

Minnesota State University Moorhead
2008-2009 Assessment Report Cover Sheet

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)

Note: All non-accredited programs are required to complete this form. Include Assessment Reporting Forms for each learning outcome assessed.

Academic Program: Anthropology
Department: Anthropology and Earth Science
College: CSNS
Date: 10/31/08

1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members

Michael Michlovic, Rinita Dalan, Erik Gooding, George Holley, Bruce Roberts

2. List of All Student Learning Outcomes. (List all outcomes, placing an asterisk (*) by the outcomes you are assessing this year.)

1. Understand the content of anthropology
2. Apply concepts in anthropology
3. Understand research methods
4. *Demonstrate ability to use resources to solve anthropological problems

3. Describe how your program has addressed the comments from the Student Learning Outcomes Assessment Committee during the past two academic years?

Reduced the point scale on the assessment rubric from 1-9 to 1-5. We are also now considering a variety of courses in the assessment process. Also, SLOAC recommended formative assessment, so we are this year considering student performance in some sophomore-junior level courses.

4. If you have received an Instructional Improvement Grant in the past two years, identify the outcomes on which the grant was based and provide a summary here of the results from your grant.

n/a

5. Signatures

Department Chair or Program Director

Dean or Director

Required Attachments:

1. Assessment Reporting Forms
2. Records of department meetings when Assessment Report was discussed and approved.

Minnesota State University Moorhead
2008-2009 Assessment Reporting Form

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)

Instructions: Include this form for each student learning outcome assessed during the previous year. Include Assessment Report Cover Sheet.

Academic Program: Anthropology

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

4. Demonstrate ability to use resources to solve anthropological problems.

2. Describe assessment measure used for this learning outcome (attach instrument or rubric)

Survey form used in seminar. Also faculty discussion and report on student performance in field, lab, and methods courses.

3. Expected/satisfactory student results (from assessment plan)

Satisfactory survey score is 3, 5 preferred, 1-2 unacceptable. Satisfactory report from faculty who teach field and methods courses.

4. Actual results from the past year (attach additional information, if necessary)

Scores on seminar form: 4,4,3,1,3,4,4,4,4,5,2,3,5,3,3,3,3,3 Avg.= 3.39. See attached notes of discussion meeting of anthropology faculty for student performance in field and lab courses.

5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.

Results have stayed approximately the same over the past several years. No significant improvement noted. No decline in performance noted.

6. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

a) Consider giving students smaller projects that they can more easily manage. Break research papers into smaller components. Many students are not ready to undertake a major research paper.

b) Arrange instructional resource sessions at the library to help students get acquainted with library resources and make them more comfortable using a library in addition to the internet. It is important to wean students from a heavy dependence on Wikipedia and Google. Need more use of resources such as JSTOR and should read occasional journal articles.

c) Students perform much better when they are motivated. Try to find funds for additional field trips (outside of field schools) and bringing speakers to campus, especially alumni from the department. The few such speakers in past years proved memorable to students. As faculty point out in department discussions, student performance and enthusiasm always increase after a field project, a field school, a field trip, a guest speaker or the like.

d) Develop a special research course in which students can be taken through problem solving research under the supervision of a faculty member. Students would sign up for 2 or so credits which will culminate in a Student Academic Conference paper or poster in April.

Most of these improvements can be made with existing resources, however, field trips and speakers (c) would require additional funding.

Department of Anthropology and Earth Science
Minutes of meeting, 10/26/08

Anthropology assessment

Attending: Dalan, Gooding, Holley, Michlovic, Roberts

1. Review of student comments during meeting held by Holley and Michlovic with a group of six majors

Prefer hands-on classes

Some want more writing and challenge in upper level courses

Enjoy special events, conferences, field trips, speakers

2. Faculty express general concerns about student performance

Lack of initiative. Do bare minimum to complete requirements for courses

Students withdraw from participation

Performance on projects by and large not good, even among some students with high GPA's.

Good students not the measure of the majority in upper level classes

Have trouble getting students to apply knowledge; don't seem to be able to transfer ideas from class lectures to problems.

Students seem to perform best when they participate in field projects or special event (speakers, museum tours, etc.).

3. Recommendations:

Give students smaller projects; break down larger projects into smaller pieces. Many of our students seem not to be ready for major term papers or projects

Use instructional sessions in the library to help students be able to use more types of resources, including journals and books rather than rely entirely on the internet.

Develop a research course for students under the supervision of a faculty member.

Try to get more speakers and set up activities, such as field trips or speakers.

M.G. Michlovic