Academic Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: *Arts and Sciences*
2. Department: *Anthropology, Archaeology Subfield*
3. Date: *November 14, 2016*

B. Academic Program of Study*
B.A. degree in Anthropology, Archaeology concentration

C. Contact Person(s) for the Assessment Plan
James L. Boone (jboone@unm.edu)

D. Broad Program Learning Goals for this Degree/Certificate Program

Broad Program Learning Goals for this Degree/Certificate Program
1. Use an evidence-based approach to evaluate the theoretical debates within archaeology regarding the causes and consequences of major global transitions in human prehistory, including the advent of modern human behavior and technology, the origins of domestication of plants and animals, the emergence of sedentary village life, and the rise of civilization and urbanism
2. Describe the kinds of archaeological evidence and the techniques that are available for collecting archaeological data
3. Identify and evaluate credible vs. non credible sources of scientific information
4. Understand and be able to communicate the impacts of archaeological research on the archaeological record and on contemporary people and cultures
5. Acquire the analytical, writing and research skills necessary for entry level employment in Cultural Resource Management

List of Student Learning Outcomes for this Degree/Certificate Program
1. List multiple lines of evidence that have been used to evaluate and refine theories and debates regarding the causes of major transitions (Broad Program Goal 1)

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* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

2. Compare the nature and timing of these transitions in different world regions (Broad Program Goal 1)
3. Compare and contrast the categories of material evidence used by archaeologists (Broad Program Goal 2)
4. Apply basic measurement and descriptive techniques to archaeological data (Broad Program Goal 2)
5. Use a scientific methodology to distinguish among competing hypotheses for the causes of the origins of domestication of plants and animals, the emergence of sedentary village life, human migration patterns or the emergence of social complexity (Broad Program Goal 3)
6. Summarize current legal protections regarding the treatment of human remains and archaeological remains on public and private lands and evaluate the efficacy of these laws (Broad Program Goal 4)
7. Apply field and laboratory skills to the collection and analysis of archaeological materials (Broad Program Goal 2 & 5)

E. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
List multiple lines of evidence that have been used to evaluate and refine theories and debates regarding the causes of major transitions (Broad Program Goal 1)	x	x		No
Compare the nature and timing of these transitions in different world regions (Broad Program Goal 1)	x	x		No
Compare and contrast the categories of material evidence	x	x		No

used by archaeologists (Broad Program Goal 2)				
Apply basic measurement and descriptive techniques to archaeological data (Broad Program Goal 2)	x	x		No
Use a scientific methodology to distinguish among competing hypotheses for the causes of the origins of domestication of plants and animals, the emergence of sedentary village life, human migration patterns or the emergence of social complexity (Broad Program Goal 3)	x	x		No
Summarize current legal protections regarding the treatment of human remains and archaeological remains on public and private lands and evaluate the efficacy of these laws (Broad Program Goal 4)	x	x	x	No
Apply field and laboratory skills to the collection and analysis of archaeological materials (Broad Program Goal 2 & 5)	x	x		No

2. **How will learning outcomes be assessed?**
   A. <u>What</u>:

   Direct Measures. At the end of each term, each SLO will be assessed in one or more upper division courses with an examination consisting of short-answer, essay, and/or multiple choice questions. Each question will be tied to one SLO. All upper division courses will evaluate at least one SLO each time they are taught, with the course instructor choosing a subset of SLOs that is most relevant to their course. The SLOs will be listed in the course syllabi.

   The course instructor will compute the average score across all students for each SLO. A successful outcome will consist of an average score for each SLO $\geq$ 70%. If all scores exceed 70%, we will concentrate our improvement efforts on the SLO that received the lowest score.

Indirect measure 1. Course evaluations will include questions that ask students to evaluate their proficiency on each SLO.

Indirect measure 2. At the end of each spring term, graduating seniors will be asked to complete an on-line survey assessing their proficiency on each SLO. The survey includes both Likert-scale and open ended questions. The current survey is appended to this document. Faculty will concentrate their improvement efforts on the 1-2 SLOs that received the lowest scores.

B.   Who:
The SLOs will be evaluated for all majors in upper division courses. These courses are required for all concentrators in Archaeology.

The sample for the on-line survey will be sent to all graduating seniors. They will be informed that completion of the survey is a requirement for graduation.

3. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**

One or more SLOs will be evaluated in each upper division course every time it is taught. All SLOs will be evaluated in at least one course every year. The course instructor will tabulate the results for the in-course exams and send them to the undergraduate advisor within 4 weeks of the completion of the course. The course instructor will send the relevant course evaluation results to the undergraduate advisor as soon as they become available. The undergraduate advisor will compile and present this information and the results of the survey to the Archaeology faculty at least one week prior to meeting. The Archaeology faculty will meet in the fall term to discuss the results.

4. **What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**
The undergraduate advisor will compile and present the assessment results to the faculty each year by September 30. The faculty will meet on or before October 15 to discuss the results and to make relevant changes to the curriculum and assessment protocol. The advisor will prepare and submit the assessment report to the CARC by October 31.

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C. Contact Person(s) for the Assessment Plan
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D. Broad Program Learning Goals for this Degree/Certificate Program

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2. Describe the kinds of archaeological evidence and the techniques that are available for collecting archaeological data
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4. Understand and be able to communicate the impacts of archaeological research on the archaeological record and on contemporary people and cultures
5. Acquire the analytical, writing and research skills necessary for entry level employment in Cultural Resource Management

List of Student Learning Outcomes for this Degree/Certificate Program
1. List multiple lines of evidence that have been used to evaluate and refine theories and debates regarding the causes of major transitions (Broad Program Goal 1)
2. Compare the nature and timing of these transitions in different world regions (Broad Program Goal 1)

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3. Compare and contrast the categories of material evidence used by archaeologists (Broad Program Goal 2)
4. Apply basic measurement and descriptive techniques to archaeological data (Broad Program Goal 2)
5. Use a scientific methodology to distinguish among competing hypotheses for the causes of the origins of domestication of plants and animals, the emergence of sedentary village life, human migration patterns or the emergence of social complexity (Broad Program Goal 3)
6. Summarize current legal protections regarding the treatment of human remains and archaeological remains on public and private lands and evaluate the efficacy of these laws (Broad Program Goal 4)
7. Apply field and laboratory skills to the collection and analysis of archaeological materials (Broad Program Goal 2 & 5)

E. **Assessment of Student Learning Three-Year Plan**

1. **Student Learning Outcomes**

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
List multiple lines of evidence that have been used to evaluate and refine theories and debates regarding the causes of major transitions (Broad Program Goal 1)	x	x		No
Compare the nature and timing of these transitions in different world regions (Broad Program Goal 1)	x	x		No
Compare and contrast the categories of material evidence used by archaeologists (Broad Program Goal 2)	x	x		No

Apply basic measurement and descriptive techniques to archaeological data (Broad Program Goal 2)	x	x		No
Use a scientific methodology to distinguish among competing hypotheses for the causes of the origins of domestication of plants and animals, the emergence of sedentary village life, human migration patterns or the emergence of social complexity (Broad Program Goal 3)	x	x		No
Summarize current legal protections regarding the treatment of human remains and archaeological remains on public and private lands and evaluate the efficacy of these laws (Broad Program Goal 4)	x	x	x	No
Apply field and laboratory skills to the collection and analysis of archaeological materials (Broad Program Goal 2 & 5)	x	x		No

2. **How will learning outcomes be assessed?**
   A. <u>What</u>:

   Direct Measures. At the end of each term, each SLO will be assessed in one or more upper division courses with an examination consisting of short-answer, essay, and/or multiple choice questions. Each question will be tied to one SLO. All upper division courses will evaluate at least one SLO each time they are taught, with the course instructor choosing a subset of SLOs that is most relevant to their course. The SLOs will be listed in the course syllabi.

   The course instructor will compute the average score across all students for each SLO. A successful outcome will consist of an average score for each SLO $\geq 70\%$. If all scores exceed 70%, we will concentrate our improvement efforts on the SLO that received the lowest score.

   Indirect measure 1. Course evaluations will include questions that ask students to evaluate their proficiency on each SLO.

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Indirect measure 2. At the end of each spring term, graduating seniors will be asked to complete an on-line survey assessing their proficiency on each SLO. The survey includes both Likert-scale and open ended questions. The current survey is appended to this document. Faculty will concentrate their improvement efforts on the 1-2 SLOs that received the lowest scores.

B. <u>Who</u>:

The SLOs will be evaluated for all majors in upper division courses. These courses are required for all concentrators in Archaeology.

The sample for the on-line survey will be sent to all graduating seniors. They will be informed that completion of the survey is a requirement for graduation.

3. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**

One or more SLOs will be evaluated in each upper division course every time it is taught. All SLOs will be evaluated in at least one course every year. The course instructor will tabulate the results for the in-course exams and send them to the undergraduate advisor within 4 weeks of the completion of the course. The course instructor will send the relevant course evaluation results to the undergraduate advisor as soon as they become available. The undergraduate advisor will compile and present this information and the results of the survey to the Archaeology faculty at least one week prior to meeting. The Archaeology faculty will meet in the fall term to discuss the results.

4. **What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

The undergraduate advisor will compile and present the assessment results to the faculty each year by September 30. The faculty will meet on or before October 15 to discuss the results and to make relevant changes to the curriculum and assessment protocol. The advisor will prepare and submit the assessment report to the CARC by October 31.

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B.A. degree in Anthropology, Evolutionary Anthropology concentration

C. Contact Person(s) for the Assessment Plan
Keith Hunley (khunley@unm.edu)

D. Broad Program Goals & Measurable Student Learning Outcomes

Broad Program Learning Goals for this Degree/Certificate Program

1. Articulate the principles of biological evolution
2. Use a scientific methodology to test hypotheses about the nature and causes of human biological and social diversity
3. Provide evidence for how evolutionary processes have molded the anatomical, physiological, behavioral, and genetic diversity within and among extinct hominin taxa and contemporary primate populations
4. Use quantitative and qualitative methods to analyze data
5. Evaluate the adherence of research plans to standards of ethical research

List of Student Learning Outcomes for this Degree/Certificate Program

1. Use the principles of evolution to analyze inheritance, variation, and the evolution of human characteristics (Broad Program Goals 1 - 4)
2. Use a scientific methodology to distinguish among competing hypotheses about the nature and causes of behavioral, sociological, genetic, and phenotypic variation in extinct and extant humans and non-human primates (Broad Program Goals 2 - 4)
3. Demonstrate the relationships among primate taxa (human and non-human, extant and extinct), and list the derived anatomical, behavioral and life-history traits associated with those taxa (Broad Program Goals 3 - 4)
4. Synthesize ecological, anatomical, physiological, behavioral, and genetic evidence for the evolution of unique human features such as extended development, provisioning, cooking, and nuclear families (Broad Program Goal 1 – 4)
5. Perform statistical analyses of data, solve equations, construct and interpret graphs in the context of hypothesis testing (Broad Program Goal 4)

6. Evaluate the adherence of research plans to established principles of ethics (human and non-human primates) and conservation (non-human primates)? (Broad Program Goal 5)

E. Assessment of Student Learning Three-Year Plan

   1. Student Learning Outcomes

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
Use the principles of evolution to analyze inheritance, variation, and the evolution of human characteristics (Broad Program Goals 1 - 4)	x	x		No
Use a scientific methodology to distinguish among competing hypotheses about the nature and causes of behavioral, sociological, genetic, and phenotypic variation in extinct and extant humans and non-human primates (Broad Program Goals 2 - 4)	x	x	x	No
Demonstrate the relationships among primate taxa (human and non-human, extant and extinct), and list the derived anatomical, behavioral and life-history traits associated with those taxa (Broad Program Goals 3 - 4)	x	x		No
Synthesize ecological, anatomical, physiological, behavioral, and genetic evidence for the evolution of unique human features such as extended development, provisioning, cooking, and nuclear families (Broad Program Goal 1 – 4)	x	x		No
Perform statistical analyses of data,	x	x		No

solve equations, construct and interpret graphs in the context of hypothesis testing (Broad Program Goal 4)				
Evaluate the adherence of research plans to established principles of ethics (human and non-human primates) and conservation (non-human primates)? (Broad Program Goal 5)	x	x	x	No

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Synthesize ecological, anatomical, physiological, behavioral, and genetic evidence for the evolution of unique human features such as extended development, provisioning, cooking, and nuclear families (Broad Program	x	x		No

Goal 1 – 4)				
Perform statistical analyses of data, solve equations, construct and interpret graphs in the context of hypothesis testing (Broad Program Goal 4)	x	x		No
Evaluate the adherence of research plans to established principles of ethics (human and non-human primates) and conservation (non-human primates)? (Broad Program Goal 5)	x	x	x	No

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