

ANTHROPOLOGY PROGRAM ASSESSMENT SUMMARY

For Academic year 04/05

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I. Anthropology Mission Statement

Anthropology is a multi-cultural discipline that introduces students to ways of life from all parts of the world, compares principles of culture, and continuously assesses students' comprehension of human behavior. Therefore it is the mission of this program to present learning centered courses which: 1) prepare students for transfer (Core Curriculum Program), 2) meet the needs of the community for life-long learning, 3) explain diversity and strategies for tolerance in the world today.

II. Intended Learning Outcomes

- A. Exhibit knowledge of cultural beliefs and behavior (ethnography).
- B. Compare cultural beliefs and behavior from diverse societies (ethnology).
- C. Apply knowledge gained to analysis of one's own beliefs and behaviors.

III. Benchmarks

- A. 75% of students are expected to reach the "Good" level of the rubric.
- B. SPSS for Windows will be used to compare pre and post-test means of student performance. The present study will employ a repeated-measures design, and a statistically significant improvement of ($p < .01$) in student performance is predicted.
- C. 80% of students are expected to score "Agreed" or "Strongly Agreed" on all subjective evaluations of intended outcomes measured by the questionnaire.

IV. Assessment Results

A. Historical Context

- 1. There is no data from 01-02 academic year
- 2. In academic year 02-03 a cultural study paper was assessed.
The benchmark for success in this program was set at 75% of all students reaching the Accomplished level of the rubric.

The results were that at least 84% of the students were at the Accomplished level on the rubric, therefore the program achieved its benchmark of 75%.

It was determined that this assessment was too time consuming for both students and instructors, therefore for the 03-04 assessment methods have been changed.

3. Academic year 03-04

Essay: A new essay form was used to assess learning outcomes A and B. This involved a 1 page in class essay. The students were given 20 minutes to complete this. The essays were then scored on a rubric. One full-time and one adjunct instructor scored these essays. We did a practice scoring of 6 essays first to determine consistency in grading.

Overall:

A total of 57 students (all lecture sections of ANT101) were assessed with the essay. This was scored with a rubric containing 5 categories; each category being worth 20% of the total.

The benchmark for success in this program was set at 75% of all students reaching the “Good” level of the rubric.

The overall average score was 17.96/30, this did not reach the benchmark of 20/30.

B. Current Year Data Results

Essay: The same essay form as last year was used to assess learning outcomes A and B. This involved a 1 page in-class essay. The students were given 25 instead of 20 minutes to complete this. The essays were then scored on a rubric. One full-time and one adjunct instructor scored these essays. We did a practice scoring of 6 essays first to determine consistency in grading.

Overall:

A total of 61 students (all lecture sections of ANT101) were assessed with the essay. This was scored with a rubric containing 5 categories; each category being worth 20% of the total.

The benchmark for success in this program was set at 75% of all students reaching the “Good” level of the rubric.

The overall average score was 18.8 /30, this did not reach the benchmark of 20/30, although it was slightly better than last year.

1. **Topic** category: 6 students (10%) were at the Good level. The average score was 2.6/6.
2. **Use of Anthropological Terms** category: 16 students (26%) were at the Good level. The average score was 3.64/6.
3. **Knowledge of Cultural Beliefs and Behaviors** category: 21 students (34%) were at the Good level. The average score was 4.49/6.
4. **New Understanding of Culture** category: 33 students (54%) were at the Good level. The average score was 5.1/6.
5. **Organization, Grammar and Mechanics** category: 4 students (7%) were at the Good level. The average score as 2.97/6.

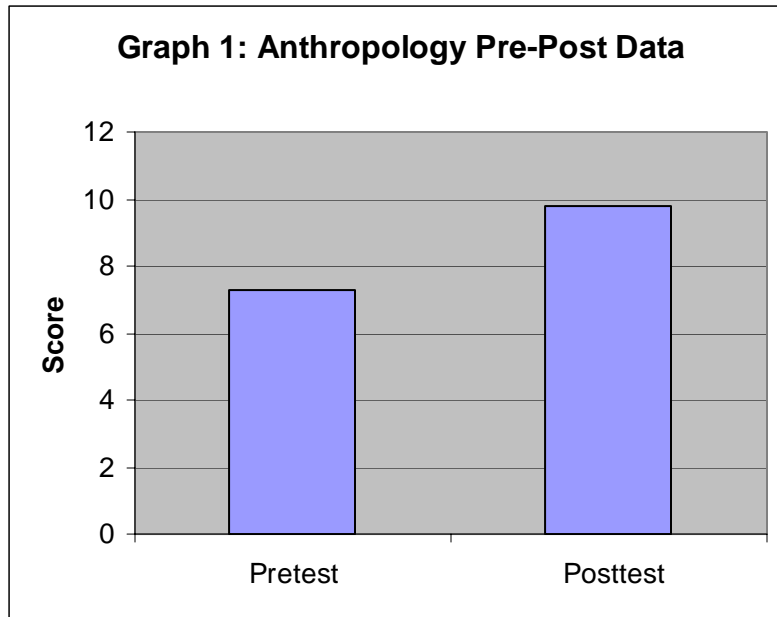
Pre-test/Post-test: Each student completed a pre-test and a posttest (n=52) that measured academic performance in the classroom. SPSS for Windows was used to compare pre-and post-test means. This test was meant to test Learning Outcomes A and C.

Pre-test -A pretest was administered early in the Spring of '05, prior to course coverage of concepts related to the culture.

Post-test – The post-test was administered at the end of the semester.

A “ANOVA” test was run as a Within-Subject Analysis which was tracked with the last four digits of the students social security number.

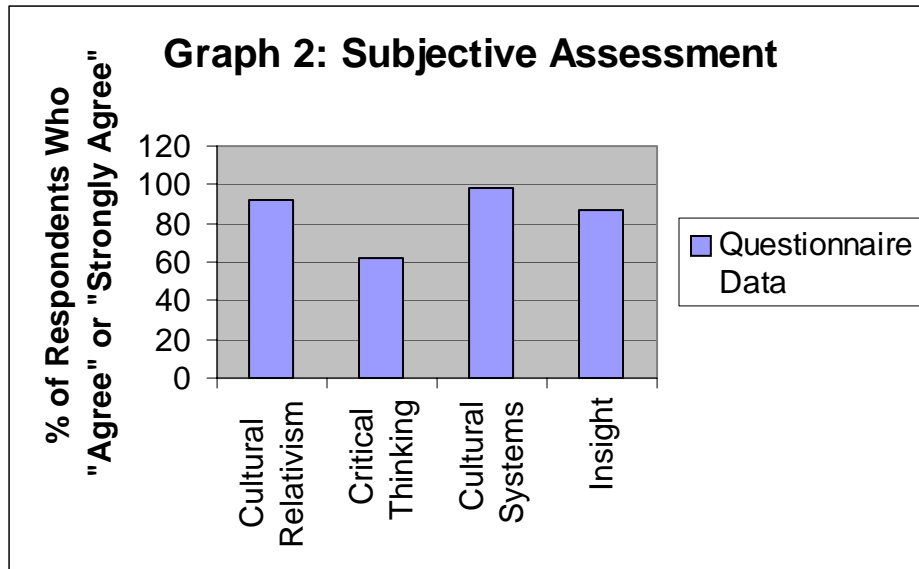
Results for both of these statistical tests showed a significant improvement between the pre and post-test. The mean score of the post-test ($\underline{M} = 9.79$) was significantly greater than the mean score of the pre-test ($\underline{M} = 7.29$), $\underline{F}(1,51) = 47.222$, $\underline{p} < .01$.



Survey: Each student completed a survey (n=53) that measured subjective experience in the classroom. This Survey meant to test Learning Outcomes A , B, and C. This questionnaire was completed near the end of the semester. Students were asked to evaluate their perceived level of learning, their satisfaction, their perceived ability to apply concepts, and their general level of interest in those concepts

75% of students were expected to score “Agreed” or “Strongly Agreed” on all subjective evaluations of intended outcomes measured by the questionnaire.

Overall: over 75% of the students marked Agreed or Strongly Agreed on 3 of the 4 questions. On the question regarding Critical Thinking only 62% of the students marked Agreed or Strongly Agreed. This may be due to lack of clarification on what critical thinking actually means, and how it applies to Anthropology.



Analysis:

These results support the hypothesis that students' understanding of cultural concepts improves over time. There was significant improvement between the pre and post-test.

The results of the essay were disappointing, but we believe that the problem lies in the rubric and in the instructions for the essay.

Revisions

1. Clarify the essay question verbally
2. Instruct the students to organize their thoughts and edit their work
3. Explain the criteria for scoring.
4. Revise the rubric.

Use of Results:

These results will be shared with all anthropology faculty (both full-time and adjunct), the division dean and the assessment committee.

It has been determined that there are two areas that need to be emphasized in the Anthropology curriculum.

1. Apply the anthropological concepts and terms more frequently in class examples and discussions.
2. Focus on the ethnocentrism concept.

Further discussions of these issues and recommendations will be visited at ANT department meetings.

PART II – Assessment Plan 05/06

A. Intended Outcomes

Outcomes A, B and C have not been changed.

B. Assessment Procedures/Methods

1. To fulfill Intended Learning Outcomes A and C, a short (1 page) essay paper will be graded based on a rubric. This assessment is to be given towards the end of the semester during class.
2. To fulfill Intended Learning Outcomes A and B, a pre-test/post-test will be administered the first week of the semester and the last week of the semester. The pre-test/post-test will consist of 20 multiple choice questions.
3. To fulfill Intended Learning Outcomes A, B and C, a subjective measurement of student learning, satisfaction and interest in a student questionnaire. The thought is that the student's comprehension and thinking abilities will improve after receiving instruction and that the students' perception of acquired learning at semester's end is positive. This questionnaire will be completed near the end of the semester. Students will be asked to evaluate their perceived level of learning, their satisfaction, their perceived ability to apply concepts, and their general level of interest in those concepts.

C. Benchmarks

1. 75% of students are expected to reach the "Good" level of the rubric for assessment #1. This translates to a score of 20 or better.
2. SPSS for Windows will be used to compare pre and posttest means of student performance. The present study will employ a repeated-measures design, and a statistically significant improvement of ($p < .01$) in student performance is predicted.
3. 80% of students are expected to score "good experience" or better on all subjective evaluations of intended outcomes measured by the questionnaire.