**Annual Assessment Report for 2018-2019 AY**

Reports completed on assessment activities carried out during the 2018-2019 AY will be due September 30th 2019 and must be e-mailed to the Director of Assessment, Dr. Melissa Jordine (mjordine@mail.fresnostate.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Anthropology Degree BA

Assessment Coordinator: Henry D. Delcore, Ph.D.

1. Please list the learning outcomes you assessed this year.

A. Provide students with background in the concepts and bodies of knowledge used and produced by anthropologists.

1. Students will be able to discuss the basic core concepts of anthropology and cite factual evidence to support their arguments.

3. Students will demonstrate the ability to think and write critically about anthropological topics. Students can identify key terms, concepts, and forms of argumentation used in anthropological discourse and evaluate their validity.

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? Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.

We used the midterm exam from Anth 100 (Concepts and Applications), fall 2018, for this analysis. Anth 100 is a required core course for all anthropology majors. It serves as an introduction to theory in anthropology by introducing a major anthropological topic (war, evolution, etc.) and covering various ways this topic has been approached within the discipline. The exam, written by the instructor, Dr. Henry Delcore, has been constructed to test students’ knowledge of these core theoretical approaches and their application to the topic (in Fall 2018, the topic was warfare). For example, Question 1 asks students to critically evaluate competing scholarly explanations for a specific case of warfare. The must compare the approaches and cite the evidence each scholar uses to support his or her argument. We used answers to this question to assess A3 by asking them to identify different forms of argumentation in the field and critically evaluate them. Question 2 focuses on two large families of concepts in anthropological theory and asks students to contrast them with examples from the topic for the semester. We used this question to assess whether students can “discuss the basic core concepts of anthropology and cite factual evidence to support their arguments.”

We developed a three-point rubric that summarized the major requirements for proficiency. For example, for A3, the rubric defines proficiency (“Student is able to clearly and consistently identify the differences among biological/evolutionary, cultural-idealist, and cultural-materialist arguments…”), needs improvement (“Student is able to identify some differences among…”), and not proficient (“Student is unable to consistently identify the differences among…”). The full rubric is available on request.

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

This midterm exam contained three questions with students answering two total. All were required to answer Question 1 but they had a choice between Questions 2 and 3 (Question 3 was not part of this assessment). Hence, the N for Question 2 is lower than that for Question 1 since some students opted to answer Question 3 instead of 2.

Midterm exam question #2 (Goal A1):

N=18

3 (proficient): 14 (78%)

2 (needs improvement): 4 (22%)

1 (not proficient): 0

Midterm exam question #1 (Goal A3):

A3: N=23

3 (proficient): 16 (70%)

2 (needs improvement): 6 (26%)

1 (not proficient): 1 (4%)

The “needs improvement” group mainly had problems with specificity. For example, regarding A3, most students in the “needs improvement” category were able to accurately describe the competing arguments relevant to the specific case (Yanomami warfare). However, in spite of accurately describing the different arguments, they were not able to clearly articulate what exactly made a specific argument biological/evolutionary, cultural-idealist, or cultural-materialist. With some inferences, one can see that many here likely understood these different categories, but without explicit statements linking concrete arguments to theories, we cannot be sure they can actually make that application. Likewise, for A1, students in the “needs improvement” category were able to define “materialist” and “idealist” but could not quite articulate how one or both of their chosen examples actually illustrated the concept.

We believe that the higher rate of success for Q2 (A1) over Q1 (A3) is related to the extensive effort in the course defining major anthropological approaches and repeated drills on these approaches. By contrast, the specific case in Q1 (A3) received less emphasis and required more complex analysis plus the use of evidence to illustrate the differences among three different approaches.

1. What changes, if any, do you recommend based on the assessment data?

For both A3 and A1: Recommend more drills, in-class exercises, or online exercises in which students read relatively easy case study examples and explicitly categorize them according to the major theories, with explicit attention to linking the concepts to specific pieces of evidence. This change is especially critical for improving outcomes on A3, as A3 (as noted above) did not receive the same emphasis in the course as A1.

1. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

In 2017-2018, the department assessment report notes, “The instructor who teaches Anth100 was informed of the suggested modifications to his class assessment instrument. He is 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.

Anth 100 now includes a major unit on anthropological analysis of contemporary US warfare.

1. What assessment activities will you be conducting during the next academic year?

The department is under new leadership and has a new assessment coordinator (Dr. Walter Dodd). We are currently developing an assessment plan for 2019-2020.

1. What progress have you made on items from your last program review action plan?