

Form 201BC: Assessment Report Form for Instructional Programs

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Department GSHAA/Anthropology Program

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:

- Be familiar with the history of anthropology
- Understand major sub-fields in the discipline of anthropology
- Learn major theoretical approaches used in cultural anthropology
- Be conversant in the relation between theory, method and evidence.
- Understand why ethnography is used to describe present and pressing issues in the contemporary world.
- Examine contemporary, practical applications of anthropology.
- Be able to converse intellectually with other social sciences (political science, economics, psychology, etc.), sciences (biology, chemistry, physiology, etc.) and humanities (literature, etc.) about and of the human condition.

Method of Assessment

Students are given a series of short articles on different topics that are excerpts from seminal works within the field of anthropology. They are assigned the article one at a time over the course of the semester. They are required to respond to a set of questions related to both the article and larger anthropological concepts and theories to assess their ability to understand and apply them to the reading. The following articles were assessed in fall 2015:

- "Human Evolution" – completed 9/18/15
- "When Brothers Share A Wife" – completed 10/10/15
- "Price of Progress" – completed 10/24/15
- "No Strings Attached" – completed 11/7/15
- "You Are How You Eat" - completed 12/6/15

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

This year's data shows a significant improvement over previous years. There was a 90% pass rate on all five of the assessments that were administered. In general, it appears that students did a better job at grasping the material and applying it to the readings. This could also be an indication of the instructor doing a better job of embedding the assessments in the class over the course of the entire semester. Admittedly, there were semesters when contact was not made with the instructor of record from the outset of the course and reminders about assessment started midway through the semester. This previous semester, contact was made with the one instructor of the course early on and communication was maintained throughout. It is my understanding that the articles were assigned as homework as opposed to completed in class as they had been in the past, which allowed students more time to think about and reflect on the reading and subsequent questions. As a result of this increase of the pass rate, it is believed that the assessment was successful in getting students to reach most if not all of the learning objectives. Again, the recurring weakness of the course and program would be that there are only adjunct instructors responsible for these courses. A stronger commitment to assessment would likely be made with a permanent instructor for the discipline, but in the meantime, continuing to have better communication with the instructors seems to be useful.

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. One adjunct has been solely responsible for this course for some time and as a result the assessment coordinator will meet with both anthropology adjuncts who have been with the university some time to discuss ways to improve and potentially make the

assessment more amenable to those who may find the articles daunting.

Demonstrating Improved Learning

With students scoring 90% on all five of the articles that were assessed, this is an increase of 15% from the spring 2015 semester. We hope to see similar if not better results in coming semesters

Publicizing Student Learning

The assessment results will be with the department faculty. The results will be submitted to the department's website administrator so that they can be posted.

Accomplishments and Challenges

The assessment of anthropology program and general education courses in anthropology has been greatly successful in getting students to improve. As mentioned above, the primary challenge is 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.

Minutes of Department/Program Meeting

Minutes of meeting to discuss Fall 2015 assessment results must be submitted with the report on January 15, 2016. If the minutes can't be submitted with the report for some reasons, please let me know when they will be submitted.

Fall 2015 GenEd Assessment Report

1. Share draft of report with your department chair and dean for their input.
2. Upload report to LiveText and submit copy to your Department Chair, Dean, and msudeith@csu.edu.
3. Email copy of report to each faculty member.
4. File copy of report in Department assessment drawer.
5. Publicize assessment results through your departmental web site.
6. Report due date is January 15, 2016.