

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Anthropology	201	ANT 201 01/13/2020- Introduction to Cultural Anthropology
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Social Sciences	Christopher Barrett
Date of Last Filed Assessment Report		10/21/2014

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes

This course was previously assessed during the 2014 Winter semester.

2. Briefly describe the results of previous assessment report(s).

All three sections assessed in 2014 met or exceeded the criteria for success specified in the master syllabus.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

In general, students had issues with theory-based questions for both the multiple-choice and essay questions in 2014. As a result, lectures and course media were adjusted to give greater coverage of theory.

II. Assessment Results per Student Learning Outcome

Outcome 1: Employ anthropological concepts and methods to identify how culture defines, enables and enriches the human experience.

- Assessment Plan
 - Assessment Tool: Departmentally-developed assessment exam.
 - Assessment Date: Winter 2017

- Course section(s)/other population: Random sample of 50% of all sections with a minimum of one full section.
- Number students to be assessed: all
- How the assessment will be scored: Multiple-choice questions will be scored using an answer key. A brief essay will be scored using a departmentally-developed rubric.
- Standard of success to be used for this assessment: Students will score an overall average of 75% or higher on the assessment exam.
- Who will score and analyze the data: Department Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2019		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
131	76

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Per the master syllabus, a random sample of 50% of the five (5) sections offered for FA19 were sampled. The assessment sample is taken from Sections 01 (n=27), 03 (n=27), and 04 (n=22).

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who took the first exam offered in sections 01 and 03 were included, and all students who took the mid-term exam in section 04 were included in the assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A 25-question multiple-choice exam was used to assess the learning outcome in sections 01 and 03. Section 04 utilized a 24-question mid-term exam. Both exams were scored using answer keys developed by full-time and part-time faculty in the

Department of Social Sciences. An essay, which is specified by the master syllabus, was not available for all sections of the course.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

The overall class average for the exam in sections 01 and 03 was 73.5% and 72.3% respectively, neither of which met the standard of success specified in the master syllabus. In both of these sections, three questions were answered incorrectly at a frequency greater than 60%; these questions dealt with language and non-verbal communication, the definition of ethnicity, and the nature of horticultural societies. For section 04 the class average for the midterm was 85.7% and did meet the standard of success. In this section, students demonstrated an understanding of the majority of concepts addressed by the exam, though they did have difficulty understanding some of the theories presented in the course.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students, in general, have demonstrated a fairly good grasp of the overall discipline; what Anthropology is, the methods used by Anthropologists to investigate human cultural behavior, how it differs from other social sciences, and the ways that the various sub-disciplines of Anthropology differ from one another. They have also demonstrated a mastery of the terms used by Anthropologists to describe various types of cultural behavior.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The results from all three sections suggest that, while students understand the definition of many theories and research perspectives (such as Cultural Relativism, Orientalism, Geertz' Theory on Culture, etc...) utilized in Anthropology, they are less certain about how these theories can be applied to specific situations or why they are relevant to understanding culture. Many students, for instance, could not understand why assuming that culture was evolving or placing societies into First, Second, and Third "world" was an ethnocentric, rather than an objective, way of understanding cultural variation. It is clear that students understand the tangible rudiments of culture and can, to some extent, appreciate the reasons why different cultural practices exist. To further improve this outcome, students need to be able to understand how theory works within the discipline and how these theories come about through a scientific investigation of culture.

Outcome 2: Utilize the anthropological record to identify universal cultural features, compare cultural components across a range of socio-cultural systems, and recognize specific cultural functions and indicators of culture change.

- Assessment Plan
 - Assessment Tool: Departmentally-developed assessment exam.
 - Assessment Date: Winter 2017
 - Course section(s)/other population: Random sample of 50% of all sections with a minimum of one full section.
 - Number students to be assessed: all
 - How the assessment will be scored: Multiple-choice questions will be scored using an answer key. A brief essay will be scored using a departmentally-developed rubric.
 - Standard of success to be used for this assessment: Students will score an overall average of 75% or higher on the assessment exam.
 - Who will score and analyze the data: Department Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2019		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
131	71

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Per the master syllabus, a random sample of 50% of the five (5) sections offered for FA19 were sampled. The assessment sample is taken from Sections 01 (n=25), 03 (n=25), and 04 (n=21). The number of students assessed for outcome 2 differs from outcome 1 because several students dropped the course after the first exam.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who took the second exam offered in sections 01 and 03 were included, and all students who took the final exam in section 04 were included in the assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A 25-question multiple-choice exam was used to assess the learning outcome in sections 01 and 03. Section 04 utilized a 29-question final exam. Both exams were scored using answer keys developed by full-time and part-time faculty in the Department of Social Sciences. An essay, which is specified by the master syllabus, was not available for all sections of the course.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The overall class average for the second exam in sections 01 and 03 was 74.6% and 78.1% respectively; section 03 met the standard for success while section 01 did not, although it missed this standard by less than half a percentage point. Students in sections 01 and 03 demonstrated a grasp of concepts dealing with cultural diversity and were generally able to apply theory related to cultural practice to a variety of examples. The overall class average for section 04 was 79.5% and met the standard for success. Students in this section demonstrated an ability to identify shared aspects of cultural identify across a variety of cultures, but had some difficulty applying broader Anthropological theory to these examples.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

In each of the sections that was assessed, students demonstrated the ability to identify aspects of cultural behavior and to explain how these practices contributed to the overall cultural system, such as the relationship between small band-level societies and cultural focal points such as reciprocity, and how subsistence behavior (foraging, horticulture, pastoralism, etc...) might affect other aspects of a culture, such as religion. Students also demonstrated an understanding of how concepts such as ethnicity, gender, and different forms of marriage can be appreciated in a number of different cultures.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

While students in all three sections demonstrated an understanding of Anthropological concepts, and could identify and explain the relevance of these concepts in a number of different cultural contexts, many students failed to recognize the limitations of these concepts. Students often failed to recognize that the categorical way that Anthropologists approach culture is only "real" in the sense that we, as observers, accept it as real. Put another way, most students had difficulty recognizing the limitations of how Anthropologists describe and explain cultural practice.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

It was unclear from the results of the current assessment how useful the changes suggested in the last assessment really were toward improving student learning. In general, the results from all three sections were similar to the previous assessment outcome.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This course meets the needs of our students in three ways. First, it provides an important introduction to the social sciences and how human behavior can be investigated scientifically. Second, it forces students to think critically about cultural differences and similarities, something that is increasingly called upon in a globalized world. Finally, it encourages students to re-examine their own cultural values and practices, and to discover that people from other cultures have reasons for their beliefs that are just as important as the students have for their own beliefs.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The results of this assessment will be shared with the Department Chair and with part-time faculty teaching Anthropology in the Department of Social Sciences.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Use of a long-form assignment (such as	It was clear from the assessment	2020

	a term paper) and/or group project.	results that students still struggle to understand the role of theory in Anthropology. A long-form assignment, such as a paper or group project, would give students the opportunity to "pick apart" some of these theories in more detail, and to make the mental connections necessary to fully appreciate their role in the discipline.	
--	-------------------------------------	--	--

5. Is there anything that you would like to mention that was not already captured?

No.

III. Attached Files

[ANT201 Section 01 03 Assessment Results FA19](#)

[ANT201 Section 02 04 Assessment Results FA19](#)

[ANT201 Section 01 03 Exam 1 Key](#)

[ANT201 Section 01 03 Exam 2 Key](#)

[ANT201 Section 02 04 Midterm Exam](#)

[ANT201 Section 02 04 Final Exam](#)

Faculty/Preparer: Christopher Barrett **Date:** 01/20/2020

Department Chair: Gregg Heidebrink **Date:** 01/20/2020

Dean: Scott Britten **Date:** 01/22/2020

Assessment Committee Chair: Shawn Deron **Date:** 03/03/2020

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Anthropology	201	ANT 201 05/10/2014- Introduction to Cultural Anthropology
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Social Science	Christopher Barrett
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: The student will be able to employ anthropological concepts and methods to identify how culture defines, enables and enriches the human experience.

- Assessment Plan
 - Assessment Tool: Departmentally developed assessment exam.
 - Assessment Date: Winter 2010
 - Course section(s)/other population: 01, 03
 - Number students to be assessed: all
 - How the assessment will be scored: The assessment exam for this course will stand separate from the graded mid-term and final exams given to students. It will be composed of 25 M/C questions and a brief essay that will assess student command of the core issues in each section of the course.
 - Standard of success to be used for this assessment: Students will score an overall average of 75% or higher on the assessment exam.
 - Who will score and analyze the data: Exams will be scored by anthropology faculty members other than the instructor who administered the course.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Not all students were in attendance on the days when the assessment exam was administered.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

A total of six (6) sections of ANT201 were evaluated. Four (4) of these sections (sections 1,2,3,5) were traditional day sections. An evening section (section 4) and a 12-week section (section Y1) were also included.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The assessment was administered in two parts and was identical in all six sections. The assessment exam was offered as extra credit for Instructor 1's sections and as part of the final exam for the sections taught by Instructor 2. The first part of the exam consisted of 25 multiple choice questions; both questions and answers were developed by Instructors 1 & 2. The second part of the exam was an essay that asked students to explain the central tenet of cultural relativism, its value to anthropology, and an explanation of the moral and/or ethical conflicts that might arise during fieldwork. The multiple choice section of the exam was scored using a grading key on a scale of 1-25 points. Instructors graded the essays from each others' sections on a scale of 1-5 points; 2 points for the first section of the essay, 1 for the second part of the essay, and 2 for the third part of the essay. The overall percentage for each section was calculated by the sum of the average percentage multiple choice score and the average percentage essay score divided by two.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Overall percentages ($= MC\% + Essay\%/2$) for the six (6) sections ranged from 71.7% to 82.1%; the average overall percentage score for all six sections of ANT201 was 78.2% (the averages by instructor were 76.5% for Instructor 1 and 80% for Instructor 2). The score of an overall average of 75% on the assessment exam was met in all but one section, and in that case it was only 3.5% below the

standard from the master syllabus.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Based upon the results of the multiple choice exam questions, students were generally good at identifying concepts and classifying different forms of sociocultural production, organization, and ideology. The majority of students were also able to explain, in a broad sense, the importance of cultural relativism to the study of culture. Students were also able to identify relevant examples to illustrate these concepts.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Based on the results of the multiple choice exam questions, students were less proficient at recognizing theoretical perspectives in anthropology. Three questions on the exam in particular (questions #7, #19 and #25) focused on three theoretical perspectives (demographic transitions, linguistic deep structures, and materialism). The combined error rate on these questions was between 71% and 85% and suggests that while the majority of students can identify names, places and concepts that are important to the study of culture, many do not understand the theoretical basis of conclusions in Anthropology.

Outcome 2: The student will be able to utilize the anthropological record to identify universal cultural features, compare cultural components across a range of socio-cultural systems and recognize specific cultural functions and indicators of culture change.

- Assessment Plan
 - Assessment Tool: Departmentally developed assessment exam.
 - Assessment Date: Winter 2010
 - Course section(s)/other population: 01, 03
 - Number students to be assessed: all
 - How the assessment will be scored: The assessment exam for this course will stand separate from the graded mid-term and final exams given to students. It will be composed of 25 M/C questions and a brief essay that will assess student command of the core issues in each section of the course.
 - Standard of success to be used for this assessment: Students will score an overall average of 75% or higher on the assessment exam.
 - Who will score and analyze the data: Exams will be scored by anthropology

faculty members other than the instructor who administered the course.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
162	125

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Not all students were in attendance on the days when the assessment exam was administered.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

A total of six (6) sections of ANT201 were evaluated. Four (4) of these sections (sections 1,2,3,5) were traditional day sections. An evening section (section 4) and a 12-week section (section Y1) were also included.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The assessment was administered in two parts and was identical in all six sections. The assessment exam was offered as extra credit for Instructor 1's sections and as part of the final exam for the sections taught by Instructor 2. The first part of the exam consisted of 25 multiple choice questions; both questions and answers were developed by Instructors 1 & 2. The second part of the exam was an essay that asked students to explain the central tenet of cultural relativism, its value to anthropology, and an explanation of the moral and/or ethical conflicts that might arise during fieldwork. The multiple choice section of the exam was scored using a grading key on a scale of 1-25 points. Instructors graded the essays from each others' sections on a scale of 1-5 points; 2 points for the first section of the essay, 1 for the second part of the essay, and 2 for the third part of the essay. The overall percentage for each section was calculated by the sum of the average percentage multiple choice score and the average percentage essay score divided by two.

6. Briefly describe assessment results based on data collected for this outcome and tool

during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Overall percentages ($= MC\% + \text{Essay}\%/2$) for the six (6) sections ranged from 71.7% to 82.1%; the average overall percentage score for all six sections of ANT201 was 78.2% (the averages by instructor were 76.5% for Instructor 1 and 80% for Instructor 2). The score of an overall average of 75% on the assessment exam was met in all but one section, and in that case, it was only 3.5% below the stated standard from the master syllabus.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Based upon the results of the multiple choice questions, students in all six sections did well in identifying universal cultural features, such as the difference between gender and sex, and the nature of social stratification among ranked societies. Many students also provided examples of sociocultural concepts and cultural change in their essays.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

When asked to articulate what the "value" of cultural relativism was to the study of culture in the essay section of the exam, many confused this concept with participant observation or could not provide a relevant example from a culture discussed in class to illustrate their point. There appears to be at least some confusion regarding the difference between theory and method.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

There are a number of needs that ANT201 currently fulfills: the necessity of our students to approach cultural diversity in an objective and relativistic fashion, to understand the basis of these cultural differences from an analytical perspective, and to understand the application of scientific thinking to areas of knowledge that are often depicted as purely historical in nature. The assessment shows that the majority of our students are completing ANT201 with at least a rudimentary understanding of concepts and research perspectives important to anthropology, as well as some sense of the relativistic nature of culture in general.

- Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The ANT201 course assessment will be shared with the Department of Social Sciences Chairperson and with all instructors assigned to teach ANT201.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

- Is there anything that you would like to mention that was not already captured?

It should be noted that the assessment exam was approached by students very differently for the two instructors who provided data for this report. Multiple choice exams were not part of the curriculum for the sections of ANT201 taught by C. Barrett; instead, the assessment exam was offered as an extra credit assignment during the last week of the semester. When asked, only about 1 in 5 (20%) of students in these sections reported that they had done any preparation for the assessment exam and many admitted to not taking the essay exam seriously. Conversely, assessment exam questions in sections taught by David Mackres were part of a final exam. It is likely that the significant differences in the assessment exam outcomes between the two instructors may reflect these differences in student attitude toward the assessment itself.

III. Attached Files

Assessment Exam

Assessment Exam Results

Faculty/Preparer:	Christopher Barrett	Date: 05/27/2014
Department Chair:	Randy LaHote	Date: 07/11/2014
Dean:	Dena Blair	Date: 07/28/2014
Assessment Committee Chair:	Michelle Garey	Date: 10/16/2014

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ANT 201
 Course Title: Introduction to Cultural Anthropology
 Division/Department Codes: SS

2. Semester assessment was conducted (check one):

- Fall 20__
 Winter 20__
 Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.

- Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify):

4. Have these tools been used before?

- Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

Brief essay question with rubric added to multiple choice assessment tool.

5. Indicate the number of students assessed/total number of students enrolled in the course.

8/26

6. Describe how students were selected for the assessment.

Student that had completed their final exam took the assessment test.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

More group discussion and interaction

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.

(See Master Syllabus.)

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. **Please attach a summary of the data collected.**

Students performed at 72% on the 30 multiple-choice questions.

Students performed at 68% on the brief essay. (Only three students completed the essay question.)

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. **Please attach the rubric/scoring guide used for the assessment.**

The expectations are that students perform at an average of 70% on the assessment exam.

(See master syllabus for rubric.)

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Those that answered the brief essay did well.

Weaknesses: Assessment should be administered separately from final exam.

COURSE ASSESSMENT REPORT

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

As stated above, the exam will be given separately in future in order to obtain a larger and more representative sample of students who, additionally, are not already tired out by a final exam.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a. Outcomes/Assessments on the Master Syllabus
Change/rationale:

b. Objectives/Evaluation on the Master Syllabus
Change/rationale:

c. Course pre-requisites on the Master Syllabus
Change/rationale:

d. 1st Day Handouts
Change/rationale:

e. Course assignments
Change/rationale:

f. Course materials (check all that apply)

Textbook

Handouts

Other:

g. Instructional methods
Change/rationale:

h. Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions? *Fall semester.*

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

Not effective in that a large, and attentive, sample was not attained.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

The exam will be given alone in the future.

3. Which outcomes from the master syllabus have been addressed in this report?

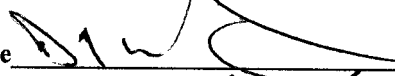
All X Selected _____

If "All", provide the report date for the next full review: Three years

Submitted by:

Print: David Mackres
Faculty/Preparer

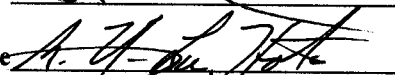
Signature



Date: 5/10/10

Print: R. LaHote
Department Chair

Signature



Date: 5/11/10

Print: _____
Dean/Administrator

Signature



Date: MAY 12 2010

Please return completed form to the Office of Curriculum & Assessment, SC 247.

Approved by the Assessment Committee 11/08

logged 5/14/10sj

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ANT 201
 Course Title: Cultural Anthropology
 Division/Department Codes: H/SS

2. Semester assessment was conducted (check one):
 Fall 2006
 Winter 20__
 Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify):

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.
 101 pre/post-test (Total enrolled students = 101 when pretest administered.)

6. Describe how students were selected for the assessment.
 Students in all four offered sections received pre-test/post-test.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 N/A

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
 All

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*

30 multiple-choice questions representative of total course content were selected from text test bank (selected questions were not encountered in either mid-term or final examination), and administered in a pre- and post-test format. Post-test results indicate that all students improved their scores. The total average pre-test score was ~~40%~~ (14.6/30); average post-test score was 74% (22.4/30).
 51%

COURSE ASSESSMENT REPORT

- 4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*

Initial criterion for measuring course success was for students to obtain an average score of 90% on the post-test. No students met that criterion. However, there was a 66% gain in all post-test results. Measurement for success to be reevaluated.

- 5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Social Typology; Linguistics, "Race" and diversity

Weaknesses: Socio-cultural theory; Kinship systems

III. Changes influenced by assessment results

- 1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

Use of online kinship exercises. Expand unit on theory. Adjust assessment success criteria (See below)

- 2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

- a. Outcomes/Assessments on the Master Syllabus
Change/rationale:

- b. Objectives/Evaluation on the Master Syllabus
Change/rationale:

- c. Course pre-requisites on the Master Syllabus
Change/rationale:

- d. 1st Day Handouts
Change/rationale:

- e. Course assignments

Change/rationale: Kinship practice

- f. Course materials (check all that apply)

- Textbook

- Handouts

- Other: Employ available on-line kinship system exercises

- g. Instructional methods
Change/rationale:

- h. Individual lessons & activities
Change/rationale:

- 3. What is the timeline for implementing these actions? By next semester

IV. Future plans

- 1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

The pre- post-test is representative of course content and will be retained.

COURSE ASSESSMENT REPORT

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

Initial criterion for success was too ambitious. Criteria in future will conform to those expectations found in other social science sections. (eg. A two-fold criteria: #1. 75% of students will improve their score, #2. an average increase of 50% from pre- to post-test scores.)

3. Which outcomes from the master syllabus have been addressed in this report?

All X Selected _____

If "All", provide the report date for the next full review: Fall 2009

If "Selected", provide the report date for remaining outcomes: _____

Submitted by:

Name: DAVID MARRDES Date: 3/15/07
Print/Signature

Department Chair: R.W. LABETE Date: 3/22/07
Print/Signature

Dean: [Signature] Date: 03/27/07
Print/Signature