Anthropology Program Student Learning Outcomes

The Anthropology curriculum we have created and implemented in this department is grounded in five Student Learning Outcomes (SLOs) listed below. Our self-assessment of the program is also tied to how well the students master these key principles by the time of graduation. The curriculum is organized in a way to introduce many of the SLOs in the 100 level introductory courses and build towards mastery through a series of upper division courses that culminate in the more methods and theory driven courses where mastery of these SLOs is more clearly assessed (See Table 1).

- **SLO 1: Apply Scientific Methodology, either by descriptive/qualitative or quantitative means**
  1a Design idiographic research that can be replicated
  1b Apply inductive reasoning by use of the comparative method
  1c Generate a hypothesis
  1d Test hypothesis by the deductive process
  1e Formulate, if possible, a generalizing principle

**Empirical indicators:**
- Write a proposal identifying the problem to be investigated and specify the mechanism(s) to analyze results
- Compare and contrast, either statistically or by prose narration (or combination of the two) two or more cases of your problem
- Do a literature search write-up or annotated bibliography of primary and secondary sources on the research topic
- Use the Ethnographic Atlas or Human Relations Area Files to support or negate in tabular form with narrative interpretation one’s hypothesis
- Build a data base of demographic or other quantifiable data
- Compose a summary document that validates or denies universality of one’s hypothesis
- Other demonstrations possible

- **SLO 2: Use Holistic Perspectives**
  2a Place in cultural context behavioral, institutional, ideological, or other data

**Empirical indicators:**
- Produce a written or visual document that analyzes the topic in relation to its larger cultural and natural surroundings
- Other
• **SLO 3: Demonstrate Knowledge of and Sensitivity to Cultural and Environmental Values**
  
  3a Provide statistical and/or anecdotal evidence of the cultural relativity of aesthetics, ethics, sociocultural, and other conceptual material
  
  3b Expressive documentation of cultural relativity in writing, multi-media, or oral presentation

**Empirical indicators:**
- Construct a poster session illustrating bodily adornment, fad and fashion in dress, architecture, cuisine, and other elements that differ between and among cultures (also across time)
- Brief an ethnographic case in law to illustrate differing notions of evidence, culpability, restitution, and retribution
- Other

• **SLO 4: Apply Abstract Models**

  4a Organize qualitative and/or quantitative information in terms of a verbal or non-verbal paradigm

**Empirical indicators:**
- Provide a predictive analysis of data (e.g., demographic or genetic facts) that will project certain outcomes given assumptions of a given model
- Create a postdictive assessment of behavior, events, or conditions as a function of values and relationships stated in one’s model
- Other

• **SLO 5: Identify and Utilize Themes Found in the Social Science Disciplines, especially Anthropology**

  5a Scrutinize journals and recognized “classic” writings to identify heuristic and other recurring devices/ideas
  
  5b Demonstrate conversance with significant theories, models, concepts

**Empirical indicators:**
- Compile a bio-bibliography of a major theorist in one or more disciplines
- Do a longitudinal study of research fads and fashions as found in major discipline publications
- Other
Geography Program Student Learning Outcomes

• **SLO 1a:** Students will be able to use written text, speech, maps, graphics, equations, and other devices to identify and describe spatial characteristics, patterns and processes at different scales in physical, human, and social economic environment, including themes in atmosphere, biosphere, lithosphere, hydrosphere, population, culture, economics, settlements, and policies and be able to apply this knowledge in solving environmental problems and in everyday living.

• **SLO 2a:** Demonstrate through written, and other communication means, the ability to identify, define and draw conclusions to research problems in physical and/or human geography fields and be able to apply the skill in solving real world based problems.

• **SLO 2b:** Demonstrate the ability to observe, collect, and process geographic data with state of the art technology, including GIS, Remote Sensing, GPS, and field data collection instruments, as well as obtaining data from document and literature sources.

• **SLO 2c:** Demonstrate the ability to perform data analysis based on critical thinking skills and use of technical and quantitative methods, including GIS, Remote Sensing, modeling software, and statistical methods.

• **SLO 3a:** Demonstrate competency in writing and be able to follow the structure and convention of research papers and technical reports in geography and associated fields.

• **SLO 3b:** Demonstrate competency in oral communication skills include effective use of maps and other graphic visual illustrations in oral presentations.

• **SLO 3c:** Demonstrate competency of map reading and map making. Students with an option in Geospatial Analysis should be able to design, develop, and present maps using different media, including static and dynamic maps.

• **SLO 4a:** Students with an option in Geospatial Analysis should demonstrate via internship, course projects, and portfolios their competency in GIS software application, data collection, processing, management, and mapping skills, as marketable skills for entry and intermediate level GIS and related jobs.

• **SLO 4b:** Students with an option in Environmental Studies should demonstrate via course projects, field assignments, internships, and portfolios their competency in collecting and analyzing field data for environmental analysis and presenting field data and analysis results effectively, as marketable skills for entry and intermediate level jobs in environmental studies.

• **SLO 4c:** Students who plan to pursue advanced degrees or for teaching careers should demonstrate via course work, the senior thesis/project and portfolio that they have met the requirements to enter in graduate studies or teacher preparation programs.