640 Language and Culture</i></p> <p>Indirect: We will also employ a a Senior Seminar Survey to measure students' perception of how well the program provides for the development of the Problem Solving and Critical Thinking outcome. The rubric will be scored and evaluated by external faculty.</p> <p>Students will be asked to write essays regarding their problem solving abilities for their Senior Seminar portfolios, which will serve as qualitative assessment. These activities will be correlated with direct assessment.</p> <p><u>Courses:</u> ANT 4931 Senior Seminar in Anthropology.</p>		<p><u>Direct Assessment Results:</u> Students were presented with four essay questions/ images pertaining to topics as discerned through aesthetic sensibility. Students were to react to these images through writing essays, which were judged with the following criteria: topic and organization, anthropological perspective/use of concepts, and ethnographic/archaeological knowledge. Of the eight students enrolled in ANT4931, the goal of scores within the 3-5 point (of 6 possible) range for Anthropological perspective/use of concepts criteria was not met, across all criteria students averaged closer to the lower end of the scale. Most students scored on the higher end in this assessment, with a range from 3.5 to 4.1. This indicates that the program is achieving the goal of instilling an anthropological perspective, however it is not providing students with the in-depth ethnographic or archaeological case studies.</p> <p><u>Plans for Continuous Improvement:</u> An upper-level class in regional ethnology will be initiated, allowing for various area studies in anthropology to be taught in order for students to better gain in-depth ethnographic case studies. For the last two years, we have offered an existing course focusing on regional ethnology each semester. A new faculty line has been requested specifically for archaeology to better allow the students' perspectives in archaeological case studies of specific regions.</p>	<p>Because the Anthropology Program is new and relatively small (fewer than 40 total majors, from Freshmen to Seniors), the program will complete a Program Assessment every four years. When the program grows beyond 40 majors, we will move to biennial program assessment.</p>

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<p><u>Technological Literacy</u> (University Level)</p> <p>A. Develop knowledge of modern technology B. Process information through use of technology C. Collaborate with others using technology tools</p> <p><u>Technological Literacy</u> (Program Level)</p> <ul style="list-style-type: none"> • Students in anthropology will competently use the internet as a source of information, including the ability to critically evaluate web-based data for meaning and credibility (Academic Learning Compact 1.6). This would include but not be limited to internet resources, library databases, GIS, email, word processing, electronic archived material, use of Power Point and or other data and information programs. • As a further part of their technological literacy, Anthropology students will learn to recognize objects of technology as cultural artifacts laden with information about their users and makers. Through replication or simulation students will use technology to learn about others. 	<p><u>Plan:</u> Direct: The learning outcome Technological Literacy will be assessed by the Anthropology Program through embedded exam questions and assignments within select courses. ANT 2000 Introduction to Anthropology, and ANT 3495 Research Methods in Anthropology.</p> <p>Work from students' Senior Seminar portfolios will be reviewed for evidence of Technological Literacy. A Technological Literacy Rubric will be developed and used thereafter to assess student growth in this learning outcome. These activities will be evaluated and scored by external faculty.</p> <p><u>Indirect:</u> The Senior Seminar Survey will be developed to measure students' perception of how well the program provides for the development of the Technological Literacy outcome. Students will also be asked to write essays for their portfolios in which they report on their experiences with and understanding of Technological Literacy. These activities will be correlated with direct assessment. Courses: <i>ANT 4931 Senior Seminar in Anthropology</i></p>		<p>As a result of the first two assessments, we have decided to implement a curriculum change in which ANT 2000 is required of all students as a prerequisite to the program. Currently students have a choice of lower level classes and must complete two of these as program prereqs. This change will ensure that all students' growth in technological literacy is measurable through review of assignments during their path toward the B.A. in Anthropology.</p>	<p>Because the Anthropology Program is new and relatively small (fewer than 40 total majors, from Freshmen to Seniors), the program will complete a Program Assessment every four years. When the program grows beyond 40 majors, we will move to biennial program assessment.</p>

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<p><u>Community Awareness and Involvement</u> (University Level)</p> <p>A. Know and understand relationships between individuals and their communities B. Analyze, evaluate and assess human needs and practices C. Participate collaboratively in community service projects</p> <p><u>Community Awareness and Involvement</u> (Program Level)</p> <p>Students must demonstrate an awareness of their connections to humanity, society and culture.</p> <ul style="list-style-type: none"> • Students must demonstrate an awareness of fundamental concepts of ethnocentrism and cultural relativism. • Students must demonstrate a refined ability to read social fields. • Students must demonstrate an ability to interact effectively in groups including ones in cross-cultural settings. <p><i>Courses</i> ANT 3640 Language and Culture ANT 4931 Senior Seminar in Anthropology.</p>	<p>Plan: Work from students' Senior Seminar portfolios- will be reviewed for the Community Awareness and Involvement content. A assessment instrument and rubric will be developed and used thereafter to assess student growth in the Community Awareness and Involvement learning outcome The instrument will be administered in the ANT 3640 Language and Culture class. The results will be evaluated and scored by external faculty.</p> <p>We will also develop a survey to measure students' perception of how well the program and the university provides for the development of the Community Awareness and Involvement outcome. Students will be asked to write essays in ANT Language and Culture regarding the use of public discourse in community awareness and involvement. These essays will serve as qualitative assessment. Indirect assessment will be correlated with direct assessment.</p>			<p>Because the Anthropology Program is new and relatively small (fewer than 40 total majors, from Freshmen to Seniors), the program will complete a Program Assessment every four years. When the program grows beyond 40 majors, we will move to biennial program assessment.</p>