

## UW Colleges Assessment Planning and Reporting Form 2004-2005

Email your reports to [SAC@uwc.edu](mailto:SAC@uwc.edu)

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NOTE: Please attach relevant supporting information used to complete the Report Summary Sheet.

### PART 1: Assessment of General Education Outcomes

#### Section 1: Identify the Proficiencies and Performance Indicators Assessed

- at the *Planning* stage, mark the performance indicators to be assessed in the left hand column below
- at the *Reporting* stage, report the numbers of students who did not meet, met, or exceeded expectations

Proficiency	Performance Indicators	# Do Not Meet	# Meet	# Exceed
<b>B. Quantitative Skills</b>	1. Solve quantitative and mathematical problems	21	33	20
	2. Interpret graphs, tables, and diagrams			
	3. Use statistics appropriately and accurately			
<b>C. Communication Skills</b>	1. Read, observe and listen with comprehension and critical perception	222	484	311
	2. Communicate clearly, precisely, and in a well-organized manner			
	3. Demonstrate a large and varied vocabulary			
	4. Recognize and use a variety of communication forms and styles			
	5. Use computer technologies for communication			

#### Section 3: Use of Results

1. How did individual instructors report that they plan to use these results to improve the instructional process?

This is rather difficult to discuss here given the wide variety of courses selected for assessment this year. Many instructors were pleased with the results and the tools created for their assessments and felt no need to alter teaching techniques or assessment tools. However, a few instructors indicated that they needed to either alter the tool used for assessment or the timing of the assessment.

##### **B1:**

- Need to offer more practice problems.
- I had students work on the problems in small groups which seemed to give adequate time for students to learn and be comfortable with the assignment. However, it was evident that not everyone within a group understood. In the future I will make sure the small groups were composed of 1 – 2 students who have previously studied the topic and understand it well as 1 – 2 students who have not and feel uncertain about it.
- I might add more class time and question students individually to be sure they understand the problem before the formal assessment.

**C1:**

- Not very sure that this measures the student's ability to read critically as much as affirms that many students chose to NOT read. I will change from weekly writing assignments to quizzes for the next assessment.
  - I may have assessed how well students read the directions more than how well they read and comprehended the articles I selected. Anyhow, I'll try to find more intriguing articles for the next assessment. I'll spend more time on how to read directions and their importance to successful completion of an assignment.
  - Many students are uncomfortable with their writing skills and this assignment offered them practice and demonstrated to them that they can read with critical comprehension.
  - Move the assessment to later in the semester, after mid-terms.
  - Build the assessment tool so that it incorporates a variety of reading materials as well as listening skills.
  - I will spend more time advising students who are failing or submitting mediocre work on how to respond to essay questions.
  - I'm really pleased with the results of using essay and discussion questions and plan to incorporate more of these in the future.
  - The quiz was very involved and clearly demonstrated to the students the need for listening to lectures as well as reading the materials. I might create more of these for other classes.
  - I may use the tool for an in-class discussion rather than on an exam.
2. What recommendations would you and/or the department assessment committee make to your department for continued improvement of the assessment process, proficiencies, performance indicators, assessment activity, rubric, and/or student performance in the discipline?
- Now that we have gone through two years under the new assessment plan, we should be working toward creating common assessment tools. The vast majority of instructors use essays as an assessment tool while only a few instructors continuously use multiple choice questions. We should be able to develop a pool of essay questions for each course assessed.
  - Limit the number of courses selected to assess. When only one or two instructors are assessing a course, the data gathered is useful at the institution level and for the individual instructors, but not for the department. We need to generate data that will better help the department make curriculum decisions.
  - All the assessment tools need to clearly reflect the institutional rubrics. For example, a few instructors will arbitrarily say that if a student earned 70% or better on the assignment/quiz, then they met standards. This defeats the purpose of having clearly stated rubrics. The quiz questions and the essay evaluation need to be specifically matched to the rubric.
  - Select a period of time in the semester when all assessments should be done. For example, assessments should probably not be done on the first exam. When assessments are done in conjunction with the final exam, the student does not necessarily get feedback. Just to offer a suggestion: "Formal assessment of student learning should take place after mid-term grades and prior to the final exam."
3. After discussion of the results by the department, what course of action will the department take to improve student performance with respect to the assessed proficiency?

As a department we discussed several ways of improving student performance on the assessed proficiency as an effort to close the loop. We will continue to maintain small class sizes (not greater than 35 per class). Having small classes allows for more group discussion and more time to devote to individual students. We also directed our assessment committee to work towards determining the core of anthropology and sociology. Finding the core will allow us to work

toward learning objectives and tools that are more standardized for each discipline. We also discussed the utility of having common assessment rubrics and tools for particular courses. Although this may not be as effective as the broader disciplinary rubrics and tools, faculty expressed interest in sharing best practices and perhaps beginning a Scholarship of Teaching and Learning project. We will be sharing best practices of assessment tools at a professional development meeting this January to help close the loop on which tools are most effective. Some faculty use a pre and post test in their classes on core concepts to measure student performance. These pre and post tests will be shared during our January meeting as well. We will also be reviewing our course guides and course goals to make sure they mesh with our assessment objectives and outcomes.

**PART 2: Assessment of Department-Specific Outcomes**

**Section 1: Identify department-specific outcomes/performance indicators.**

Outcomes/Performance Indicators
1. Identify and understand theoretical perspectives to analyze, evaluate and interpret societies and human behaviors.

**Section 2: Attach the rubric/standards used to assess each outcome/performance indicator.**

**Section 3: Assessment Results**

Departmental Outcome/Performance Indicator	# Do Not Meet	# Meet	# Exceed
<b>1.</b>	<b>259</b>	<b>398</b>	<b>281</b>

**Section 5: Use of results**

1. How did individual instructors report that they plan to use these results to improve the instructional process?

**The majority of the instructors suggested scheduling more classroom discussions on theories and have a few more focused readings.**

2. What recommendations would you and/or the department assessment committee make to your department for continued improvement of the assessment process, proficiencies, performance indicators, assessment activity, rubric, and/or student performance in the discipline?
  - o **This learning objective was rewritten summer 2005 because it was asking for too many things (i.e. identify and understand theory, analyze and evaluate societies, and to interpret societies, and to interpret human behaviors based on theories).**
  - o **New department learning objectives were developed over summer 2005 and the department should give the committee directions on which of the objectives the department should work on for the year.**
3. After discussion of the results by the department, what course of action will the department take to improve student performance with respect to the assessed proficiency?

**Since this was the first time assessed, we recommended that the department use the rubric again next year.**

**PART 3: Additional Assessment and Contributions**

Please ask for and include in the report information from Department members about any other assessment activities they have conducted, particularly in conjunction with grant-funded innovations. Also ask for and describe briefly any additional contributions to assessment such as publications, presentations, qualitative classroom innovations (such as Scholarship of Teaching and Learning activities), and other items relating to assessment that the department wishes to note.

This semester, two faculty members in the department will require students to come in to visit with them for at least 30 minutes in their office. Both faculty members want to see how this

affects student engagement and performance in class. Another faculty member is using a quantitative literacy module in class to evaluate students. She has a training module set up in a computer lab and will have one class do the module and then an assessment exercise and another class as a control and then the assessment exercise. Two other faculty members use quantitative literacy modules in their classes so students can become familiar with using census data to answer sociological research questions. Another faculty member conducts an assessment exercise on course specific terminology and concepts. One of our faculty members is working on an SoTL project comparing a face-to-face, hybrid, and online Introduction to Sociology course. Colin has conducted surveys of his students' attitude to abortion in a UW Colleges Social Problems class; instructed students to find the Roper Center Poll data for the nation and he and his students compared the two data sets and explored reasons for the differences.

### **Budget**

The department did not use all of the funds available for assessment this past year because we were very successful in achieving other funding sources for our meetings, such as SoTL. We did have a January dedicated workshop on student learning. The two day event focused on how assessment and SoTL merge and may offer the department interesting insights to our discipline core, teaching methods, and student learning. The department also discussed the Fall 2004 results and set goals for Spring 2005 assessment activities.

The department assessment committee engaged in long email exchanges and a few teleconferences in the fall in order to better prepare disciplinary learning objectives. We were unable to meet face-to-face until summer 2005 when we rethought the department objectives and how to better engage department members in assessment.

With a new DAC and dedicated department committee, the department assessment activities will continue to develop into meaningful analysis of student learning and individual as well as departmental participation.

## Assessment Tools for various classes

### SOC101 Introduction to Sociology *Take-Home Questions*

Your last examination consists of a take-home essay and an in-class test, with definitions and short answer questions. The take-home essay is due at the time of the in-class test, Saturday, December 18, 8:00-10:00am.

For this portion of the examination, you need to apply key concepts and theoretical perspectives described in Chapter 17 of your textbook and discussed in class to the short attached article about the African American church. Be sure to explain fully how a particular concept or perspective can be applied to this example. You should write your answer in the form of an essay (full sentences, good paragraphs) that incorporates each of the following:

1. Does the black church as described in the article most closely fit definition of a church, sect, denomination, or cult? Be sure to explain why you believe the concept fits better than the other three. (5 points)
2. Do you believe the perspective of this religious group is best described as world-affirming, world-rejecting, or world-accommodating? Support your answer with specific references to characteristics of this group. (5 points)
3. Sociologists often use one of the following four perspectives to understand religion: functionalism (Durkheim), conflict (Marx), Weberian, and religious economy. Discuss how three of these theoretical perspectives could be applied to the black church as described in the article. Your application should demonstrate you understand the central ideas of the perspective, you can identify elements of the example that relate to those ideas, and you can clearly connect the ideas to the example. (15 points)  
Discuss any similarities and differences you see among the three applications. Does one seem to provide more insight than the other two? (5 points)

Your paper should be typewritten (double-spaced). There is no minimum or maximum length for the paper, but a carefully written full answer should probably be around two pages.

Each of you will be assessed on your ability read, observe, and listen with comprehension and critical perception.

Exceeds Expectations	<ul style="list-style-type: none"> <li>• Understands fully the concepts presented</li> <li>• Expands on or evaluates themes and arguments, and connects them to existing knowledge</li> </ul>
Meets Expectations	<ul style="list-style-type: none"> <li>• Understands basic meaning of the concepts presented</li> <li>• Follows themes and arguments, and connects them to existing knowledge</li> </ul>
Does Not Meet Expectations	<ul style="list-style-type: none"> <li>• Misunderstands basic meaning of the concepts presented</li> <li>• Fails to follow basic themes or arguments and is not able to connect them to existing knowledge</li> </ul>

You will be placed into the above categories on the basis of the number of points you receive for #1 and #2:

9-10 points: Exceeds expectations

6-8 points: Meets Expectations

0-5 points: Does not meet expectations

You will also be assessed on your ability to identify and understand theoretical perspectives, and how to use them to analyze, evaluate and interpret societies and human behaviors.

Exceeds	<p><u>Understands</u></p> <ul style="list-style-type: none"> <li>➤ Command of two or more theories</li> <li>➤ Compares and contrasts two or more theories using many major points</li> </ul> <p><u>Uses theory to analyze</u></p> <ul style="list-style-type: none"> <li>➤ Correctly applies theories most of the time</li> <li>➤ Correctly applies theories in unique ways</li> </ul> <p><u>Uses theory to evaluate</u></p>
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	<ul style="list-style-type: none"> <li>➤ Correctly applies theories most of the time</li> <li>➤ Correctly applies theories in unique ways</li> </ul> <p><u>Uses theories to interpret</u></p> <ul style="list-style-type: none"> <li>➤ Correctly applies theories most of the time</li> <li>➤ Correctly applies theories in unique ways</li> </ul>
Meets	<p><u>Understands</u></p> <ul style="list-style-type: none"> <li>➤ Command of at least one theory</li> <li>➤ Compares and contrasts at least two theories using some major points</li> </ul> <p><u>Uses theory to analyze</u></p> <ul style="list-style-type: none"> <li>➤ Correctly applies theories some of the time</li> <li>➤ Correctly applies theories using textbook or classroom examples</li> </ul> <p><u>Uses theory to evaluate</u></p> <ul style="list-style-type: none"> <li>➤ Correctly applies theories some of the time</li> <li>➤ Correctly applies theories using textbook or classroom examples</li> </ul> <p><u>Uses theories to interpret</u></p> <ul style="list-style-type: none"> <li>➤ Correctly applies theories some of the time</li> <li>➤ Correctly applies theories using textbook or classroom examples</li> </ul>
Does Not Meet	<p><u>Understands</u></p> <ul style="list-style-type: none"> <li>➤ Does not have command of any theory</li> <li>➤ Cannot compare and contrast theories</li> </ul> <p><u>Uses theory to analyze</u></p> <ul style="list-style-type: none"> <li>➤ Cannot correctly apply theories</li> <li>➤ Cannot correctly apply theories using textbook or classroom examples</li> </ul> <p><u>Uses theory to evaluate</u></p> <ul style="list-style-type: none"> <li>➤ Cannot correctly apply theories</li> <li>➤ Cannot correctly apply theories using textbook or classroom examples</li> </ul> <p><u>Uses theories to interpret</u></p> <ul style="list-style-type: none"> <li>➤ Cannot correctly apply theories</li> <li>➤ Cannot correctly apply theories using textbook or classroom examples</li> </ul>

You will be placed into the above categories on the basis of the number of points you receive for #3:

18-20 points: Exceeds expectations

13-17 points: Meets expectations

0-12 points: Does not meet expectations

The assessment is in addition to the grade you will receive for the assignment. I can let you know what your assessment score, if you contact me after the grading is complete. The assessment results will be reported to the UW Colleges Senate Assessment Committee and to the Anthropology & Sociology Department Assessment Committee at the end of the semester. The results will be used to help the university, all academic departments, and all professors and instructors to improve teaching and learning of specific academic skills.

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*Assessment Tool (AT) used for the Spring, 2004 exercise:*

**SOC. 101: Introduction to Sociology**

**Name** \_\_\_\_\_

This quiz counts towards 10 points (maximum) of your grade. Your performance on this quiz will be evaluated and reported as part of the campus-wide assessment exercise, measuring your ability to: 1) *Read, observe, and listen*

*with comprehension and critical perception, and 2) Identify and understand theoretical perspectives to analyze, evaluate and interpret societies and human behaviors.*

The last lecture you heard covered several major theories of gender identity formation. This material was also explained in the assigned text reading. Based on your understanding of this area, answer the following:

1. What major theory places most of its emphasis on how the culture of a society rewards “appropriate” gender behaviors, punishes “inappropriate” behaviors, and models “appropriate” behaviors?
  - A. cognitive development theory
  - B. social learning theory
  - C. psychoanalytic theory
  - D. cultural lens theory
2. Why are the words “appropriate” and “inappropriate” in the above question placed in quotation marks?
  - A. this suggests that at least some portion of gender identity is biologically determined
  - B. gender identity theory has proven to be less scientific than other social behavior theory
  - C. gender behavior is, in large measure, culturally prescribed
  - D. none of the above
3. Recalling the lecture, what was the one key critique of the psychoanalytic theory of gender identity formation?
  - A. it fails to recognize that different cultures can prescribe different gender behaviors
  - B. it is too relativistic, and does not make any value judgments on gender behavior
  - C. it implicitly suggests that male gender behaviors are more valuable than female gender behaviors
  - D. it presumes that conflicts with opposite sex parents are instrumental in gender identity formation, ignoring that many children grow up in single parent homes
4. How does cognitive development theory solve the problem of the major criticism of social learning theory?
  - A. it presents a more complex view of learning, assuming that people learn about gender in different ways at different stages of emotional maturity
  - B. it shifts far more emphasis to biological factors, assuming that much of gender behavior is based on inherited traits
  - C. it argues that rewards and punishments are not necessary, virtually all gender behaviors are learned through social modeling
  - D. it argues that there are “embedded meanings” in day-to-day social life that teach about gender in an almost unnoticed way
5. According to theorist Sandra Bem, what is a gender “schema?”
  - A. a set of inherited drives that help to determine either “masculine” or “feminine” types of behavior
  - B. a sort of mental map of gender behavior, associated with specific social situations
  - C. any form of gender behavior that contradicts the major socio-cultural ideal of appropriate gender behavior
  - D. none of the above
6. If Mr. Smith notices his son playing with a doll, and then immediately takes him away to play catch with a football, smiles and says, “Now this is a lot more fun, isn’t it?” then what kind of theory is most clearly applicable here?
  - A. psychoanalytic theory
  - B. social learning theory
  - C. cultural lens theory
  - D. cognitive development
7. In the lecture, it was stated that a major anthropological study had a lot of influence on the subsequent development of gender identity formation theories. This influence can best be described as:
  - A. strong evidence for the idea that gender identity is a socio-cultural construct
  - B. strong evidence for the idea that gender identity is the result of subconscious drives
  - C. casting doubt on the role that culture plays in gender identity formation
  - D. casting doubt on the role that operant conditioning plays in gender identity formation
8. The study that is mentioned in the previous question was conducted by:

- A. Margaret Mead  
B. Lawrence Kohlberg
- C. Sigmund Freud  
D. Sandra Bem
9. The example given in the lecture, taken from the book, *Friday Night Lights*, centered on how the behavior of high school football cheerleaders in Odessa, Texas is readily understood by almost anyone in the United States. Thus, such behavior is linked to:
- A. psychoanalytic theory  
B. social learning theory
- C. cultural lens theory  
D. cognitive development
10. In the lecture, it was suggested that we should not be too surprised that theorist Sandra Bem places so much emphasis on the fluid nature of culture and its influence on individuals. This viewpoint is also mirrored in how Bem approaches the concept of:
- A. androgyny  
B. opposite sex parental attraction
- C. stimulus-response conditioning  
D. moral development

### **Content Analysis Write-Up Assessment and Grade Sheet**

The UW Colleges assesses its students on certain proficiencies, to assess whether our academic program is accomplishing what we say it should. This year, we are assessing communication skills and, particularly, the student's ability to "read, observe, and listen with comprehension and critical perception."

This Content Analysis Write-Up will be used to assess students' mastery of this communication skill. The following grade sheet will be used to assign a grade to your write-up. Because the task in this paper will be to communicate knowledge of course concepts and apply the materials you have read for the course and heard about in lecture, this assignment will also measure your communication skill.

Exceeds Expectations  (A papers)	Understands fully the concepts presented:
	1. Applies course concepts with depth that shows breadth of knowledge.
	Expands on or evaluates themes and arguments, and connects them to existing knowledge:
	1. Analyzes the study's findings and implications (or consequences) of those findings, using at least 3 course readings to guide that discussion. 2. Connects findings from the local study to trends in the broader economy as illustrated in the readings ("the literature").
Meets Expectations  (B-C papers)	Presents an organized and detailed essay:
	1. Concisely describes the study (and its purpose), the findings, and the implications, including all required components. 2. Elaborates upon course ideas in a richly detailed discussion of implications, showing depth of understanding. 3. Organizes the discussion of implications around ideas/trends/concepts that are illustrated in our study and supported by course readings.
	Understands basic meaning of the concepts presented:
	1. Notes course concepts but does not show breadth of knowledge.
	Follows themes and arguments, and connects them to existing knowledge:
	1. Refers to two or fewer course readings to discuss the study's findings and implications (or consequences) of those findings. 2. Explores trends in the broader economy as illustrated in the readings ("the literature"), but neglects to connect them to the local case study.

	<p>Presents a somewhat organized essay and includes some detail:</p> <ol style="list-style-type: none"> <li>1. Describes the study (and its purpose), the findings, and the implications, though perhaps without precision. Perhaps too wordy, preventing the writer from including all required components.</li> <li>2. Uses course ideas, discussing implications, but perhaps not with enough detail or without showing depth of understanding.</li> <li>3. Organizes the discussion of implications around summary of course readings.</li> </ol>
<p>Fails to Meet Expectations  (D-F papers)</p>	<p>Misunderstands basic meaning of the concepts presented:</p> <hr/> <p>Fails to follow basic themes or arguments and is not able to connect them to existing knowledge:</p> <ol style="list-style-type: none"> <li>1. Uses fewer than two course readings or uses them in superficial ways to understand the implications of the study's trends.</li> <li>2. Refers only to the local case or only to the broader trends.</li> </ol> <p><i>Does not follow prescribed organization and/or lacks detail:</i></p> <ol style="list-style-type: none"> <li>1. Neglects portions of the assignment.</li> <li>2. Superficially applies course concepts.</li> <li>3. Inadequately discusses readings.</li> </ol>
<p><b>Paper Grade (out of 35):</b></p>	

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**Assessment tool, ANT 100, Fall, 2004**

**Part 2. Assessment Portion of Exam on Human Physical Variation.** (2 points each; 20 total) The following questions are based on chapter 14 of your textbook plus the related information presented in class. These comprise 20% of your final exam and is 100% of your assessment rating for the course. Do all of Part 2 on these test sheets.

1. Human skin pigmentation (melanism) is known to be most directly related to
  - a. climate
  - b. latitude
  - c. hunting-gathering vs. farming-herding
  - d. humidity
  - e. average temperature
  
2. In the textbook the author presents the hypothesis of Jared Diamond regarding rates of cultural development in the world and the fact that the long axis of the Americas and Africa runs north-south while the long axis of Eurasia runs east-west. According to Diamond, why may that have been significant?
  - a. east-west diffusion is slower given that most mountain chains run north-south
  - b. Neandertals never migrated very far east so Europe developed more slowly
  - c. the Americas and Africa were populated from the north, and southward movement led to warmer climates and, thus, was faster
  - d. agriculture and certain technology could diffuse faster in Eurasia since climate doesn't change as much along an east-west axis
  - e. all of the above
  
3. Why are linear bodies better adapted to hot climates?
  - a. because skin pigmentation is correlated to linearity
  - b. because linear people can run to the shade faster
  - c. because they have more surface area and lose more heat to the air
  - d. because they have less surface area and absorb less heat
  - e. they are not better adapted
  
4. Which of the following human genetic traits is not clinal?
  - a. skin pigmentation
  - b. hair texture
  - c. body build

- d. blood type
- e. nose form

5. From the perspective of the theory of natural selection, explain what is wrong with the following argument: Melanin is a natural sunblock in that it screens out harmful uv radiation thereby protecting people from deadly skin cancer; natural selection, therefore, favors people in high uv areas who have more melanin. Remember, you're looking for a flaw in the above argument.

- a. melanin is basically an abnormality in human skin and does not serve any beneficial purpose
- b. melanin affords more protection against frostbite than it does against skin cancer
- c. skin cancer normally develops later in life after a person has mothered or fathered children, so the genes regulating melanin production are not subject to natural selection
- d. people who inherit the genes for more melanin in their skin are more likely to be found in equatorial areas of the world
- e. the notion that melanin is beneficial is a biased opinion, and theories are not based on opinion

6. The fact that skin pigmentation, hair texture, nose form, and body build seem to be adaptations to different environmental variables tell us what about the race concept when applied to humans?

- a. that discontinuous variables such as these are more useful than continuous variables
- b. that the monogenic nature of racial traits makes them difficult to identify precisely
- c. that these traits are linked to one another and tend to co-occur in people
- d. since these are adaptations, then "races" are really social rather than biological categories
- e. the traits are mutually independent and should not be expected always to be found together on people

7. In your own words and in one or two sentences, state what it is that studies of DNA from people around the world tell us about the validity of the race concept. Do not cite numbers; just draw the correct conclusion from them.

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