Name   Tiffany Davis   Department GSHAA____

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
Students are required to read a set of short articles and respond to corresponding questions that are structured to gauge their knowledge of cultural systems and how they work and are embedded in a range of societies.

Assessment Findings/Interpretations/Conclusion (Answer all questions.)
This section should record the findings after conducting the actual assessment. Data should be recorded in three year cycles on Form 201C. What do the data for this year's assessment reveal? What does a review of the trend data show?   In what areas do students do well? In what areas have they not succeeded? Have the student learning outcomes that this instrument measures been met? If not, what can be done to help the student reach the learning objective? Which strengths and weaknesses were identified in the course /program? What can be done to improve the weaknesses? Any conclusions should be listed at this time.

The assessment findings for the spring 2016 semester of (2 sections) Anthropology 1010 have the following pass rates for a total of 43 students:

Assessment	Pass rate
Assessment # 1	86%
Assessment # 2	84%
Assessment # 3	83%
Assessment # 4	84%
Assessment # 5	85%

Taken together, a**nthropology 1010 had a pass rate of 84.4%.** In comparison to 90% pass rate from fall 2015, the pass rate has experienced a modest decrease. This change could be due to multiple factors including the majority of the students enrolled were in the online section of the course. Although the assessment was embedded in the course as a regular assignment, the instructor indicated that there was a general decline in student participation and completion of coursework. This could have been reflective of the budget crisis and the effect that it had on students during the semester. As such, the number of students who completed the assessment may have been compromised. It is also hard to communicate the purpose and importance of assessment to online students. In the traditional course the enrollment was low, which can have an impact on the average score.

It is hard to pinpoint particular areas where students are more or less successful with the way the assessment is set up with the articles and corresponding questions. The articles are not necessarily selected because of their ability to assess a specific and narrowly defined learning objective. We have been discussing this for some time, but in order for this to happen the instrument needs to be updated. We did reduce the number of articles (from seven to five) that students are required to evaluate in an effort to make it shorter and more

accessible. But, clearly the matter deserves more attention.

Decision-making Using Findings
Although the assessment tool is satisfactory in the traditional classroom setting, we are working on amending it to make it more amenable to online courses. This is a crucial step especially since there are only a couple of sections of this course offered each semester and at least half are usually online in order to accommodate the adjunct faculty. The assessment coordinator will meet with the faculty member(s) who have taught the course in recent semesters for suggestions on how to revise the tool.

Demonstrating Improved Learning
The almost 6% decrease in the pass rate of the assessment tool since the fall 2015 semester demonstrates that communication needs to continue between the coordinator and the instructors. With the budget crisis it was a tough semester and lines of communication including meetings and regular reminders declined from the previous year. Thus, the decrease could very well be more reflective of the administrative end of the process rather than students' learning.

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.

Minutes of Department/Program Meeting
Minutes of meeting to discuss Spring 2016 assessment results must be submitted with the report on June 15, 2016. If the minutes can't be submitted with the report for some reasons, please let me know when they will be submitted.

Spring 2016 Gen Ed 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 June 15, 2016.