# Assessment Overview

**Discipline/Program Name:** Anthropology  
**Assessment Year:** 2012-2013

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Outcome Type</th>
<th>Methodology</th>
<th>Number of Students</th>
<th>History</th>
<th>Benchmark</th>
<th>Results</th>
<th>Strength of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of Anthropology</td>
<td>Discipline</td>
<td>Pre-Post Test; Ground vs. On Line Comparison</td>
<td>47</td>
<td>This is the fourth year this outcome has been assessed.</td>
<td>Students who completed both pre and post-tests will show a 70% (maintained or improved) score.</td>
<td>90% avg. pre-test score; 97% post-test score; 7% improvement; 26% GND-ONL difference improvement.</td>
<td>Strong</td>
</tr>
<tr>
<td>2. Methodologies and Applications</td>
<td>Discipline</td>
<td>Pre-Post Test; Ground vs. On Line Comparison</td>
<td>47</td>
<td>This is the fourth year this outcome has been assessed.</td>
<td>Students who completed both pre and post-tests will show a 70% (maintained or improved) score.</td>
<td>45% avg. pre-test score; 75% post-test score; 30% improvement; 25% GND-ONL difference in improvement.</td>
<td>Strong</td>
</tr>
<tr>
<td>3. Cultural Awareness</td>
<td>General Education</td>
<td>Pre-Post Test; Ground vs. On Line Comparison</td>
<td>47</td>
<td>This is the fourth year this outcome has been assessed.</td>
<td>Students who completed both pre and post-tests will show a 70% (maintained or improved) score.</td>
<td>54% avg. pre-test score; 70% post-test score; 16% improvement; 50% GND-ONL difference in improvement.</td>
<td>Strong</td>
</tr>
<tr>
<td>4. Quantitative Reasoning</td>
<td>General Education</td>
<td>Pre-Post Test; Ground vs. On Line Comparison</td>
<td>47</td>
<td>This is the fourth year this outcome has been assessed.</td>
<td>Students who completed both pre and post-tests will show a 70% (maintained or improved) score.</td>
<td>76% avg. pre-test score; 86% post-test score; 10% improvement; 40% GND-ONL difference in improvement.</td>
<td>Strong</td>
</tr>
</tbody>
</table>

| Describe the Learning Outcome That You Have Measured | GE, Discipline or Other | Pre-Post Test, Judged Competition, Embedded Questions, Rubric Graded Essay | Number of Students Assessed | Number of Years This Outcome Has Been Assessed | Measurement Standard | Report the Results of Your Data Analysis | Strong: Exceeds Benchmark Neutral: Meets Benchmark Weak: Misses Benchmark |
Program / Discipline Assessment Report

Program/Discipline: Anthropology
Responsibility: Preparer: Deirdre E. Huff, Adjunct Instructor, Anthropology
            Supervisor, Lori Tigner, Program Coordinator, Anthropology

Program/Discipline's 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, and 3) explain diversity and strategies for tolerance in the world today.

Program/Discipline's Assessment History:
By using the assessment process as an evaluative technique, how has it previously affected your program's curricula and/or teaching strategies?

There are two main areas where the evaluative technique has shown improvement needs in both curricula and teaching strategies:

1. To apply basic disciplinary Anthropological concepts and terms more frequently in class with multiple examples and in various discussions in order for students to more clearly comprehend them effectively to raise Anthropology’s highest academic standard.

2. To focus more on the concept of Diversity and Global Awareness and more specifically on concepts of Ethnocentrism and Cultural Relativism in order to encourage the free exchange of ideas in an open environment that embraces honest, respect and to foster trusting relationships and respectful communication based upon students’ understanding of differing world views.
By using the assessment process as an evaluative technique, what changes to student learning have been noted?

While emphasis on the two afore mentioned needs are a continuing effort of the Anthropology program, students are showing an overall improvement in these areas throughout the assessed semester. More specifically, they are using disciplinary Anthropological terms more frequently in class discussions and in assignments. Further, as the semester progresses students become more obviously aware of their personal biases and make appropriate adjustments in their discussions.

This is the fourth year the program has compared data between ground and online courses to determine if there are any noticeable differences in student learning associated with differing teaching techniques and learning styles.

What unintended consequences, if any, have occurred because of the assessment process?

Historically the Anthropology Program has utilized three measurable student outcomes related to three disciplinary outcomes in the assessment process. However, due to the recent requirements of the Assessments Committee that participating programs assess at least two General Education and at least two Disciplinary/Program outcomes, the Anthropology Program has complied by developing the outcomes reflected in this report.

Further, the Anthropology Program has historically utilized two assessment techniques to evaluate course related knowledge and skills. The first and continually successful is the Pre-Post Test technique. As such, we will continue to utilize and improve upon this tool. As an example, this is the third year this program has utilized a redesigned pre-and post-test again this academic year with questions reflecting the new program outcomes. The hope is to see more accurately measured data related to these changes. The long-term success of this will need to be determined within the upcoming academic years.

Who receives information about your department's assessment and why? (Please note if you plan on altering either of these items for the coming year.)

These results are shared with the Social Sciences Department Chair and the Assessment Committee. At this juncture, there are no plans to make alterations to who is informed of this programs’ assessment in the future.
### Part 1: Previous Academic Year Assessment Summary

**Previous Academic Year: 2011-2012**

<table>
<thead>
<tr>
<th>Outcome #: 1</th>
<th>Outcome Title: Understanding of Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type:</strong> Discipline/Program</td>
<td><strong>Outcome Description:</strong> Students will understand that the discipline of Anthropology is the study of humanity from its origins to its current worldwide diversity.</td>
</tr>
</tbody>
</table>

**Benchmark for Success**

1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

1) The majority (51%) of students who completed both pre and post-tests will show a 70% maintained or improved score in performance of specific pre and post-test questions designated to measure this learning outcome. This result would confirm that students grasped an understanding of what the discipline of Anthropology is and how humanity is studied.
2) Historically the benchmark was an 80% score. However upon the recommendation of the Assessments Coordinator a more realistic measure of 70% is used.

**Description of assessment process:**

1) What assessment methods were used to measure this outcome (i.e. pre/post-test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1) Pre/Post Test and Ground and Online Course Score Comparison
2) Improvement in the score of individual questions addressing this outcome between the pre and post-test. Ground and Online Comparison to determine what noticeable differences exist associated with differing teaching techniques and learning styles.
3) Each Spring Semester
4) 47 Students

**Results**

What were the results of the assessment process? (List results for each method, if more than one were

*Desire2Learn* and *Microsoft Excel* were used to calculate and compare test result data based upon specific questions designed to measure this objective. Scores for both pre-and post-tests were collected from 47 students. For this learning outcome,
the average percentage score for the post-test was 97% and the average percentage score of the pre-test was 90%. Therefore, pre-post-test results for this outcome showed a 7% improvement in student understanding of this concept. Comparison of Ground and Online Course improvement rate showed a difference of 26% favoring ground classes. Please see attached graphs.

| What did the department learn? | 1) The majority of students exceeded the benchmark by maintaining a 70% or improving upon this score. However, there was only a 7% improvement.  
2) As data was unavailable for 2011, data from this year (2012) is compared to 2010. There was a difference of 3% between the years in the improvement of students’ performance. There was a 12% difference in the ground classes vs. online classes from 2010 to 2011 in student scores.  
3) Multiple measures were not used. |
|---------------------------------|---------------------------------------------------------------------------------|
| Student performance summary    | 1) The program rates student performance related to this outcome as strong.  
2) The program will maintain its current plans for this upcoming year in order to continue to evaluate the specific success of the program and better identify its needs. |
<table>
<thead>
<tr>
<th>Outcome #: 2</th>
<th>Outcome Title: Methodologies and Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type:</strong> Discipline/Program</td>
<td><strong>Outcome Description:</strong> Knowledge that students understand how Anthropologists utilize the techniques and theories of the discipline to problem solving within academia and applied fields.</td>
</tr>
</tbody>
</table>
| **Benchmark for success** | 1) The majority (51%) of students who completed both pre and post-tests will show a 70% maintained or improved score in performance of specific pre and post-test questions designated to measure this learning outcome. This result would confirm that students grasped an understanding of what the discipline of Anthropology is and how humanity is studied.  
2) Historically the benchmark was an 80% score. However upon the recommendation of the Assessments Coordinator a more realistic measure of 70% is used. |
| **Description of assessment process:** | 1) Pre/Post Test and Ground and Online Course Score Comparison  
2) Improvement in the score of individual questions addressing this outcome between the pre and post-test. Ground and Online Comparison to determine what noticeable differences exist associated with differing teaching techniques and learning styles.  
3) Each Spring Semester  
4) 47 Students |
| **Results** | Desire2Learn and Microsoft Excel were used to calculate and compare test result data based upon specific questions designed to measure this objective. Scores for both pre- and post-tests were collected from 47 students. For this learning outcome, the average percentage score for the post-test was 75% and the average percentage score of the pre-test was 45%. Therefore, pre-post-test results for this outcome showed a 30% improvement in student understanding of this concept. Comparison of Ground and Online Course improvement rate showed a difference of 25% favoring online classes. Please see attached graphs. |
| **What did the department learn?** | 1) The majority of students slightly exceeded the benchmark of 70% showing a 30% improvement.  
2) As data was unavailable for 2011, data from this year (2012) is compared to 2010. There was a difference of 17% between the years in the improvement of students’ |
| year, if applicable?  
3) If multiple measures were used, how do they compare to each other? | performance. There was a 25% difference in the ground classes vs. online classes from 2010 to 2011 in student scores.  
3) Multiple measures were not used. |
|---|---|
| **Student performance summary**  
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?  
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods? | 1) The program rates student performance related to this outcome as strong.  
2) The program will maintain its current plans for this upcoming year in order to continue to evaluate the specific success of the program and better identify its needs. |
<table>
<thead>
<tr>
<th>Outcome #: 3</th>
<th>Outcome Title: Society and Culture/Diversity and Global Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type:</strong></td>
<td><strong>Outcome Description:</strong></td>
</tr>
<tr>
<td><strong>Student Learning Outcome:</strong></td>
<td>Society and Culture/Diversity and Global Awareness is defined where students will demonstrate knowledge, appreciation and understanding of individual and social responsibility, good citizenship, and diverse cultural customs, beliefs, traditions and lifestyles.</td>
</tr>
<tr>
<td>Culture Awareness</td>
<td>As a note, the Anthropological concept of, <em>Cultural Relativism</em>, is very closely related to Diversity and Global Awareness and as such, is explored within the General Education outcome data. Anthropology designates this concept as a disciplinary outcome and measure its data as such. The program defines cultural relativism as where students will understand the approach that stresses the importance of analyzing cultures in their own terms, rather than in terms of the their own culture.</td>
</tr>
<tr>
<td><strong>Benchmark for success</strong></td>
<td>1) The majority (51%) of students who completed both pre and post-tests will show a 70% maintained or improved score in performance of specific pre and post-test questions designated to measure this learning outcome. This result would confirm that students grasped an understanding of what the discipline of Anthropology is and how humanity is studied.</td>
</tr>
<tr>
<td>1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.</td>
<td>2) Historically the benchmark was an 80% score. However upon the recommendation of the Assessments Coordinator a more realistic measure of 70% is used.</td>
</tr>
<tr>
<td>2) What is the rationale for choosing this measure?</td>
<td><strong>Description of assessment process:</strong></td>
</tr>
<tr>
<td></td>
<td>1) Pre/Post Test and Ground and Online Course Score Comparison</td>
</tr>
<tr>
<td></td>
<td>2) Improvement in the score of individual questions addressing this outcome between the pre and post-test. Ground and Online Comparison to determine what noticeable differences exist associated with differing teaching techniques and learning styles.</td>
</tr>
<tr>
<td></td>
<td>3) Each Spring Semester</td>
</tr>
<tr>
<td></td>
<td>4) 47 Students</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td><strong>Results</strong></td>
</tr>
<tr>
<td>What were the results of the assessment</td>
<td>Desire2Learn and Microsoft Excel were used to calculate and compare test result data based upon specific questions designed to measure this objective. Scores for both pre-</td>
</tr>
</tbody>
</table>
and post-tests were collected from 47 students. For this learning outcome, the average percentage score for the post-test was 70% and the average percentage score of the pre-test was 54%. Therefore, pre-post-test results for this outcome showed a 16% improvement in student understanding of this concept. Comparison of Ground and Online Course improvement rate showed a difference of 50% favoring ground classes. Please see attached graphs.

**What did the department learn?**
1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

1) 1) The majority of students reached the benchmark of 70% showing a 16% improvement.
   2) As data was unavailable for 2011, data from this year (2012) is compared to 2010. There was a difference of 1% between the years in the improvement of students’ performance. There was a 47% difference in the ground classes vs. online classes from 2010 to 2011 in student scores.
   3) Multiple measures were not used.

**Student performance summary**
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

1) The program rates student performance related to this outcome as strong.
2) The program will maintain its current plans for this upcoming year in order to continue to evaluate the specific success of the program and better identify its needs.
<table>
<thead>
<tr>
<th>Outcome #: 4</th>
<th>Outcome Title: Quantitative Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type:</strong> Learning Outcome: Quantitative Reasoning</td>
<td><strong>Outcome Description:</strong> Historically reported as <em>Critical Thinking</em>, based upon a less mathematical approach and a more conceptual one to its definition where students will develop the skills necessary to understand and apply mathematical concepts and reasoning and to analyze and interpret various types of data. <em>Quantitative Reasoning</em>, a more accurate term is measured where students will demonstrate the ability to analyze, synthesize, evaluate, make decisions, think critically and creatively, solve problems effectively; and apply and extend knowledge to new environments and situations.</td>
</tr>
</tbody>
</table>

| **Benchmark for success** | 1) The majority (51%) of students who completed both pre and post-tests will show a 70% maintained or improved score in performance of specific pre and post-test questions designated to measure this learning outcome. This result would confirm that students grasped an understanding of what the discipline of Anthropology is and how humanity is studied.  
2) Historically the benchmark was an 80% score. However upon the recommendation of the Assessments Coordinator a more realistic measure of 70% is used. |

| **Description of assessment process:** | 1) Pre/Post Test and Ground and Online Course Score Comparison  
2) Improvement in the score of individual questions addressing this outcome between the pre and post-test. Ground and Online Comparison to determine what noticeable differences exist associated with differing teaching techniques and learning styles.  
3) Each Spring Semester  
4) 47 Students |

| **Results** | Desire2Learn and Microsoft Excel were used to calculate and compare test result data based upon specific questions designed to measure this objective. Scores for both pre-and post-tests were collected from 47 students. For this learning outcome, the average percentage score for the post-test was 86% and the average percentage score of the pre-test was 76%. Therefore, pre-post-test results for this outcome |

1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.  
2) What is the rationale for choosing this measure?  

1) The majority (51%) of students who completed both pre and post-tests will show a 70% maintained or improved score in performance of specific pre and post-test questions designated to measure this learning outcome. This result would confirm that students grasped an understanding of what the discipline of Anthropology is and how humanity is studied.  
2) Historically the benchmark was an 80% score. However upon the recommendation of the Assessments Coordinator a more realistic measure of 70% is used.  

1) What assessment methods were used to measure this outcome (i.e. pre/post-test, portfolio review, etc.)?  
2) How do these methods show students are learning?  
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?  
4) How many students made up the sample size?  

1) Pre/Post Test and Ground and Online Course Score Comparison  
2) Improvement in the score of individual questions addressing this outcome between the pre and post-test. Ground and Online Comparison to determine what noticeable differences exist associated with differing teaching techniques and learning styles.  
3) Each Spring Semester  
4) 47 Students
| **What did the department learn?** | showed a 10% improvement in student understanding of this concept. Comparison of Ground and online Course improvement rate showed a difference of 40% favoring ground classes. Please see attached graphs. |
| 1) How did group performance compare to the benchmark? | 1) The majority of students exceeded the benchmark of 70% showing a 10% improvement. |
| 2) How does the data compare to the previous year, if applicable? | 2) As data was unavailable for 2011, data from this year (2012) is compared to 2010. There was a difference of 17% between the years in the improvement of students’ performance. There was a 37% difference in the ground classes vs. Online classes from 2010 to 2011 in student scores. |
| 3) If multiple measures were used, how do they compare to each other? | 3) Multiple measures were not used. |

| **Student performance summary** | 1) The program rates student performance related to this outcome as strong. |
| 1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)? | 2) The program will maintain its current plans for this upcoming year in order to continue to evaluate the specific success of the program and better identify its needs. |
| 2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods? | |
Part 2: Current Academic Year Assessment Plan
Current Academic Year: 2012-2013

Intended Learning Outcomes
The four Intended Learning Outcomes as noted in Part 1 will remain the same for Anthropology. However, the Program Coordinator will continue to evaluate other possible Disciplinary and General Education outcomes based upon the current best practices of the discipline and recommendations of the Assessments Committee.

Assessment Method(s)
This will remain the same as noted in Part 1.

Benchmarks (only include if they differ from those noted in Part 1)
This will remain the same as noted in Part 1.

Have you submitted a separate budget worksheet?
Yes