### General Education: Social Sciences

**Social Sciences Student Learning Outcome #2:** Students will demonstrate knowledge of major concepts, models and issues of at least one discipline in the social sciences.

**Sources of Assessment Data on Outcome:**

Data should be scores acquired through the use of the Social Sciences rubrics created by TAHSS. Data can be from items on exams or multiple choice testing a specific understanding of the knowledge areas and methods social scientists use to explore social phenomena.

**Semester(s) in which reported assessment data were collected:** Fall 2014 [ ] Spring 2015 [X] Both [ ]

**Below briefly describe how you collected these assessment data.** What specific assessment methods—exams, assignments, or other instruments did you use to acquire the data reported. Use of the TAHSS scoring rubric is highly recommended for less-quantitative assessments.

I used six multiple choice/true or false questions written by senior colleagues. These were a part of my Midterm Exam. The Midterm Exam counted for 25% of a student’s final grade in my course.

**Enter the total number of students from whom you collected the assessment data.** 46

**CHECK:** Data are totals from a multi-section course? [ ] Data are only from one course/section? [X]

**State benchmark here:**

In the spaces provided below, enter the number of students (and percent of total) who scored in each of the achievement levels indicated:

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Number of students who reached this level</th>
<th>Percent of total students assessed who reached this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded Benchmark</td>
<td>7</td>
<td>15.22%</td>
</tr>
<tr>
<td>Met Benchmark</td>
<td>17</td>
<td>36.96%</td>
</tr>
<tr>
<td>Approached Benchmark</td>
<td>14</td>
<td>30.43%</td>
</tr>
<tr>
<td>Did Not Meet Benchmark</td>
<td>8</td>
<td>17.39%</td>
</tr>
</tbody>
</table>

**Closing the Loop Recommendations:** After examining these assessment results, do you find any weaknesses in student performance on this specific student learning outcome that you plan to address by changes in course content, curricular emphasis, instructional approaches? If so, please describe the
need for improvement and what you will do. Also, even if you have reached your desired criterion, you should have a plan to go beyond this level in the performance expectations on this outcome. The department should also look to structuring an action plan that focuses on budget, the allocation of resources, and sustainability.

According to the statistics for each individual question, students seemed to struggle with two in particular. One of these was “True or false? Primatologists have discovered that non human primates such as bonobos and gorillas have culture.” Only 45.65% of students answered this correctly. In order to improve outcomes next semester, I will emphasize that the “procultural behaviors” these primates sometimes engage in are not a type of “culture.” The other question students had difficulties with was “which subdiscipline of anthropology focuses on the study of past human cultures?” Fifty percent of students answered it correctly. I will emphasize that it is archaeology, by reminding students that archaeologists focus on studying the human past. The percentage of students who answered the other “content” questions correctly ranged from 76.09% to 97.83%.

After Fall 2014 Gen Ed assessments of ANT 101 (3 sections), it was determined by the department faculty that key content concepts would be emphasized early in the semester and assessment questions would be included in a midterm or final exam versus a non-graded exercise. The early emphasis of the key content as well as the inclusion of the assessment questions on the midterm exam in this current assessment reported here, demonstrates a marked improvement in SLOs where the percentages for SLO #2 were 16% (Exceeding), 25% (Meeting), 34% (Approaching), 25% (Not meeting).

In Spring 2015, 52% of the ANT 101 students exceeded or met benchmark for SLO#2, whereas in Fall 2014, only 41% did so. We are improving but still have work to do to get 75% to meet or exceed the benchmark.