

Culture and Deviance Studies Major -- Assessment Report, Spring 2015

Anthropology Department

Ed Snajdr, Assessment Coordinator
Anthony Marcus, Department Chair

Courses Assessed: Anthropology 450 Major Works in Deviant Behavior
Anthropology 101 Introduction to Culture
Anthropology 230 Culture and Crime

Assessment Process for Spring 2015

During the summer of 2015 assessment process, the department focused on assessing three courses: ANT 101 Introduction to Anthropology, ANT 450 Major Works in Deviant Behavior, and ANT 230 Culture and Crime. This set of assessment targets represents the introductory course for the CDS major, the senior-level capstone course, and a mid-level (200-level) course that is an elective in the major. This approach followed prior course assessments, but added the mid-level elective course as a source of new assessment data.

While the objectives for each course are unique they have been categorized in the data tables according to following four general areas or themes: 1) Social Science Concepts, 2) Technical Skills, 3) Information Literacy; and 4) Writing, and are grouped accordingly in the tables.

The learning goals of the CDS Major are:

- I. Understand and appreciate culture and diversity
- II. Understand social science concepts of deviance
- III. Develop and refine communication skills including writing, oral presentation and data presentation in various formats
- IV. Demonstrate experience in carrying out a research project
- V. Preparation for work in professional fields that require a nuanced perception of cultural difference and the ability to integrate multiple threads of inquiry into a comprehensive whole.

Under each course section we present the findings of outcomes from the student assignment data in table form, followed by a table of how each course's learning objectives map on to the program goals of the CDS Major.

The assessment data in this report is based on a sample of student assignments from each course: ANT 450 – 10 student papers; ANT 101 – 10 exam essays; and ANT 230 – 10 5exams/papers. These samples were chosen at random from student assignments turned

in by several faculty members teaching the courses to be assessed. Each sample of student work was rated according to how effectively it fulfilled learning objectives for the course for which it was completed. This rating used a 4-1 Likert scale. This scale was revised from the previous assessment, which used a 5-1 Likert scale. The ratings for each objective indicated in the data tables are based on the following key:

- 4 - Exceeds Expectations: Significant understanding of and insight into the concept or outstanding use of skill.
- 3 - Meets Expectations: Understands how to or exhibits the use of the concept or skill.
- 2 - Approaches Expectations: Some familiarity with or ability to use the concept or skill.
- 1 - Below Expectations: Inaccurate or mistaken understanding of or inability to use the concept or skill.

We evaluate each course objective according to whether each sample of student work is exceeds expectations, meets expectations or is below expectations for that objective. At the far right columns of the table, we average the evaluation of each course objective and convert the average to a percentage, which then provides us with an assessment of whether average student work meets or does not meet expectations of the objective.

Course: ANT 450 Major Works in Deviance Studies

The learning objectives for ANT 450 have been slightly revised from last year's assessment report.

Learning Objectives:

- 1) link **theoretical** and **methodological** approaches to foundational and contemporary research on deviance and social control and deepen the use of theory to critically analyze the **historical and contemporary use of the concept of deviance** to underpin political, economic and cultural projects of social control;
- 2) improve the skills necessary to **select a research question or hypothesis, design a research project to answer or test it;**
- 3) recognize, explain, and incorporate academic arguments in written form, evaluate competing positions in academic debates, and **use evidence-based arguments to develop and defend a position and to provide and respond to constructive criticism.**
- 4) connect these abilities and knowledge and that uses **primary and secondary library sources;**
- 5) improve student **reading, writing and oral presentation** skills in terms of organization of sequencing and clarity of response to criticism; produce a research proposal.

Table 1.1 ANT 450 – Students Assignments and Course Objectives

ANT 450	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	AVE value	% of obj Met
1) Social Science Concepts												
1A) link theory and method	4	4	4	3	3	4	3	4	3	3	3.5	100
1B) historical/contemporary use of the concept of deviance	3	3	3	3	3	3	2	3	2	3	2.8	80
1C) critical thinking	4	3	3	3	4	2	2	3	2	3	2.9	70
2) Technical Skills												
2A) research question	4	3	4	3	4	2	3	4	3	3	3.3	90
2B) research design and proposal	4	3	3	1	3	3	2	3	2	3	2.7	70
2C) constructive criticism	3	3	3	3	4	3	2	3	3	3	3.0	90
3) Information Literacy												
3A) Primary/secondary sources	4	4	3	2	4	3	3	3	3	3	3.2	90
3B) Relevance of sources as evidence and research cited	4	4	3	2	3	4	3	3	3	2	3.1	80
4) Writing												
4A) evidence-based argument	4	3	3	3	3	3	3	3	2	4	3.1	80
4B) clarity of response to criticism	4	4	4	2	4	3	2	3	2	4	3.2	70
4C) organized sequencing of ideas	4	4	4	2	3	3	3	3	2	4	3.2	80

Table 1.2 How ANT 450 Course Objectives Map onto CDS Program Goals:

ANT 450	Program Goals
1) Social Science Concepts	
1A) link theory and method	I, II
1B) use of deviance	II
1C) critical thinking	V
2) Technical Skills	
2A) research question	IV
2B) research design/proposal	IV
2C) constructive criticism	III
3) Information Literacy	
3A) Recognize primary and secondary library sources	IV, V
3B) Relevance of cited sources, evidence of concepts/research	IV, V
4) Writing	
4A) evidence-based argument	III, IV, V
4B) clarity of response to criticism	III, IV, V
4C) organized sequencing of ideas	III,IV, V

Key: I. Understand and appreciate culture and diversity, II. Understand social science concepts of deviance, III. Develop and refine communication skills including writing, oral presentation and data presentation in various formats, IV. Demonstrate experience in carrying out a research project, V. Preparation for work in professional fields that require a nuanced perception of cultural difference and the ability to integrate multiple threads of inquiry into a comprehensive whole.

Course: ANT 101 Introduction to Culture

Learning Objectives:

- 1) understand the concepts of **cross-cultural comparison, ethnocentrism and holism.**
- 2) gain experience in the **technical academic and critical thinking skills of** comparative analysis, distinguishing fact and belief, and ethnographic observation.
- 3) introduction to the practice of participant-observation and field notes. Gain **information literacy** competence in searching **anthropological databases** and other **web-based search tools.**
- 4) gain **writing skills** of summarizing, developing content, expressing critical thinking

Table 2.1 ANT 101 – Introduction to Cultural Anthropology

ANT 101	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	AVE value	% of obj Met
1) Social Science Concepts												
1A) Ethnocentrism	1	4	4	4	3	3	3	3	2	4	3.1	80
1B) Cross-cultural Comparison	2	4	4	4	4	4	4	2	3	4	3.5	80
1C) Holism	2	3	3	4	2	3	4	4	2	4	3.1	70
2) Technical Skills												
2A) Facts Vs. Belief	2	4	3	3	4	4	3	3	2	4	3.2	80
2B) Comparative Analysis	2	4	4	4	4	3	4	2	3	4	3.4	80
2C) Observational Research	4	4	4	4	4	4	4	4	4	4	4.0	100
3) Information Literacy												
3A) Search of anthro database	1	3	3	3	3	3	3	3	3	3	2.8	90
4) Writing												
4A) Summarize	1	4	4	3	3	3	2	2	2	4	2.8	60
4B) Content Development	2	4	4	4	3	3	2	2	2	4	3.0	60
4C) Comparison	2	4	4	4	4	4	4	3	2	4	3.5	80
4D) Critical Thinking	1	3	4	3	4	3	3	2	2	3	2.8	70

Table 2.2 - How ANT 101 Objectives Map onto CSD Program Goals:

ANT 101	Program Goals
1) Social Science Concepts	
1A) Ethnocentrism	I,II
1B) Cross-cultural Comparison	I, III, V
1C) Holism	I, II, V
2) Technical Skills	
2A) Facts Vs. Belief	I, V
2B) Comparative Analysis	I,III, V
3A) Observational Research	IV
3) Information Literacy	
3A) Search of anthro database	IV, V
4) Writing	
4A) Summarize	III
4B) Content Development	IV, V
4C) Comparison	I, III, V
4D) Critical Thinking	I, IV, V

Course: Anthropology 230 American Cultural Pluralism and the Law:

Learning Objectives:

- 1) learn **concepts of** transgression, inequality, structural violence:

- 2) learn the **technical academic and critical thinking skills of** comparative analysis, summarizing case studies, interviewing;

- 3) gain **information literacy** competence using web-based search tools including anthropological databases, and in searching and organizing **digital academic and media sources**;

- 4) to improve writing skills of **synthesis** and **compositional organization**.

Table 3.1 ANT 230 Culture and Crime

ANT 230	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	AVE Value	% of obj met
1) Social Science Concepts												
1A) transgression	3	3	4	2	4	4	4	3	2	2	3.1	70
1B) inequality	3	3	3	3	4	3	3	3	3	3	3.1	100
1C) structural violence	3	3	2	1	4	2	2	2	3	2	2.4	40
2) Technical Skills												
2A) comparison	2	4	3	3	4	4	3	3	2	2	3.0	70
2B) case study summaries	3	4	3	3	4	4	3	3	2	2	3.1	80
2C) interviewing	3	4	4	3	4	3	4	3	3	2	3.3	90
3) Information Literacy												
3A) anthro database search	2	2	2	3	3	3	3	3	3	2	2.3	60
3B) digital academic/media	2	3	2	3	2	3	3	3	2	2	2.5	50
4)Writing												
4A) synthesis	1	3	3	3	3	4	2	2	2	3	2.6	60
4B) organization	2	3	3	3	3	3	3	2	2	3	2.4	70

Table 3.2 - How ANT 230 Objectives Map onto CDS Program Goals:

ANT 230	Program Goals
1) Social Science Concepts	
1A) transgression	I, II
1B) inequality	I, II
1C) structural violence	I, II, V
2) Technical Skills	
2A) comparative analysis	IV, V
2B) case study summaries	IV, V
2C) interviewing	IV, V
3) Information Literacy	
3A) anthro database search	III, IV, V
3B) digital academic/media	III, IV, V
4)Writing	
4C) synthesis	III, IV, V
4D) organization	III, IV, V

Findings:

1) Overall Program Goals are being met through specific course objectives for each course assessed. A summary of the program learning goals met by the three courses assessed is below:

Program Learning Objectives	Courses					
	ANT 450		ANT 230		ANT 101	
	Range	% Expect Met	Range	% Expect Met	Range	% Expect Met
1. diversity		100		70		76
2. soc sci concepts		90		70		75
3. comm skills		80		60		74
4. res. project		83		68		84
5. integration		78		80		76

2) Writing skills appear to have improved from previous assessments, as more writing (low and high stakes) assignments have been incorporated into courses.

3) In general, course objectives are being met in over 70 to 80 percent of students sample, however, there continues to be disparity within several areas of course objectives throughout all course levels.

Summary of the courses and the range of percentage of meeting course objectives:

Course Learning Objectives	Courses					
	ANT 450		ANT 230		ANT 101	
	Range	% Expect Met	Range	% Expect Met	Range	% Expect Met
1. soc sci concepts	70-100		40-100		70-80	
2. tech skills	70-90		70-80		80-100	
3. info literacy	80-90		50-60		90	
4. writing	70-80		60-70		60-80	

4) There are a lot of components to many of the course objectives for each course.

5) Information literacy is strong in introductory and in capstone courses, but could use more improvement in mid-level courses.

Recommendations:

1. Continue to emphasize the teaching of basic writing skills. The department has required that every syllabus have some student writing and instructors have urged students to visit the Writing Center.
2. Faculty support for the assessment process is still in need of strengthening. Requests made to faculty to provide samples of student work for assessment resulted in slightly more assignments submitted for the year 2014-2015, but it would help to have a larger data pool in future years.
3. Course objectives are still in need of further revision. Faculty have discussed a range of possible revisions, particularly in terms of technical skills and academic concepts, many of which has been based on the input of graduating seniors. A more systematic revision of course objectives for mid-level courses in particular is planned for subsequent years, with a focus on the core course in the CDS major, including ANT 208 Urban Anthropology, ANT 230 Sex and Culture and ANT 340 Anthropology and the Abnormal.
4. While overall program goals for the CDS major appear to be met through course objectives in the selected assessed courses, these goals are somewhat vague and would benefit from further revision in terms of clarification and perhaps expansion.

The department is conducting a self-study for the CDS major over the course of Fall 2015 and Spring 2016. These assessment issues and suggestions will be considered during this process.

Submitted September 22, 2015