Central Washington University
Assessment of Student Learning
2011 to 2012 Anthropology Department and Program Report

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: __2011to 2012__   College: __Sciences__

Department __Anthropology__   Program: __B.S., B.A, Anth Minor, Museum Studies Minor__

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1. What student learning outcomes were assessed this year, and why?

In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

Programmatic Goals

The department assessed four Content/Knowledge student learning outcomes (LOs) from our Programmatic Goals and Assessment plan. We chose these four LOs to pilot our revised Anthropology Majors/Minors content/knowledge exam as an assessment tool for the content/knowledge LOs. The revised exam was adapted from the department's previous compressive exam after it was found the old questions were not assessing well the Anthropology Program's content/knowledge LOs. The entire Anthropology Department faculty wrote revised exam questions two years ago to revise the exam. Last year we gave the exam in our entry to the major courses (Anth 301) and our major/minor capstone courses (Anth 458). Table 1 contains which program, college, and university goals are related to the four Content/Knowledge student learning outcomes. Appendix A (last page) contains a matrix of the department's goals and how they are related to the college and university goals. These SLO's support the CWU core value of inclusiveness and the COTS mission to create and apply knowledge to solving human, social and environmental problems.

Table 1. 2011-2012 Assessed Student Learning Outcomes for Anthropology Minors and Majors.

Student Learning Outcomes Anthropology students should be able to:	*Related Program Goal	*Related College Goal	*Related University Goal	Method of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement
(Content/knowledge, CK 1) Demonstrate understanding of concepts basic to the anthropological study of humans, such as culture, cultural variability, evolutionary change, ethnocentrism, cultural relativism, and holism.	Goals 1, 2, 3	Goal 1	Goal 6	Content/ Knowledge Exam questions	Majors/Minors	Entry (Anth 301) Exit (Anth 458/459)	95% of students will pass exam at 75% minimum
(Content/knowledge, CK 2) Identify the goals, main subject areas and distinctive characteristics of each sub-field.	Goals 1, 2, 3	Goal 1	Goal 1	Anth 107, 110, 120,130, 180 Content/ Knowledge Exam questions	Majors/minors Course work in Anth 458/459 Presentations Content/ Knowledge Exam questions	Entry (Anth 301) Exit (Anth 458/459)	95% of students will pass exam at 75% minimum
(Content/knowledge CK 3) Demonstrate knowledge and understanding of the range and variety of human bio-cultural and environmental adaptations past and present	Goals 1, 2, 3	Goal 7	Goals 1, 6	Content/ Knowledge Exam questions Subfield Course @3xx – 4xx Exams Papers?	B.S. B.A.	Entry (Anth 301) Exit (Anth 458/459) Course work Anth 458/459	95% of students will pass exam at 75% minimum. portfolio – score @ _____on rubric

Student Learning Outcomes Anthropology students should be able to:	*Related Program Goal	*Related College Goal	*Related University Goal	Method of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement
(Content/knowledge, CK 4) Demonstrate knowledge and understanding of the symbolic and communicative capacities of humans expressed through culture.	Goals 1, 2, 3	Goal 7	Goals 1, 7	Content/ Knowledge Exam questions Ling , Cultural Arch. Subfield courses @ 3xx – 4xx	B.S. B.A.	Entry (Anth 301) Exit (Anth 458/459)	100% of students will meet 3 xx and 4xx. 95% of students will pass exam at 75% minimum. portfolio – score @ _____ on rubric

* See Appendix A for Goals for Department/Program of Anthropology, College of the Sciences, and Central Washington University.

General Education Related Goal

The department also assessed the General Education Goal (GERG) for Reading assigned by the AVP for undergraduate studies. First we attended the Reading Assessment workshop. We followed the instructions for assessing reading in a general education course (Anth 120), entry to the major/minor (Anth 301), and capstone courses (Anth 458). The purpose of the College Reading Assessment is to help faculty determine "how effectively our students read course material, how clear the course material is in the minds of our students, and how well our students can summarize and demonstrate their understanding of what they read." This goal relates directly to the third General Education Program Goal, "Students will achieve fluency in reading, writing, oral communication and information technology," but it is unclear how it relates to the current articulated goals of the department, college, and university. That said, we agree that assessing and addressing student reading, comprehension, and writing skills is a critical goal for CWU.

2. How were they assessed?

In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

Programmatic Goals

A) What methods were used?

The anthropology content/knowledge exam was given to Anthropology majors/minor over the last year. The exam is a multiple choice question test that consists of 60 questions. The numbers of questions vary across each of the content/knowledge learner outcomes.   Our standard of mastery is that we expect each Anthropology major/minor will pass the exam in Anth 458 answering at least 75% of the questions correctly.

B) Who was assessed?

Two courses Anth 301 and Anth 458 are required for all majors and minors in the Anthropology Program and the exam was administered to all students taking these courses. The Anth 301 course had a sample size of 92 students and the Anth 458 course had a sample size of 69 students. A total of 20 students took both classes during the five-quarter assessment period. The paired results provide the highest resolution view of an individual student's performance and perhaps an indication of the Anthropology Programs effectiveness for these specific LOs and that particular student.

C) When was it assessed?

The exam was administered during regular class time in Winter, Spring, and Fall Quarters, 2011 and Winter and Spring Quarters, 2012.

General Education Related Goal

A) What methods were used?

A piece of writing from a general anthropology text book was used as the reading example. All procedures for administering the reading assessment and scoring the exam came from those outlined in College Reading Assessment document. The one minute reading period was followed by a three minute essay writing period and then all essays were collected. A sub-sample of essays was read by two assessment committee members and graduate student to calibrate inter-rater agreement. Once the rubric for scoring was determined this way the rest of the essays were read and scored for reading rate, details, discipline vocabulary, and the author's intent.

B) Who was assessed?

Three courses were used to assess reading using the above described method: Anth 120 (gen ed course) sample size of 51 students, Anth 301 (entry to the major course, anth majors only) sample size of 17 students, and Anth 458 (capstone, anth majors only) sample size of 26 students.

C) When was it assessed?

The reading assessment was given during Winter and Spring Quarters, 2012 during regular schedule class time.

3. What was learned?

In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

Programmatic Goals

Table 2 contains the number of correct and incorrect answers across content/knowledge LOs for the 20 paired students. For all but one content/knowledge LOs (CK3), the number of students giving correct answers increased from Anth 301 to Anth 458. While some students are meeting our standard of mastery (at least 75% correct), others are not. As a group of paired results, they do not meet the department's standard of mastery.

There are a number of variables that could be affecting the exam results. How far apart the exam is given to a student, 1 year or more, could impact the change in the scores, assuming that more time to take Anthropology classes the more absorption of the content/knowledge material. Change in the two exam scores would be affected by how little time there was between each exam taking. As more paired results become available (we continue to give the test) we can track the effects of this directly. Another variable might be the questions themselves. It might be useful to look at the questions themselves and see how students are performing. With large samples, we could look at the question itself and determine the distribution of student success at answering particular questions successfully. That kind of information could be used to evaluate the questions themselves.

Table 2. Paired Student Results for Anthropology Program Content/Knowledge Exam.

		301 Exam results		458 Exam Results	
CK1		Count	Percent	Count	Percent
	Less than 75%	10	50	3	15
	75% or higher	10	50	17	85
CK2					
	Less than 75%	11	55	6	30
	75% or higher	9	45	14	70
CK3					
	Less than 75%	9	45	9	45
	75% or higher	11	55	11	55
CK4					
	Less than 75%	11	55	3	15
	75% or higher	9	45	17	85

General Education Related Goal

The results of the Reading assessment are divided by Pass and Non-Pass, and whether the student is a transfer student or not (i.e., Native) (Table 3, Table 4, and Table 5). Students achieved a reading rate of at least 189 words per minute most often in the Anth 458 course. Clearly the more advanced students have a greater reading rate than the 120 and 301 students. This may have something to do with familiarity of the prose as an advance Anthropology Major or that students become faster (more efficient) readers as they gain more education. Summary-Details were passed at the highest rate in the Anth 301 course. Summary-Discipline Specific Vocabulary was passed at the highest rate in Anth 301, while Anth 120 and 458 pass rates were similarly low. Summary-Author's Intent was passed at the highest rate by the Anth 458 Native students and oddly the lowest rate by the Transfer students taking that same course. Other scores were mixed.

We are not sure what to make of these results and would welcome any additional training and insight into how to interpret them. Sample sizes appear very low and if one were to calculate 95% confidence intervals for these numbers substantial overlap would exist, making most interpretation suggestive and not definitive.

Table 3. Anth 120, Introduction to Anthropology, General Education course and Anthropology major core requirement, sample sizes n=51 (n=27 native students and n=24 transfer students).

Rubric Element	Pass Native	Pass Transfer	Non-Pass Native	Non-Pass Transfer
Reading Rate	8/30%	11/46%	19/70%	13/54%
Summary-Details	18/67%	14/58%	9/33%	10/42%
Summary-Discipline Specific Vocabulary	8/30%	10/42%	19/70%	14/58%
Summary-Author's Intent	10/37%	14/58%	17/63%	10/42%

Table 4. Anth 301, Principles and Assessment of Anthropology, Anthropology entry to major core requirement, sample size n=17 (n=10 native students, n=7 transfer students).

Rubric Element	Pass Native	Pass Transfer	Non-Pass Native	Non-Pass Transfer
Reading Rate	6/60%	4/57%	4/40%	3/43%
Summary-Details	8/80%	5/71%	2/20%	2/29%
Summary-Discipline Specific Vocabulary	5/50%	4/57%	5/50%	3/43%
Summary-Author's Intent	5/50%	4/57%	5/50%	3/43%

Table 5. Anth 458, Senior Survey, Anthropology major capstone requirement, sample size n=26 (n=13 native students, n=13 transfer students).

Rubric Element	Pass Native	Pass Transfer	Non-Pass Native	Non-Pass Transfer
Reading Rate	13/100%	9/69%	0/0%	4/31%
Summary-Details	9/69%	7/54%	4/31%	6/46%
Summary-Discipline Specific Vocabulary	4/31%	6/46%	9/69%	7/54%
Summary-Author's Intent	10/77%	4/31%	3/23%	9/69%

4. What will the department or program do as a result of that information?

In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.).

Programmatic Goals

The content/knowledge exam will be automated on a blackboard website. The questions will be coded by content/knowledge LOs. This will allow us to automate the comparison students and generate distribution data on the answers students are choosing. That information will be used in our next assessment cycle to further calibrate our exam. We do not yet think that these exam results can be used reliably to make changes to program curriculum.

General Education Related Goal

The Reading assessment was interesting, highly variable, and difficult to interpret. Had we been given more time to collect more data the results may have been more useful. Again, without the proper training in reading assessment, it is difficult to chart a course for changes to our program based on the Reading assessment results.

5. What did the department or program do in response to last year's assessment information?

In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

Programmatic Goals

We continue to refine the program's assessment plan to better provide context as to whether our students are achieving the LOs. Additional modes of assessment like class scores and portfolio assessment will help us further identify areas for attention. We had hoped to be moving into assessing Information Technology and Literacy this academic year but have yet to receive any guidance for that.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:

Some suggestions:

More lead time on the assessment targets. Information Technology and Literacy is to be assessed this year and we have received no guidance yet. Workload units provided for the Assessment committee in the department if it is to continue collecting data at these rates.

Appendix A:

Goals for Department/Program of Anthropology, College of the Sciences, and Central Washington University

Anthropology Goals	College of the Sciences Goals	University Goals
1. Provide opportunities for students to develop an holistic understanding of human issues through the theories and methods of cultural, linguistic, archaeological and biological anthropology	1. Provide for an outstanding academic and student experience in the College of the Sciences	1. Maintain and strengthen an outstanding academic and student life on the Ellensburg campus
2. Foster student learning in small-scale and individualized settings with respect for different points of view	2. Provide for an outstanding academic and student life in college programs and courses at the university centers	2. Provide for an outstanding academic and student life at the university centers
3. Provide opportunities for student-faculty interaction in research, field work, and teaching assistant experience.	3. Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence	3. Strengthen and further diversity our funding base and strengthen infrastructure to support academic and student programs.
4. Build interdisciplinary relationships that express the multidisciplinary scope of anthropology	4. Develop a diversified funding base to support curriculum and academic facilities, student and faculty research and scholarships, as well as faculty development, service and applied research in college disciplines.	4. Build mutually beneficial partnerships with the public sector, industry, professional groups, institutions, and the communities surrounding our campuses.
5. Engage in research and scholarly activities and share results with peers, students and the public	5. Build partnerships that support academic program quality and student experiences in the college of the sciences, including those with private, professional, academic, government and community-based organizations.	5. Achieve regional and national prominence for the university.
6. Offer public services that link research and teaching with the needs and interests of local, state and regional communities.	6. Strengthen the college's contributions to the field of education.	6. Build inclusive and diverse campus communities that promote intellectual inquiry and encourage civility, mutual respect, and cooperation.
7. Raise awareness of ethical conduct in cross-cultural and intercultural interactions for program, campus and community	7. Create and sustain productive, civil, and pleasant learning environments.	
8. Recruit and retain highly qualified faculty to maintain and develop program currency, stability and effectiveness in all four sub-fields		
9. Students will demonstrate knowledge, skills and values relevant to student learning outcomes.		