**Anthropology Major Assessment Report (10/1/18)**

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| **Department and Degree: Anthropology Major**  **Assessment Coordinator: James Mullooly**   1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report. No GE assessment was required for the 2016-2017 academic year.   SLO: 7. Students demonstrate the ability to effectively communicate their informed judgment of applied problems in anthropological perspective. |
| 1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the assignment/survey is able to measure a specific outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3 we expected at least 80% of students to achieve a score of 3 or above on the rubric.”   What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?  Assignment: Anth100 Final Exam  Assessment Method: Anth Writing Rubric with Anth 100 additional content guidelines. See attached “Anth 100 Assignment Rubric”    If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why.  This assignment does not correspond to the activities indicated in the timeline on the SOAP because we are amending our SOAP. The proper course and assessment modality was used (see tables 1. Tables of outcomes as addressed by various parts of the curriculum and 2. Table of outcomes and their associated assessment activities below) but out timeline is not reflected in our course focus. This lack of correspondence is due to a shift in focus in our department away from major portfolio assessment. The current SOAP we are working from (Anthropology SOAP Timeline & Outcomes Tables (2014-2019)) is not on the campus website at this point. Nevertheless, this SOAP and Timeline may be further modified in the coming months due to a shift in Assessment Leadership in Anthropology.  1. **Tables of outcomes as addressed by various parts of the curriculum.**  Key: I=Introduce; R=Reinforce; A=Assess   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Anth Course** | **Outcomes** | | | | | | | | **1** | **2** | **3** | **4** | **5** | **6** | **7** | | 2 | I |  |  |  |  |  |  | | 3 | I |  |  |  |  |  |  | | 100 | R | I | I |  | I |  | I, R | | 104 | R | R | R |  |  |  | I, R | | 105W |  |  |  |  |  | I | R | | 116W |  |  |  |  |  |  | R | | 101A |  |  |  | I, R | I, R |  |  | | 101B |  |  |  | A | A |  |  | | 111A |  |  |  | I, R | I, R |  |  | | 111B |  |  |  | A | A |  |  | | 193 |  |  |  |  |  | R |  | | 195 | A | A | A |  |  | A | A |   **2. Table of outcomes and their associated assessment activities.**  Key: X= Selected assessment type   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Anth Course** | **Outcomes** | | | | | | | | |  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | | Pre/Post Tests | X |  |  |  |  |  |  | | | Writing Scoring Rubric | X | X | X |  |  |  |  | | | Embedded Questions |  | X | X |  |  |  |  | | | Senior Survey |  | X |  |  |  |  |  | | | Internship Evaluation |  |  |  |  |  | X |  | | | Scoring Rubric |  |  |  | X | X | X | X | | | Alumni Survey |  |  |  |  |  | X |  | |   Please clearly indicate how the assignment/survey is able to measure a specific outcome.  DIRECTIONS FOR THIS CLASSROOM ASSIGNMENT  Read two of these documents: one from List A and List B below [note the assessment included links to online sources].  Compose a document and answer the following questions briefly (1 or 2 sentences per question): QUESTION 1. What role does Chagnon’s scholarship play in each web-based source? ANSWER: The articles in list A support Chagnon and do not cite sources. For example, in “The Yanomamo and the origin of male honor”(Brett & Kate McKay)(List A), Chagnon’s scholarship is very supportively influential in the writing of the article.  The articles in list B do not support Chagnon and cite other sources. For example, in “Yanomami Indians: the fierce people?”(List B), Chagnon's scholarship is being negatively critiqued regarding his treatment of the Yanomamo.  QUESTION 2. For each source, is Chagnon one of many scholars cited, or is he the only one cited?  ANSWER: Chagnon's is the only one cited in most the articles from list A.  Chagnon’s is one of a number of authors cited in the articles from list B.  QUESTION 3. For each source, is the web-based author's use of his work critical or not?  “Critical” here does not mean “criticism”; critical means the use of a source with an appropriate level of skepticism, recognizing that all sources have strengths, weaknesses, detractors, etc. Another way to ask this question: Does the author of the web-based source see Chagnon's work as "True" beyond a doubt, or does the author see Chagnon's work part of a larger picture.  ANSWER: For the articles from list A, the author holds Chagnon’s work as valid, citing predominately Chagnon to the exclusion of anyone else.  For the articles from list B, the authors are negatively critical of Chagnon and cite multiple sources in support of this claim.  This assignment measures objective 7 effectively. SLO 7 asks students to “demonstrate the ability to effectively communicate their informed judgment of applied problems in anthropological perspective.” This assignment asks students to read primary sources in anthropology with a critical focus on the influence on one dominant scholar’s work (i.e., Chagnon’s work on Yanomami Indians).  The objective to measure student ability to “demonstrate the ability to effectively communicate” is assessed in the “Knowledge of Conventions” and “Coherence and Structure” portions of the scoring rubric used for this assignment. The objective to measure student capacity to illustrate “informed judgment of applied problems in anthropological perspective” is assessed in the “Content” portion of the scoring rubric used for this assignment.  The first and second columns of this scoring rubric are general to Anthropology. The third “Content” column is specific to this course.  DIRECTIONS FROM THE ASSIGNMENT GUIDE OF THIS CLASS:  Criteria for success under the “Content” section of the course grading rubric implies a rating between 4 and 1. Four indicates full mastery of the subject matter, i.e., not only was the response technically correct but the decisions made by the author regarding content and focus achieved a high degree of appropriateness. One indicates a response that is technically incorrect and reflects decisions made by the author regarding content and focus that interfere with the intend communication objective and are inappropriate.  If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report.  After further review, the department assessment committee noted that the “applied problems” focus of outcome 7 could have been more adequately addressed in this assessment if the focus of the question was not about whether an anthropologist was unethical in the work he did in the 1960s but rather on something that has more universal and immediate application to the lives of our students, like minority success in America. Another solution would be to tie the historical problem to current similar issues of face validity in the public eye like those around the Trump presidency and “fake news”.  Please include the benchmark or standard for student performance in your assessment report.  The department benchmark is that for Outcome 7, at least 80% of students will achieve a score of 9 or higher on the rubric. |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).   This was a small class of 19 students but all but three of them achieved the benchmark score of 9/12 (84%). |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   The instructor who teaches Anth100 was informed of the suggested modifications to the class assessment instrument. They are considering modifying it now by adding an additional question that asks students to name a current debate about truth that is occurring in the US now. |
| 1. **What assessment activities will you be conducting in the 2017-2018 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.   The department assessment committee is going through change in leadership that will result in a reconsideration of our currently overall plan. The last three years of failed reports has forced us to seriously reconsider all that we are doing. We will be working with our College Assessment liaison to update this section as soon as possible. |
| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”   The following nine actions come directly from the Anthropology Program Review Team Report of October 29, 2015.  1. ACTION: Hold a Faculty Retreat  done  2. ACTION: Hire More Faculty Members  done  3. ACTION: Increased Support for Field Courses/Internships  done  4. ACTION: Add a Capstone Experience Course (ANTH 196)  done  5. ACTION: Scholarly Support  This is being achieved incrementally. In the past few years, we have hired more faculty members (both temporary and tenure track than we have ever had. We currently have four tenure track faculty members we are supporting towards tenure. We have never had more than two at any given time in the Department’s history.  6. ACTION: Support Better Service to our Students  This is being achieved incrementally. Now that we are more systematically mapping course offerings, students are being offered more courses as a result.  7. ACTION: Centralized Assessments via Qualtrics  Ongoing  8. ACTION: Making E-Portfolio Assessment Required for all Majors  Ongoing  9. ACTION: Laboratory Support  The Dean of COSS has supported the lab through two small summer grants (2017 and 2018) to help catalogue the backlog of field projects accumulated by the field school. The Dean is further supporting the department with one year of support for an extra storage space so that our Lab can start having formal classes held there. |