

Form 201BC: Assessment Report Form for Instructional Programs

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**Directions:** All questions should be addressed in a clear and concise narrative of no more than five, double-spaced pages with major headings and uploaded to LiveText.

**Outcomes**

**Anthropology 1010:** Students will demonstrate knowledge of:

- the basic methods central to the discipline
- terminology specific to the discipline
- elements that distinguishes anthropology from other social science disciplines

**Method of Assessment**

Anthropology 1010: Students will answer a series of assessment questions directly related to selected articles examining their knowledge of cultural systems.

**Assessment Findings/Interpretations/Conclusion (Answer all questions.)**

The assessment findings for the Fall 2014 semester of Anthropology 1010 have the following pass rates for a total of 41 students:

Assessment	Pass rate
Assessment # 1	67%
Assessment # 2	70%
Assessment # 3	70%
Assessment # 4	70%
Assessment # 5	65%
Assessment # 6	70%
Assessment # 7	78%

Taken together, **anthropology 1010 had a pass rate of 69%**. In comparison to Spring 2014, the pass rate has experienced a slight decrease.

**Interpretations**

The trend data illustrates that there has been a continuous fluctuation in the pass rate for anthropology 1010. In the previous three semesters, the pass rates have experienced a downward trend. In the fall 2013, the pass rate was 73% and it decreased a bit in spring 2014 and stood at 70%. Finally, in fall 2014, the rate fell again by one percentage point and stands at 69%. We

largely attribute this instability to two factors. First, the department has no permanent anthropology faculty members. The reliance on adjunct faculty has a direct impact on the level of investment in assessment. Adjunct participation and reporting of results varies each semester. In some semesters, more students were assessed and in others, fewer and this also has an impact on the pass rates, making it hard to make an even comparison across semesters. Second, one section of the course was conducted online and the other was a special session. Clearly, the method of instruction whether online or in person has no impact on the quality of instruction. However, this can present a challenge to conducting the assessment in its current form. As it stands, asking students to read and comprehend 7 short articles and then report on them in an online format is difficult. It is difficult to explain the importance of assessment online, and the current assessment, when completed outside of the classroom likely feels like more work and this likely explains the low response rate.

### **Decision-making Using Findings**

In still finding the assessment tool satisfactory, the changes that will be made in the future, will be to continue to put a strong emphasis on assessment and attempt to develop a better rapport between the adjuncts who teach these courses and the assessment coordinator for anthropology. The assessment coordinator will identify three separate dates over the course of the semester on which to contact the instructors of these courses to check-in and discuss assessment. This additional contact will assist with building rapport and will serve as reminders for them to administer the assessment tool to the students. The chair has committed to assist in facilitating in this process in any way necessary.

### **Demonstrating Improved Learning**

The 4% decrease in the pass rate of the assessment tool since the last semester demonstrates that changes need to be made to the assessment tool and there need to be safeguards in place to ensure that course materials and assignments are properly aligned with course objectives. Clearly, there is significant room for improvement, which we hope will come as we work to improve our relationship with the faculty teaching these courses.

### **Publicizing Student Learning**

The assessment results are shared with the department faculty. We seek to update the website with highlights from the assessment data in the near future.

### **Accomplishments and Challenges**

The assessment of anthropology program and general education courses in anthropology has been greatly successful due to organizing the instructors and changing the assessment tool. There remains a struggle for instructors to administer and/or report their assessment findings. It has also proved difficult to get adjuncts to participate in conversations about how to go about improving the assessment tool in the future. We will continue to address this issue with faculty teaching anthropology.