

SOCA 2020-2021 Assessment

PART 1: Work on the Assessment Plan

Besides assessing student learning objectives, we also did some work on our Assessment Plan.

1. This includes developing a curriculum map that identifies which of our classes are good sites for assessing our learning goals (see spreadsheet file).
 2. Next year we hope to begin collecting the local assessment rubrics used for the various classes where assessment of the Learning Goals is relevant. This can help with the project we began in 2019-2020 where we began defining Exposure, Reinforcement and Mastery for each Learning Goal. That year we did not define all Exposure, Reinforcement and Mastery for every Learning Objective. Collecting rubrics will help us refine those we already defined and begin definition of those we have not yet begun.
 3. The Soc/Anth faculty are also in favor of disaggregating data to track the success of students from traditionally marginalized populations, as recommended in McNair, Bensimon and Malcolm-Piqueux's text From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education (John Wiley & Sons 2020) and the New England Educational Assessment Network workshop titled "Anti-Racist Pedagogy: From Faculty to Design and Assessment" held on 10/29/20. While we each have an assignment in which students disclose and reflect on various aspects of their position in society based on heritage, demographics reflected in census tracks, etc. it would be helpful and preferable to have the College collect and distribute that information. This would make it more consistent and more useful. The faculty from this major would be willing to help devise an instrument to collect that data and consider the issues involved in distributing it.
 4. A primary goal for 2021-22 is to undertake initial, first day of class assessment in order to best track the progress of our students as we move through assignments to the end of the semester.
 5. A primary focus of our assessment for 2021-22 will be to assess our success in meeting the EDI goals of the Wells College mission statement.
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PART 2: ASSESSMENT OF LEARNING GOALS

Last year (2019-2020) we did not do any assessment work in Soc/Anth.

This year the Soc/Anth faculty decided to assess **Learning Objective 12: Students will gain knowledge of timely and enduring issues surrounding the diversity of human experience**. Of the classes I taught this year, SOC 277 and ANTH 345 deal with this LO the best. As each are electives, they should reflect the Learning Goal at a “Reinforcement” level. Checking with our Assessment work for 2019-2020, we did not flesh this area out as to what “reinforcement” for this LO would look like.

PROF. MCCLUSKY’S COURSES:

SOC 277: Social Inequality

Sixteen students completed SOC 277 in Spring 2021. Fifteen students completed the essay chosen to be the assessment tool for this year’s LO.

Assessment Tool: First Essay Exam to assess students understanding of the timely and enduring issue of the racial wealth gap. I chose to use this essay for assessment. This essay is based primarily on a new text for the class Daria Roithmayr’s Reproducing Racism: How Everyday Choices Lock in White Advantage (NYU 2014).

SOC 277 Midterm Exam PART 2: worth 80% of this exam

*Choose **ONE** of the following prompts to write a 3-5 page essay. Be sure to CLEARLY indicate which essay you are answering. These two prompts are similar, the second one focuses a little more on solutions, the first on concepts. (NOTE: Spend more space/time on the solutions or concepts and just briefly discuss the example. The paper is too short to write about the example in great detail.)*

- 1. Using three of the following concepts we talked about in class, write an essay that discusses why examining the history of real estate and home ownership can help us understand social inequalities based in race and class. (Another way to think about this prompt is: How does the real estate example demonstrate 3 of the follow concepts? Or, use the real estate example to illustrate 3 of the following concepts.)*

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|----------------------------|---|
| <i>a. Racial cartel</i> | <i>g. Structural inequality</i> |
| <i>b. Social capital</i> | <i>h. Feedback loop</i> |
| <i>c. Economic capital</i> | <i>i. Mechanisms of a racial cartel</i> |
| <i>d. de jure racism</i> | <i>j. Switching costs</i> |
| <i>e. Racial formation</i> | |
| <i>f. White privilege</i> | |

- 2. Daria Roithmayr uses the concepts of racial cartel and feedback loops to explain social inequalities based in race and class. What are these concepts? Briefly, explain one*

example to illustrate them. Why is this framework useful in trying to solve the problem of the racial wealth gap? What does it do for us? (Another way to think about this prompt is: What are racial cartels and feedback loops? How do they work to construct race and class? Given these concepts, what approach should we take to solve the problem of the racial wealth gap?)

Rubric: This rubric reflect the degree to which students understand and can write about the creation and perpetuation of the racial wealth gap.

Assessment Level	Number of students achieving this level	comments
High	4	Able to use concepts accurately to describe at least one way the racial wealth gap has been perpetuated and can relate this to modern day
Medium	7	Able to use concepts perhaps with some awkwardness, but can explain the overall phenomenon with some precision; might not discuss how it is related to current situation or some confusion is evident
Low	4	Can explain the racial wealth gap, but might not do so with confidence or clarity, remains on a superficial level
Not achieved	0	Cannot adequately explain the origins of the racial wealth gap
unknown	1	Did not take the exam

Future: This text and our discussions in class about it does provide students with the knowledge of a timely and enduring social issue surrounding human diversity, the racial wealth gap at the level we use for elective classes “Reinforcement.” Therefore, I will continue to use the text and discuss the racial wealth gap. Next round of assessment I’ll expand this to see how this text works in conjunction with Carol Anderson’s text White Rage: The Unspoken Truth of Our Racial Divide (Bloomsbury, 2016) which looks at the corresponding backlash to black advancement. This may help more students see how this example is relevant today. Further, providing more opportunity for all students to discuss at least one example of how the racial wealth gap is perpetuated will help those scoring low to improve their knowledge.

ANTH 345: Maya Ethnography

Seven students registered for ANTH 345: Maya Ethnography in Spring 2021. Six completed the second essay exam which I chose to assess this year’s LO.

Assessment Tool: After the first exam which focuses on the 1980s genocide in Guatemala, the second exam focuses on more recent challenges to Maya in Guatemala and Belize in the face of participation in the global economy, struggling with development, and maintaining a sense of heritage. I chose to use the second essay exam for assessment since these are all enduring and timely issues surrounding human diversity, both in terms of Maya people as indigenous First Nations, and in terms of various diverse positions within Mayan communities.

ANTH 345 Maya Ethnography Second Exam

This is the second essay exam question. Write an essay in response to this prompt. 5-7 pages Total = 25% of your final grade. Due by the last day of class May 5 at 5 PM.

Fischer, Baines and McClusky each deal with the ways Maya culture is changing. Write an essay that discusses how Maya are responding to and making that change. Why social conditions make this change necessary? What is their goal in engaging with this change? What do they want to achieve? Do they all want the same thing? What are the risks and what are the benefits? (NOTE: This is a wide-open prompt – so here's some guidance - I'm looking for your ability to use your sources, I'm looking for an understanding that Maya have agency and can effect change, I'm looking for your understanding of the complexity of change, I'm looking for the depth of your knowledge of TWO of the topics we discussed, such as gender, education, global economy, land rights).

Analysis: All students who wrote the essay exam were able to discuss the timely and enduring issue of culture change in a way that was clearly beyond simple exposure to concepts. Most were able to identify several forces acting on Maya that require or cause culture change. These were primarily expressed as the need to enter the global economy and the need to fight for land rights. Only one mentioned the desire for “algo mas,” the desire for something more. This indicates a focus just on external forces over the individual inherent desire to no longer be poor.

Most were able to discuss several sites of change, with a heavy focus on gender roles and education. In terms of diversity within Maya communities many chose to discuss gender-based perspectives and generational perspectives favoring older people's values of maintaining cultural traditions. One exceptional student was able to discuss diversity based in country of origin.

Future: In the future, using more of Edward Fischer's text Broccoli and Desire (Stanford University Press. 2006) will help students to understand the desire to leave poverty behind. I had eliminated sections of the text this semester. I might also add more readings on the topic of climate change and on greater details of global economics. Further, I would also emphasize the seriousness of the land rights issue in Belize much more.

I do use some readings already that deal all of these areas identified above as needing more emphasis. However, putting more emphasis on these topics during our discussions may help to solidify these issues in student's minds. For example, at the beginning of each class I write discussion questions on the white board. These are based on questions the students submit before each class. I can include some more pointed questions on these topics to be sure we discuss them more fully.

Part 3: Closing the Loop:

We did not do an assessment report last year. Therefore, when closing the loop I refer to the last assessment report posted on the Assessment page of the Globe 2018-2019. At that time I assessed SOC 151, ANTH 385 Anthropology of Violence and SOC 401 Senior Seminar.

For the 2018-2019 assessment round, the Sociology and Anthropology chose to focus on **Learning Objective 2:** Students will be able to use sociological and anthropological concepts beyond fundamental perspectives to explain a social phenomenon.

SOC 151: Principles of Sociology

There were 20 students enrolled in SOC 151 in Fall 2020. I have access to 18 of the final exams (2 handed them in via e-mail rather than Moodle). Since students met the Learning Goal both during this round I will continue to introduce the concepts as I have been doing. However, since at that time of the last assessment I suggested it would be helpful to keep track of what specific concepts students use. Following is a list of terms students used in Fall 2020 with proficiency when writing a response to that same prompt that I used as an assessment tool the last time.

List of concepts and number of students using this concept in final essay:

Achieved status = 2	Social solidarity = 2
Ascribed status = 2	Social stability = 1
Absolute vs. relative poverty = 1	Social structure = 1
Bourdieu's forms of capital = 5	Status = 4
Culture = 1	Stereotypes = 3
Deviance = 1	Stigma = 2
Dimensions of class = 11	Structural Violence = 1
Dramaturgy = 1	Symbol = 1
Economic determinism = 1	Systemic racism = 1
Environmental justice/racism = 2	Theoretical frameworks: Functionalism, Conflict and Symbolic Interaction = 2
Food system = 3	White Privilege = 1
Macro and micro theory = 1	
Mead's Stages of self-development = 6	
Modern Day Slavery = 1	
Norms and values = 5	
Organic model of society = 1	
Prestige = 6	
Primary and Secondary groups = 2	
Proletariat and bourgeoisie = 2	
Power = 7	
Racialization/Racial Formation = 3	
Roles = 6	
Scientific Race Theory = 2	
Scripts = 2	
Significant other = 1	
Social Darwinism = 1	
Social forces = 4	
Social structure = 2	
Social Construction norms = 1	
Social construction race = 4	
Social Construction of Self = 2	
Social construction social problems = 2	
Social institutions = 3	
Socialization = 9	
Socializing agent = 3	
Socializing agent media = 4	

Having this list will help to identify more specifically which terms (and concepts) students are more and less comfortable with. (The assumption is students will choose to use the terms with which they are the most comfortable.) Since we think of 100 level classes as requiring “Exposure,” I don’t feel more than comfort with the terms and accurately using the concepts needs to be achieved.

Future: To continue working on this Learning Objective in this class, I will continue as I do for those concepts students are most comfortable using and focus a bit more on using other concepts in class lectures, encourage the use of these concepts during class discussion and add quizzes to emphasize them.

ANTH 385: The Anthropology of Violence

I did not teach this class this year, so I cannot close the loop here. This class will be developed into a regular offering, but not until we know what will happen in the PoliSci/Crim/Law hire. The person hired there could teach the SOC 235 “Deviance” and Society class, allowing me room to offer this course as part of my regular rotation.

SOC 401: Senior Seminar

I did not teach this class this year, so I cannot close the loop here. I’m scheduled to teach it next Spring. In the Fall, I will hold a similar meeting to the one mentioned in the 2018-2019 Assessment Report and will require students to look over their class noted from the past years and make a list of concepts and theories. Campus-wide discussions of what the capstone should be at Wells would be helpful to assess this course.

SOCA ASSESSMENT REPORT FOR PROF. DAN RENFROW, 2020-21

SOC 200: Humans, Animals, and Interaction

Twelve students enrolled in SOC 200 during the Spring 2021. Students were divided between those attending in-person and those attending via Microsoft Teams. This course explores the ambivalent and contradictory ways that we as humans view and think about other species, as well as what our use of and interactions with these beings say about us. Critically examining classic and contemporary writings from philosophy, anthropology, psychology, sociology, and gender studies, the course explores the everchanging conceptualization of “animal” and the resulting implications for animals’ status within human society, their uses, and their life chances. A student learning goal from the course syllabus that aligns with program goal five is: “students should be able to articulate how social systems and social institutions create, maintain, and reproduce inequalities for humans and non-human animals”. This year we assessed the measurable outcome “students will gain knowledge of timely and enduring issues surrounding the diversity of human experience”.

Numerous readings were added this semester to intentionally increase course material related to this learning outcome. New readings included: *What Rez Dogs Mean to the Lakota* (Meyers and Weston); *Appalachian Folk Magic and Granny Witchcraft* (Wigington); *Indigenous Americans: Spirituality and Ecos* (Forbes); *Race, Place, and the Human-Animal Divide* (Elder et al.); *Hunting While Black* (Hall); *The Global Pigeon* (Jerolmack); *Dirty Birds, Filthy Immigrants, and the English Sparrow* (Fine

and Christoforides); *Horse-Riding Librarians Were the Great Depression's Bookmobiles* (McGraw); and others. These readings emphasize the diversity of thought across cultures and time in defining the human/animal boundary, and in varying ways, each argues that systemic inequities intersect such that the fate of human and the other animals are inextricably entangled.

Assessment Tools: This learning outcome was assessed two ways. First, at the exposure level, the course utilized short weekly online quizzes to assess how well students were comprehending readings, mastering basic concepts, and recognizing these concepts in historical and/or contemporary examples. Quiz 3 included five multiple-choice and/or True/False questions assessing these skills as they relate to this learning goal. Sample questions include:

Meyers and Weston identify the tragic dog attack which led to the death of a child as their motivation for writing the article about dogs on First Nation reservations. Using this specific attack to frame their specific view of the problem illustrates which element of establishing grounds?

Elder and colleagues compare numerous cross-cultural cases where humans considered "outsiders" kill nonhuman animals and gained considerable attention from the insiders within the local community. Often these "outsiders" faced serious sanctions. The responses to these acts of killing offer insight into the ways animals are socially constructed and the ways "acceptable deaths" are constructed. Which aspects of the act itself matter?

Results indicate that students understood the readings and the definition of key concepts. Most importantly students were able to correctly identify concepts when applied to cross-cultural examples. The average score on Quiz 3 was 78%, and the grade distribution was as follows:

- A 1 student
- B 9 students
- C 0 students
- D 2 students
- F 0 students

Second, at the reinforcement level, this learning outcome was assessed at a higher degree of proficiency in an essay assignment. The writing prompt for Essay 2 asks students to critically consider the social process through which some animals are constructed to be "problem animals". This assignment ties together themes from the readings mentioned earlier (e.g., non-Western conceptualizations of the human/animal boundary; ethnocentrism regarding the use of animals; animals as metaphor for marginalized/oppressed groups, controlling animals/controlling people, etc.). In part, the prompt says:

Some unfortunate animals are viewed as problems. Public attitudes towards deer, pitbulls, pigeons, and numerous other animals have changed considerably over time. They have gone from valued--or at least tolerated--animal to public enemy #1 in some locations. For this assignment, I would like you to select a "problem" animal and write an essay detailing how this animal has been constructed as a "problem animal." In other words, this assignment asks you to examine the social history of a particular animal and to explain/account for how it has become identified as a "problem" by some claims makers within public discourse (e.g., newspaper articles).

As you write this essay, use the following questions to guide your thinking:

Why is this animal seen as a problem? When? Where? Who says it is a problem? Has this animal always been viewed as a problem? If not, what changed public attitudes? Is the animal (or this human-animal relationship) used metaphorically? If so, who or what is the referent? Is the animal considered "out of place"? Who "owns" this problem? Who is impacted by this animal and how? How does this animal problem play out in public discourse (e.g., the public, mass

media, political rhetoric, etc.)? What specific language (or imagery) is used to describe this animal? Is this animal associated with particular peoples, places, or cultures? How does this “problem animal” discourse reveal power relations?

Keep in mind, these are questions merely to get you thinking critically about the “problem” animal. Be sure to draw on and cite class readings where appropriate.

Rubric: This assignment is worth 100 points. Students and the instructor spent class time collaboratively developing a rubric identifying “the qualities [they’d] expect to find in strong responses to the prompt”. This rubric is included below:

___/25__ **Thesis regarding “problem animal”**: present, clear, and appropriate for the assignment

___/15__ **Applying Concepts**: correctly use concepts to guide analysis of how the animal is constructed as a problem (e.g., sociozoologic scale; metaphor linkages, folk devils, media amplification, claims making, grounds, warrants, typifying example, etc.)

___/20__ **Providing Compelling Evidence**: should document social process using specific examples/evidence from claims makers (i.e., show the claims rather than summarize them)

___/15__ **Interpreting the Evidence**: should clearly link the evidence to the claim; guide the reader in what to pay attention to in the examples/evidence

___/15__ **Organization**: coherent as whole and in its parts; logically organized to maximize potential

___/5__ **Mechanics**: correct

___/5__ **ASA style**: present as needed and correct in form

The average grade for this assignment was 80%, as the students did incredibly well. The grade distribution is as follows:

A 3 student

B 5 students

C 3 students

D 0 students

F 1 student

Future: Most students provided very strong descriptions of the social construction process, often emphasizing the subjective process through which claims makers had their claims heard despite facing opposition. These essays often discussed power relations—especially those connected to positivism, the rise of expertise and the ability to name—and systemic inequalities in a global context. Students excelled at providing compelling evidence and making interpretations of this evidence. A small subgroup of students, however, did not explicitly identify important concepts in their applications. While they clearly understood the concepts and their significance to their case, they did not name them directly in their papers. In the future, I will spend more time outlining this requirement in the assignment.

Given the growth in the Sociology of Animals literature over the past ten years, as well as the College’s goal of developing a pre-vet program, we have decided to modify this course to be a 300-level offering. This will enable students to explore this literature more deeply and to engage in more sophisticated research projects than is possible with an introductory course at the 200-level.

Closing the Loop

Our 2018-2019 report assessed learning objective 2, which states that “students will be able to use sociological and anthropological concepts beyond fundamental perspectives to

explain a social phenomenon. That report assessed student learning in SOC 200 Humans, Animals, and Interaction; SOC 201 Sociology of the Paranormal; and SS 394 Research Methods in the Social Sciences. Given that these were taught again this year, we report on the results of our course modifications this year.

SOC 200: Humans, Animals, and Interaction

To provide students with the opportunity to engage with sociological concepts at multiple levels—from mere exposure to reinforcement over the course of the semester—I utilized four biweekly online quizzes to assess students' basic understanding of key concepts from readings and discussion. These quizzes include questions that assess basic knowledge of definitions (e.g., Which of the following bases of anthropocentrism refers to the idea that humans should be caregivers for animals and natural resources?) as well as those that ask students to recognize concepts when applied (e.g., The _____ is captured by the old adage "out of sight, out of mind". When sociologists use this concept, they mean systems of inequality tend to be stable and endure over time because we keep the unpleasantness that results from them at a distance, often out of sight.). The class average for each quiz (i.e., 83%, 84%, 78%, 74%) suggest that students generally know these concepts. An added benefit of these questions appears to be that more students are completing the reading assignments and these efforts are continuing later into the semester than in previous years. To assess students' ability to use class concepts (e.g., anthropocentrism, anthropomorphism, speciesism, toilet assumption, moral status, moral rights, sociozoologic scale, etc.) in more sophisticated ways, I continued using Essay 3: The Animal Manifesto and developing a collaborative rubric with students. This year's manifestos were excellent. They were well-written, clearly stated the problem, identified guiding principles, used evidence/examples to support their claims, and identified action steps connected to the problem and the evidence offered earlier. Most relevant to learning objective two, students correctly used sociological concepts throughout their assignments. The average score was an 85%.

SOC 201: Sociology of the Paranormal

I continued using Essay 2: Explaining Paranormal Experiences, which is an application assignment. It asks students to select a case and to then apply social science concepts (e.g., confirmation bias, premature closure, social marginality hypothesis, etc.) from our course to "explain away" the paranormal event. After introducing the assignment and providing the students several days to reflect on the assignment (and to look for cases), we deconstructed the assignment and collaboratively developed a rubric for evaluation (i.e., including the criteria "correctly defines concepts," "correctly applies concepts", etc.). The class average for this assignment was 75%. Students defined concepts properly; however, their applications only weakly connected the idea to the specific case. More work is needed in applying these concepts. Given this weakness, we offered more in-class discussion and practice applying concepts and using evidence effectively. This work appears to have helped, as the class average for Essay 3, which also provided opportunities to apply social science concepts, increased to 82%.

SS 394: Research Methods for the Social Sciences

Given the results from our previous assessment, I decided to include biweekly online quizzes to assess students' understanding of basic concepts (e.g., validity, reliability, operationalization, simple random sample, control group, confidentiality, etc.). Questions assessed basic definitions and applications. Students did exceedingly well on the first two quizzes (i.e., 92%, 83%). The class average dropped on the second two quizzes (i.e., 56%, 64%), but when student with missing scores (and who ultimately took medical incompletes) were removed, the averages improved (i.e., 85%, 95%). In addition to these improvements, I also noted that students used concepts appropriately throughout their writing assignments. I plan to continue using these quizzes.

SOCA ASSESSMENT REPORT FOR PROF. ERNIE OSON, FOR 2020-21

TO REITERATE, THERE WAS ASSESSMENT OF LEARNING OBJECTIVE 12 FOR ALL OF OLSON'S ANTHROPOLOGY COURSES: Students will gain knowledge (exposure level) of timely and enduring issues surrounding the diversity of human experience.

ANTH 161: Introduction to Anthropology (Fall and Spring Semesters)

EXPOSURE:

ANTH 161: Introduction to Anthropology is meant to provide exposure to key concepts and ideas in the discipline of Anthropology, and was a course included in the General Education Requirements category of Social Systems. In addition, and in line with learning objective 12, ANTH 161 has the goal of providing full exposure to a wide range of timely and enduring issues surrounding the cultural diversity of human experience.

As an introduction to the discipline, ANTH 161 introduces a wide range of topics, many centered on the nature of colonialism, forces of cultural change cultural survival, syncretism, and holistic connections to the environment, among others. Of relevance for Learning Objective 12, ANTH 161 provides exposure to issues of race, racism, gender and gender bias, cultural diversity and ethnocentrism, among others.

Report from Professor Olson for Learning Objective #12 for ANTH 161 Introduction to Anthropology for Fall Semester, 2020.

There were 25 students enrolled in ANTH 161.

Stated goals for ANTH 161 included: 1. Introduce students to the value of ethnographic case studies via inclusion of a number of required ethnographic texts. 2. Introduce students to key concepts such as culture, cultural relativity, cultural diversity, participant-observation, and ethnography. 3. Introduce students to the primary sub-areas or subfields such as cultural ecology, medical anthropology, economic anthropology, and so forth.

Assessment of ANTH 161 for Learning Objective 2 was facilitated through a number of writing assignments. Students were required to do two in-class essay writing assignments, two essay exams (midterm and a final), a kinship chart of a fellow classmate, and a problem/solution paper.

Specifically, there was assessment in ANTH 161 of student learning in regard to the 5th sub-discipline of anthropology, applied anthropology, and operationalize core concepts of anthropology such as cultural relativity, holism, racism, ethnocentrism, and inequalities inherent in local/global development.

“A third course goal is to introduce you to the so-called “5th sub-discipline of anthropology, applied anthropology, and provide you with the beginning framework for conducting “hands on” research with an applied perspective.

ASSIGNMENT EVALUATED: Taken from the syllabus: A problem-solution paper requires you to research a chosen culture and apply social science models for possible solutions to major issues (such as language loss, climate change, social injustice); this project is designed to give you the opportunity to think about creating a more just, equitable, and sustainable society in a corner of the world different from your own.

1. Record of how the class met the assignment goal:
 - a. ___28___ percent A's
 - b. ___16___ percent A-s
 - c. ___52___ percent B's
 - d. ___0___ percent C's
 - e. ___4___ percent D's
 - f. ___4___ percent F's

The learning goal was generally met by more than 88% of the students. 28% received a high grade of A. Students generally agreed with the premise that the assignment was a reasonable and useful testing of course materials.

Examples of Two Final Exam Questions from Fall Semester 2020:

1. Discuss the challenges of twenty-first century global migration in relationship to biomedicine, ethnomedicine, and critical medical anthropology. What can each of these three approaches contribute to health care in contexts of large-scale migration? Your discussion of challenges in the areas of migration and health care should include consideration of inequality, social stratification, culture change and loss, and globalization within systems of power. Include ethnographic examples as relevant.
2. Discuss the concepts of cultural authenticity and cultural representation, cultural survival and revival, and cultural identity. Illustrate your answer with examples from such things as tattooing, subsistence practices, dance, sport, language use, museum exhibits, food and feasts, and key rituals, to name a few. Be sure to discuss three different cultures as found in course lectures, videos, and texts.

RESULTS: A majority of students successfully received a passing grade on these assignments and gave evidence of at least a rudimentary grasp of key anthropological concepts; the top 10-20% of students gave evidence of the basic ability to integrate concepts with theoretical models and ethnographic case studies.

ASSESSMENT OF ANTH 161, SPRING 2021

EXPOSURE

The same assessment strategy for Fall Semester was repeated for the spring semester.

There were 19 students enrolled in the class.

ASSIGNMENT EVALUATED: Taken from the syllabus: A problem-solution paper requires you to research a chosen culture and apply social science models for possible solutions to major issues (such as language loss, climate change, social injustice); this project is designed to give you the opportunity to think about creating a more just, equitable, and sustainable society in a corner of the world different from your own.

2. Record of how the class met the assignment goal:
 - a. 45 percent A's
 - b. 28 percent B's
 - c. 15 percent C's
 - d. 6 percent D's
 - e. 6 percent F's

The learning goal was generally met by 73 % of the students. 45 % received a high grade of A. Students generally agreed with the premise that the assignment was a reasonable and useful testing of course materials.

Plan for Fall Semester of 2021:

The major change I plan to make for the Fall Semester of 2021 is to add further requirements to the assignment by inclusion of more specific details on requirements for the holistic inclusion of primary sources on method and theory introduced earlier in the course.

Following some of the excellent work on rubrics Professor McClusky and Profess Renfrow have developed for their courses, I will be much more diligent in providing rubrics for each assignment and each course., starting with ANTH 161.

In addition, as previously mentioned I will undertake an extensive initial assessment of the class on the first day of the semester in order to best assess the relative success of achievement for learning goals and objectives.

ASSESSMENT OF ANTH 250: FALL SEMESTER OF 2020

Report from Professor Olson for Learning Objectives 12 for ANTH 250: Hawaii: Colonialism and Tourism

There were 13 students enrolled in ANTH 250 for the Fall Semester of 2020

EXPOSTURE AND REINFORCEMENT

ANTH 250 Builds on key ANTH 161 key concepts of culture, cultural relativity, and cultural change. The course focuses on colonialism and culture, plantation capitalism, ethnic diversity and immigration, cultures and militarism, multiculturalism and globalization. In regard to Learning Objective 12, the course has a significant focus on the cultural, religious, social, and gendered diversity of the Hawaiian Islands.

Ideally, students have already taken ANTH 161, but this is not always the case (prerequisite of any social science course).

Course Goals:

1. Build student knowledge of foundational material of introductory courses in Anthropology and Sociology.
2. Explore scholarship and scholarly texts from a range of academic disciplines and improve skills in the analysis of qualitative and quantitative research findings.
3. Improve student skills for writing essays within a social science theoretical framework. Learning

Objectives:

1. REINFORCEMENT: Students will build on their understanding from ANTH 161 (and /or other SOCA courses) of the key concepts of culture, cultural relativity, colonialism, culture change, migration, plantation colonialism, linguistic diversity, race and racism, gender diversity and bias, multiculturalism, plantation capitalism, labor inequality, and globalization at the local cultural level.
2. REINFORCEMENT: Students will gain a rich understanding of academic scholarship in anthropology and other disciplines and improve analytical skills in their integration of the key concepts listed in #1 in their study of the cultures of Hawaii.
3. Students will improve their ability to write response essays that focus on key issues in contemporary anthropology.

Specifically, ANTH 250 is a good class for education on Learning Objective 12: students will gain knowledge of timely and enduring issues surrounding the **diversity of human experience**.

Two examples of course requirements are listed below:

EXAMPLE ONE: Writing Assignment 1: Consider the importance of the revival of lua and tapa cloth production for contemporary Hawaiian cultural identity and practice. How do lua and tapa cloth production compare to other cultural practices such as paddling, long-distance voyaging, and surfing as a means of cultural revival and continuance?

EXAMPLE TWO: Third Response Paper and Final Assignment for ANTH 250, Fall Semester, 2020:

The course has encouraged you to become educated on the history of colonization and current rapid development, land loss and eviction, unemployment, high rates of poverty, a crisis of poor health and healthcare, and the chronic threat of crime for many local populations in contemporary Hawaii. At the same time you have been exposed to a number of examples of positive cultural revitalization, cultural pluralism, and efforts for social justice and equality. With course materials in mind (see especially *Skin Stories*, *Kupu Mana'olana: Seeds of Hope*, *Ho'okele Wa'a*, *Malama Haloa*, and *The Hawaiians: Reflecting Spirit*), consider some possible "seeds of hope" for 21st century Hawaii in regard to social justice, economic wellbeing, health, food security, cultural survival, environment sustainability, land stewardship, and creative freedom.

This assignment, slightly revised from Fall 2020, allows for a general assessment of students' performance after further exposure to anthropological or sociological concepts at the 200 level.

Assessment results for ANTH 250 for Learning Objective 12:

Written and oral assignments suggest that about 85% of ANTH 250 students (13 students) received a grade of B or higher and gave evidence of successfully building on their understanding of the key concepts of culture, cultural relativity, colonialism, culture change, migration, plantation colonialism, linguistic diversity, multiculturalism, plantation capitalism, labor inequality, and globalization at the local cultural level.

Written and oral assignments indicate that over 85% of students were able to provide evidence of a significant gain in understanding of academic scholarship in anthropology and evidence of improved analytical skills in their integration of key concepts.

Written and oral assignments indicate that over 85% of students significantly improved their ability to write response essays that focused on timely issues (Learning Objective 2) in anthropology.

Written and oral assignments indicate that over 85% of students significantly improved their ability to write essays and present oral reports on timely issues surrounding the diversity of human experience.

Future Action: Add a "first-day-of-class" pre-course assessment questions, maintain and fine tune problem-solution writing assignments.

An additional goal for Fall 2021 is to increase the level of class discussion and oral presentation of the problem-solution assignments.

ASSESSMENT OF ANTH 280: WORLD ARCHAEOLOGY FOR FALL SEMESTER, 2020 (15 students including two withdrawals)

EXPOSURE AND REINFORCEMENT

ANTH 280 was taught for the second time in a newly created subject matter and is meant to expose students to an introduction to archaeology and encourage them to gain knowledge of timely and enduring issues surrounding the diversity of the human experience in times of rapid environmental, social, and cultural change.

Listed below are some points of focus and some course goals listed on the course syllabus:

How does archaeology fit into the academic disciplines such as Museum Studies, Anthropology, History, Religion, and others?

We will use anthropology's holistic approach to explore the web of connections from archaeology to a full range of academic disciplines and to every student's major at Wells

What are some connections between archaeology and culture, globalization, environmental degradation, and climate change?

There will be a particular focus, especially during the last half of the course, on global processes of cultural and environmental change.

COURSE GOALS:

Build student knowledge of specialized knowledge of the subfield of archaeology.

Explore scholarship and scholarly texts from a range of academic disciplines to gain skills in the analysis of archaeological research findings.

Improve student skills for writing essays within a social science theoretical framework.

LEARNING OBJECTIVES:

You will learn the key aspects of creating archaeological sites, designing archaeological field projects, excavation techniques, artifact analysis, and material culture preservation.

You will gain a rich understanding of archaeological scholarship and the strategies for reconstructing culture history, ecological adaptations, and the social and ideological aspects of culture.

You will improve your ability to write response essays to explain things of archaeological interest to a diversity of audiences that range from the general public to experts in the field.

Assessment of Learning Objective 12: Students will gain knowledge of timely and enduring issues surrounding the diversity of human experience from the past to the present.

The fact that this was an introduction to archaeology meant that much of the material was new to students; this was particularly the case through the first 2/3rds or so of the course. However, by the end of the semester I felt able to give assignments that called A) for students to use archaeological and anthropological concepts in ways that began to explain the complexity of social and cultural phenomena by examining and analyzing a range of archaeological sites/cultural areas, and B) for students to gain knowledge of timely and enduring issues surrounding the diversity of human experience.

Example of Course Requirement:

You will be responsible for choosing three **different** archaeological sites/cultural areas for the completion of course requirements 2-5 (This means you can “double-dip” once). You will also be responsible for finding, reading, and reporting on evaluating **15 different** academic sources during the semester (as indicated on the syllabus). Many but not all of these sources should be connected to the three different archaeological sites you’ve chosen. You will be responsible for providing information (via Moodle and class discussion) on your chosen articles as they come due each week. In addition, you must insert the citation information for your sources into **your personal** syllabus and provide an ongoing updated copy on your Moodle space. Also note that we will be doing quite a bit of work in groups or “teams” of 3 or 4 (though there will be allocation of individual responsibilities in each group).

Example of Course Requirement used to assess Learning Objective 12.

MUSEUM EXHIBIT BLUEPRINT PROJECT OF AN ARCHAEOLOGICAL SITE OR TOPIC

1. Choose an archaeological site or topic
2. Find scholarly sources (at least 6) (including peer-reviewed journal articles)
3. Write a report (4-5 pages) on the nature of the site or topic:
 - a. Describe the site
 - b. Discuss major research questions, data, analysis, and findings
 - c. Discuss the significance of this site/topic that makes it worthy of a museum exhibit
4. Create a blueprint of your proposed museum exhibit:
 - a. Choose photos of the site, artifacts, excavation and include them on your blueprint
 - b. Include some of the text from your report within the structural layout of your blueprint of the exhibit

The assignment was graded with performance for 3.a, b, and c each worth a quarter of the grade and 4.a & b worth the final quarter of the grade.

RESULTS: 12 of 13 students were able to perform at the C level or better, 11 earned a grade of B or higher, and 4 students received a grade of A- and 5 students received a grade of A.

CONCLUSIONS AND PLANS FOR THE FUTURE:

I felt that students were generally highly interested in the material and quite motivated to do the course work. I also felt that the “case study” approach and allowance for students to have significant freedom to choose archaeological sites, areas, or topics based on their interests worked pretty well to keep students successfully engaged with the material in ways that included both method and theory and **issues of human diversity**. I look forward to expanding on this pedagogical strategy when next teaching this course.

ASSESSMENT OF ANTH 222: ANTHROPOLOGY, RELIGION, & COLONIALISM FOR SPRING SEMESTER, 2021 (12 STUDENTS)

REINFORCEMENT

This course is a revision of the course taught in the Spring Semester of 2019 In contrast to ANTH 280, the majority of students had fundamental knowledge of social sciences in general and SOCA in particular and so students were challenged to bring that knowledge to some new perspectives from an anthropological approach to religion. **ANTH 222 is an excellent course to engage (and thus assess) in timely and enduring issues surrounding the diversity of human experience.**

As stated in the syllabus:

The course is an anthropological exploration of religion as practiced in a range of cultures around the world. This means that there will be less of a focus on key written religious texts and much more of a focus on ethnographic writing that focuses on religious practices as found within the everyday cultural life.

Our approach will be holistic in the sense that religion is studied as part of the economic, political, and social realities of the individuals practicing that particular religion. Our approach is inclusive of local cultures; local peoples from every social “level” are part of the picture.

ASSESSMENT: Our viewpoint is critical as we look at the religious landscapes from many cultural contexts; we will ask hard questions about colonialism, forced conversion, unequal relations of power, and inequality. At the same time, we will also need to have a critical perspective about the role of religion and anthropology in aiding, accepting, and/or critically evaluating processes of colonization and globalization.

Above all, we will ultimately want to assess our own individual role and place the world of culture and religion. A different question is posed each week or so as we explore questions about human nature, cultural diversity, colonial history, and global transformation. Our quest is a journey into questions about the nature of religion, culture, and the individual. From a liberal arts perspective, we will consider the transformative relationship between particular religions, cultures, and individuals.

COURSE STRUCTURE: The course will consist of a mixed-format of lecture, group work, and organized discussion. Readings are REQUIRED and the expectation is that you will be prepared to discuss assigned readings.

COURSE GOALS: Anthropology, as an introductory course, has the goal to develop informed critical scholars who can communicate in the language of anthropology.

1. To fulfill this goal, Anthropology 222 introduces you to the complex interconnections of Anthropology and Religious Studies and presents a critical approach to the study of culture and religion.
2. A second, related course goal is to introduce you to the basics of anthropological and ethnographic research methodology as found in the ethnographic study of religion.
3. A third course goal is to foster an appreciation of cultural and religious diversity.
4. Finally, the research and writing assignments are designed to allow you the opportunity to think about creating a more just, equitable, and sustainable society.

COURSE LEARNING OBJECTIVES: The course is designed to engage us in active learning; from beginning to end, a major goal is to provide you with a social science map to negotiate local and global religious worlds. By the end of the semester, you are expected to persuasively articulate a number of models that reveal and explain interconnections between religion and culture within global processes of change. Major course objectives are:

1. Introduce students to major theoretical frameworks and research questions regarding culture and religion.
2. Introduce students to the major sub-area of the anthropology of religion and its interconnections to other sub-areas such as cultural ecology, medical anthropology, economic anthropology and so forth.
3. Introduce students to the basics of ethnographic research.
4. Introduce students to the value of ethnographic case studies of the interconnections between religion and culture.
5. Introduce students to the value of **religious and cultural diversity** from an anthropological perspective.

MEANS OF ASSESSMENT/COURSE REQUIREMENTS:

1. Two article reviews (4-5 pages) (10% each for 20%).
2. Three response papers (4-5 pages) (10% each for total of 30%).
3. Four team presentations (5% each for total of 20%)
4. Final project (7-10 pages) (20%)
5. Class attendance and participation (10%)

ASSESSMENT TOOL: The Final Project for ANTH 222 served as a means of assessing Learning Objective 12: **Students will be able to gain knowledge of timely and enduring issues surrounding the diversity of human experience.**

FINAL PROJECT:

Discuss some key connections between religion and one or more of the following areas: visual art, music, sport, and/or humor. Be sure to use specific case studies of religion and culture as relevant. In addition, be sure to keep in mind major forces of globalization, the environment, and/or climate change that are likely to be shaping religious and cultural realities. Of course, you must include references to the main course text, your selected peer reviewed articles, and any other pertinent sources.

ASSESSMENT RESULTS:

Two students out of 12 failed to receive a grade of C or higher and 7 students scored at 80% or higher. Three students received a grade of B, 2 students received a grade of A-, and 2 students received a grade of A.

FUTURE: Upon further reflection, each response paper can benefit from fuller rubrics in ways that more fully and accurately capture students' successful understanding of timely and enduring issues in cultural and religious diversity.

ASSESSMENT OF ANTH 230: CULTURE AND GARDENS FOR SPRING SEMESTER, 2021 (10 STUDENTS)

Exposer and Reinforcement

This course, above any others I teach, reaches outside of the usual boundaries of anthropology and sociology. There are several reasons for this: the subject matter, the connections of the course to the Sustainability Major, and the broad range of student interests. A primary focus is on the interconnections between gardening and culture and the **importance of cultural diversity for garden diversity**. ANTH 230 allows for some unique ways to encourage students (Learning Objective 12) to gain knowledge of timely and enduring issues surrounding the diversity of human experience.

I've again included the course description:

This course will travel through time and space to garden spaces and practices found in a wide range of cultures. Our “visits” to garden sites will be experienced through an anthropological lens that focuses on the human-to-environment relationship in regard to subsistence strategies, aesthetic values, religious understandings, sustainable practices, social networks, community organization, and cultural life ways.

A major goal is to create understandings of the complex articulations between people and their environment, from the archaeological past up through the present. A second goal is to reveal the intricate connections of land, culture, and society. A third goal is to uncover processes of cultural change related to land use, food production, and landscape. A final goal is to create a creative learning environment that encourages students to expand their writing and oral communication skills.

Means of assessment of course goals via assignments:

1. Create a model of your ideal garden (must include 4 pages of text plus your garden plans).
2. Compare two gardens that are radically different in a number of ways (must include course readings) (must be ten pages in length).
3. Plan a garden for two of the following spaces: 1) a Brooklyn neighborhood, 2) Wells College, 3) a Mexico City neighborhood, 4) rural New Mexico, 5) suburb of Tokyo, or 6) rural India. Your paper must include some “outside” research of the gardens and cultures of chosen spaces; your project must also include at least 8 pages of text AND a number of garden layouts).
4. Two in-class writing assignments.
5. Two in-class group discussions/presentations of your projects.
6. A comprehensive community garden plan for a garden of 2022 in a geographical area and culture(s) of your choice (must include at least ten pages of text and necessary support maps, layouts, designs, and so forth).

From the above text, one can see that the course content DOES allow and encourage students to consider gardening as a social and cultural phenomenon that can be critically examined in order to understand and gain an appreciation of the diversity of human experience. The final assignment perhaps best allows for assessment of student success in completing this critical examination.

FINAL ASSIGNMENT

The assignment calls for a comprehensive garden plan for a community garden of 2022. The garden is for a geographical area, urban or rural setting, and culture(s) of your choice.

The plan must include at least ten pages of text and all necessary support maps, layouts, designs, inventories, and other support materials.

2022 is less than a year away and there’s lots of planning to do! What significant environmental, political, economic, social, and cultural dynamics need to be considered?

Consider the potential contribution your garden will make to the local environment, economy, community, and culture(s).

What kind of garden does the world need?

What kind of garden does the local culture/society need?

What kind of garden does the (local) environment need?

What about issues of economy and sustainability?

What kind of garden do YOU want to design, create, and help maintain?

Lots of possibilities, close to home and distant: what cultures interests you?

How will you work with the present conditions and current practices of the culture (is “your” culture already a gardening culture)?

How will you incorporate the wishes, interests of the culture?

APPLICATION OF COURSE MATERIALS FOR ...

- What is your role (leading, advisory, team member) in the implementation of the plan?
- What are some ethical considerations for the implementation of your garden plan?
- What are some potential consequences, positive and negative, for the local culture if your garden is created?

Assessment of the Results for the Final Assignment for ANTH 230:

RESULTS:

Grade was based on the physical garden plan (25%), garden plan oral presentation (25%), discussion of culture (25%), and discussion of community (25%).

All but one student received a grade of C or higher and 8 of 10 students received a grade of 80% or higher.

FUTURE: I must concede that the rubric used is less than concise and should be further developed in the future. In addition, feel I need to reassess the ways in which the course can better connect to anthropological and sociological concepts and theoretical models. Perhaps in this way, the course could expand on its applied anthropology framework.

GENERAL CONCLUSIONS:

Closing the Loop:

My focus on 200 level courses for the academic year of 2020-21 means that these courses generally expanded the loop to additional exposure and some reinforcement of goals and objectives but not a great deal of mastering.

A final word on our ASSESSMENT PLANT FOR 2021-22: Finetuning the Assessment: Focus for 2021-2022:

Along with Professors McClusky and Renfrow,

1. I hope to do a better job of undertaking initial assessment of student knowledge on day one of the class.
2. Second, I plan to expand current rubrics and develop new rubrics in consultation with students as a means of better assessing student learning.
3. Third, the SOCA major has the goal (as stated in the opening paragraph by Prof. McClusky) of examining our rubrics collectively in order to better define the categories of Exposure, Reinforcement, and Mastering for each Learning Goal as laid out in our newly revised excel grid layout of each course's contributions to Learning Goals and Objectives.
4. The major has the specific goal of assessing aspects of EDI, particularly as they relate to the mission of the college. We plan to meet (in person and virtually for Dan who is on sabbatical) on this issue.