

Mapping Assessment using Anthropological Methods: Supporting Faculty Development and Student Learning across Multiple Sections of an Introductory Course

Abstract: While other disciplines have made significant steps in assessment, the field of anthropology is just beginning to coordinate assessment among its introductory courses (Loker 2016). This project provides a model for aligning course learning objectives with departmental, university, and state-level goals and synchronizing these and the assessment of student performance across multiple sections. This project innovatively draws from anthropological methods used to coordinate team-based coding of qualitative data to 1.) map ANTH-A104 section learning objectives with IUPUI's PULs and statewide competencies 2.) develop master grading rubrics and example booklets that correlate faculty assessment of student performance and support student learning. (100 words)

Purpose of Project:

Problem: In contrast to other disciplines, such as History and Mathematics, little research has been carried out within the field of Anthropology to establish protocols for standardizing the assessment of student learning in introductory courses, which often include varied assignments and readings (Loker 2016).

Goal: The purpose of this project is to map and coordinate assessment of statewide competencies, PULS, and course-level learning objectives across multiple sections of IUPUI's ANTH-A104 Introduction to Cultural Anthropology. Since each section of ANTH-A104 includes different assignments, in-class activities, and exams built around similar textbooks, the goal of this project is to facilitate instructor creativity in the area of pedagogy while coordinating assessment. Preserving such creativity is key to enhancing student learning by giving faculty flexibility in adjusting course activities and assignments to better match the given make-up of student learning styles in a class from semester to semester and as the student body changes. To achieve the proposed goal, Dr. Audrey Ricke will lead the department in developing and implementing a series of master grading rubrics and accompanying example booklets, which contain excerpts of complete, incomplete, and "almost but not quite" student performance. The initial master grading rubrics and example booklets will be developed in Spring and Summer 2017 and implemented in Fall 2017. These materials, which will be stored on the department's shared IU Box folder, will function as living documents. Department faculty will be able to revisit the documents at the end of each academic year, uploading suggestions to the folder and approving additions and refinements of the grading rubrics and booklets where applicable.

Intended Outcomes of the Project:

The outcomes of this project are two-fold: the production of professional development resources for faculty in the area of student assessment and the creation of a model to correlate assessment across introductory sections with variable pedagogical approaches. On the individual instructor level, one outcome will be easy access to guidelines (master grading rubrics and examples) to help instructors align

their in-class and out-of-class assignments with IUPUI's PULs and statewide competencies. In addition, the creation and inclusion of example booklets will increase consistency in assessment across sections and serve as a resource for designing student support materials. On the university and discipline level, this project will contribute a model for coordinating the assessment of learning in both introductory anthropology courses and other disciplines where varied approaches to teaching a course are desired.

Assessment Methods:

As the Gateway coordinator for ANTH-A104, Dr. Audrey Ricke will serve as the project director. She will adopt a model for coordinating assessment and developing rubrics and example booklets based on past scholars' guidelines for developing codebooks for team-based qualitative analysis (MacQueen et al. 2008; Ryan 1995). Much like coding qualitative data for abstract and concrete concepts derived from theory, the assessment of undergraduate writing involves the instructor determining the degree to which students' written performances match or deviate from learning objectives derived from course, university, and state-wide academic goals. Whether it is a team of researchers coding various unstructured interviews or a team of instructors grading different written assignments, a codebook is essential to coordinate assessment.

Mapping Learning Objectives to IUPUI's PUL 5 and Statewide Competencies

Step 1: Dr. Ricke will finalize IRB approval in Fall 2016. In January 2017, Ricke will create a Google at IU group space for all IUPUI ANTH-A104 faculty and ask them to complete a shared excel chart in order to begin the process of mapping the course learning objectives to the different components of PUL 5 Understanding Society and Culture and of the statewide competency Socio and Behavioral Ways of Knowing. The chart will consist of the department's list of learning objectives as rows. There will be columns for each of the ANTH-A104 instructors. Each instructor will cut and paste the learning objective from his/her syllabus that matches each of the department's objectives, indicate which of the PUL 5 components (i.e. 5.1 to 5.3) and statewide competencies for Socio and Behavioral Ways of Knowing (5.1

to 5.6) most closely align with that objective, and give a brief description of what type of assessment tool they plan or currently use, i.e. comparison paper or exam question about religious practices.

Step 2: In February 2017, all of the ANTH-A104 faculty will meet for approximately 1.5 to 2 hours to 1) finalize the alignment of the department's course objectives to particular components of PUL 5 and the statewide competencies and 2) decide if certain learning objectives must involve a written component for assessment. If time permits, we will begin discussion of what complete vs. incomplete performance looks like in student written responses associated with particular learning objectives. Prior to the meeting, Ricke will analyze the faculty-produced chart from Step 1 for major deviations in alignment of selected PUL components or statewide competencies and circulate the results and meeting agenda to course faculty via email. Ricke will take detailed notes at the meeting and upload the finalized alignment chart to a shared IU Box folder. In preparation for Step 3, she will ask faculty to email her their grading rubrics for the written assignments/essays they indicated in the chart as well as ask them to collect and send at least two anonymous examples each of complete, incomplete, and "almost but not quite" student work as it relates to the targeted learning objectives.

Development and Piloting of the Codebook for Correlating Assessment

Step 3: Ricke will use the remainder of the spring semester and summer 2017 to compile master grading rubrics and sample example booklets for each learning objective currently linked to student writing. In order to do this, Ricke will look for the common themes across the submitted grading rubrics for the same learning objective and write an overarching grading rubric that is applicable to the varying assignments and consistent with the associated PUL and statewide competency components. The master grading rubrics will not address point values but focus on capturing the key elements essential for demonstrating mastery. Ricke will also start development of the accompanying example booklets which will provide instructors with an idea of what different levels of mastery look like for particular components across a variety of assignments. The booklets will follow Gery Ryan's guidelines for

qualitative codebooks and consist of the following a) inclusion criteria b) exclusion criteria c) complete examples d) incomplete examples e) close but not quite examples (1995). See the attached supplemental materials for an example. Faculty will review the draft rubrics and booklets in the shared IU Box folder and be encouraged to post comments by August 7, 2017.

Step 4: In August 2017, Ricke will organize a focus group of all ANTH-A104 instructors to finalize the grading rubrics and example booklets. Based on the feedback from the focus group and Box comments, Ricke will make any additional changes and post the finalized grading rubrics and booklets to the shared IU Box account. In October, Ricke will lead a one hour norming session with ANTH-A104 faculty, who will all grade the same set of three anonymous FERPA-approved student papers from one of her ANTH-A104 sections using the new grading rubrics and example booklets and discuss their scores collectively. Following MacQueen et al.'s guidelines, wherever less than 85% of the faculty differ on the assessment of a paper, Ricke will lead a discussion to clarify varying interpretations and make adjustments to the corresponding grading rubric and example booklet, re-posting the final versions in the shared IU Box folder (2008). The department will ask all ANTH-A104 instructors to use these grading rubrics where applicable and save and upload to the IU Box two anonymous FERPA-approved examples each of complete, incomplete, and "close but not quite" student written work from that semester.

Data Analysis: In December 2017, Ricke will compare the submitted graded papers for the same learning objective from Step 2 with those submitted by faculty after the norming session to determine the extent to which intergrader reliability increased. For those learning objectives where Ricke has samples from at least two out of the seven ANTH-A104 faculty, Ricke will segment each document by paragraph or sentence depending on length and compare the agreement across graders of what was evaluated as complete vs. incomplete following the inclusion and exclusion criteria. She will note areas in the Fall 2017 submissions where agreement is below 85% and revisit these areas next semester in a norming session to clarify.

Evaluation and Dissemination of Results: Ricke will present and receive feedback about the assessment model and its results at national anthropology conferences, such as the American Anthropological Association and the Society for Applied Anthropology, as well as at the Assessment Institute in Indianapolis. In addition to submitting the final report to the PRAC committee, she will publish the results in academic journals, such as *Education Assessment*.

Details on Intended Use of Findings for Program Improvement: The professional development materials from this study will be used to support anthropology faculty in all stages of their careers in designing learning projects and correlating assessment across multiple sections while maintaining pedagogical creativity. At the same time, the alignment process will isolate areas of student learning where more attention is needed within a given section, such as a course section that does not explicitly address a particular component of the statewide competency or PUL. Using this information, the ANTH-A104 coordinator can better arrange mentorship for the instructor with a faculty member who is explicitly addressing the issue. The developed model will also be used to coordinate assessment across the multiple sections of IUPUI's ANTH-A103 Human Origins and Prehistory. In addition, the process of developing the example booklet by looking at sample student work across the sections will highlight and isolate areas that students commonly struggle with. The same resources that are used to support faculty will then be modified to guide students through the writing process, such as practice exercises where students pick out the complete answer and explain why. See the attached supplemental materials for an example. Together, the master grading rubric and example booklet project will provide a model for departments at IUPUI and beyond that will show rather than describe for both faculty and students the criteria and process for assessing student performance while valuing creativity.

References Cited:

- Loker, William. 2016. "What Do We Want our Students to Learn? Learning Outcomes for Anthropology." *Anthropology News*, September 16. <http://www.anthropology-news.org/index.php/2016/09/16/what-do-we-want-our-students-to-learn/>
- MacQueen, Kathleen, Eleanor McLellan-Lemal, Kelly Bartholow, and Bobby Milstein. 2008. "Team-based Codebook Development: Structure, Process, and Agreement." In *Handbook for Team-Based Qualitative Research*, edited by Greg Guest and Kathleen MacQueen, 119-136. Lanham: Altamira Press.
- Ryan, Gery W. 1995. "Medical Decision Making among the Kom of Cameroon: Modeling how Characteristics of Illnesses, Patients, Caretakers, and Compounds Affect Treatment Choice in a Rural Community." Ph.D. diss., University of Florida, Gainesville.

Simple Budget:

Item	Cost
<p>MaxQDA Analytics Pro Software-</p> <p>To be used to code and analyze qualitative data gathered in faculty meetings, focus groups, and compare assessment of sample student work (intergrader reliability)</p>	\$785.00
<p>Supplemental Salary for A. Ricke - to develop the grading rubrics and example booklets and analyze effectiveness of these materials and the norming session over the next year, including summer 2017. A. Ricke is on a 10 month contract which does not cover work in summer months.</p> <p>Funding for A. Ricke to go to national conferences, like the American Anthropological Association meetings (approximately \$1000 for travel, lodging, and registration) and the Society for Applied Anthropology meetings (approximately \$1200 for travel, lodging, and registration).</p>	\$4215.00
Total	\$5000.00