

# **ANTHROPOLOGY PROGRAM ASSESSMENT SUMMARY**

For Academic year 05/06

**OCTOBER 2006**

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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.

### 4. Academic Year 04/05

**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.

**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 ( $M = 9.79$ ) was significantly greater than the mean score of the pre-test ( $M = 7.29$ ),  $F(1,51) = 47.222$ ,  $p < .01$ .

**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.

## **B. Current Year Data Results**

**Pre-test/Post-test:** Each student completed a pre-test and a posttest (n=40) that measured academic performance in the classroom. SPSS for Windows was used to compare pre-and post-

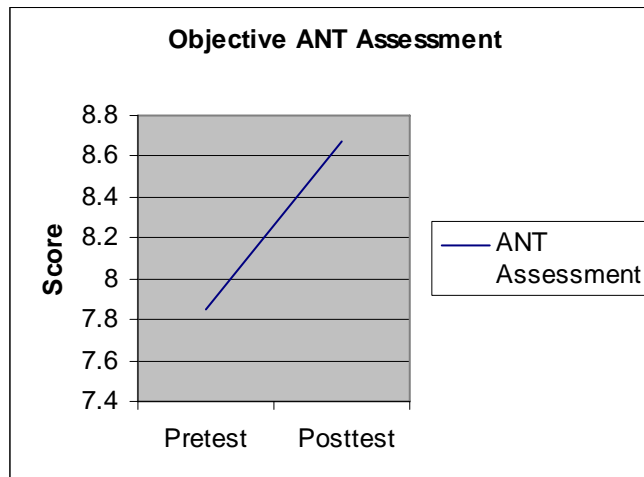
test means. This test was meant to test Learning Outcomes A, B, and C.

Pre-test -A pretest was administered early in the Spring of '06, prior to course coverage of concepts related to the culture.

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

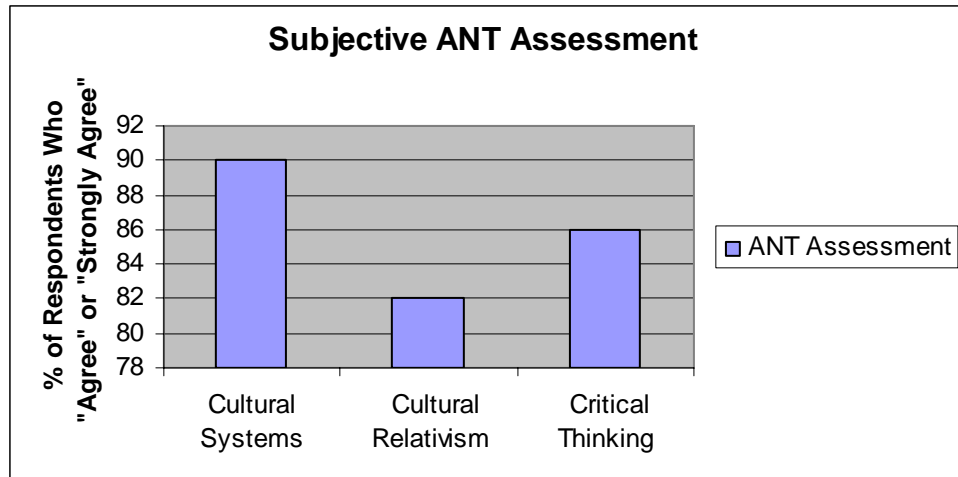
Results for both of these statistical tests showed a lack of significant improvement between the pre and post-test. The mean score of the post-test ( $\underline{M} = 8.67$ ) was not significantly greater than the mean score of the pre-test ( $\underline{M} = 7.85$ ,  $\underline{F}(1,40) = 3.239$ ,  $\underline{p} < .08$ ).



**Survey:** Each student completed a survey (n=49) that measured subjective experience in the classroom. This Survey was meant to test Learning Outcomes A, B, and C. The 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 82% of the students marked Agreed or Strongly Agreed on all of the questions.



**Essay:** The short essay was eliminated as an assessment tool. It was very time consuming and did not appear to correctly assess students' knowledge.

The pre/post test and survey questions were changed to assess all three Intended Outcomes.

**Analysis:**

These results do not support the hypothesis that students' understanding of cultural concepts improves over time. There was not a significant improvement between the pre and post-test. Part of this may be due to the standard deviation was high for the pretest, this negated the results of the post test. Also there were nine individuals who scored higher on the pretest than the post test. This may mean that students' do not take this assessment seriously.

The Survey on the other hand indicates that that a high majority of students were satisfied with their level of learning.

**Revisions:**

1. The pre/post test questions will be reorganized so that specific questions can be tracked to specific Intended Outcomes.
2. More emphasis will be given to the importance of the pre/post test results, possibly making the post test part of the students' grade.

**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 06/07**

### **A. Intended Outcomes**

Outcomes A, B and C have not been changed.

### **B. Assessment Procedures/Methods**

1. To fulfill Intended Learning Outcomes A, B, and C, 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 be 20 multiple choice questions. The questions will be reorganized so that each question can be tracked to a specific Intended Outcome.
2. 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. 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.

2. 80% of students are expected to score “good experience” or better on all subjective evaluations of intended outcomes measured by the questionnaire.