

BEHAVIORAL SCIENCES PROGRAM REVIEW

OUTLINE

Based on 8.13 UGD Psych review

On page 64 of the *WASC 2013 Handbook of Accreditation* Program review is defined as

..... a systematic process of examining the capacity, processes, and outcomes of a degree program or department in order to judge its quality and effectiveness and to support improvement. Historically, program review focused primarily on capacity and research output; more recently, educational outcomes and student success have been included. While student success and assessment of learning at the program level are an important part of program review, they should not be confused with the more encompassing process of program review.

The Behavioral Science Program was originally a cross-disciplinary program combining Anthropology, Psychology and Sociology. A number of years ago Psychology became independent, and Geography moved in as the new intellectual discipline in the program. A cross-disciplinary major is relatively uncommon compared to the more traditional compartmentalized majors (such as Anthropology and Sociology) but it allows students exposure to a wide range of material, most of which they will have to become familiar with in graduate programs in the disciplines. Marketability has always been an issue, given the lack of common name recognition (in contrast with Psychology). The degree is gaining in popularity in online programs, as can be seen from the material pulled from several online websites (see Appendix IV).

Catalog Description of the Behavioral Sciences Program

The Chaminade University of Honolulu catalog description of the Behavioral Science Program (from the 2013 catalog):

BEHAVIORAL SCIENCES PROGRAM

The Behavioral Sciences Program is centered on the development of student awareness of the importance of social and cultural groups in contemporary and past human experience. The merging of three related disciplines: Anthropology, Geography, and Sociology, along with major contributions from other disciplines such as English, History, Political Science and Religion form the academic basis of the Behavioral Sciences Program. Behavioral Sciences is grounded in the fields of Anthropology, Geography and Sociology, but incorporates related areas of study as evidenced by the number of disciplines that engage in cross-cultural research. These themes include the socio-cultural basis of human behavior, the theory and reality of cross-cultural interaction, dialog and understanding, and awareness of the patterns and meaning across socio-demographic categories (such as gender, age, ethnic identity, and socio-cultural status).

Integration with the Marianist Mission

The primary goal of the Behavioral Sciences Program is to provide students with the tools they need to provide leadership roles and competency in a complex culturally diverse world. This explicitly ties into the Marianist mission by educating students from a point of view which celebrates diversity and the openness of mind, which is critical to making a difference in the modern world and developing the true servant-leader. The Program works toward this goal by two specific techniques:

- 1) The material covered in anthropology, geography and sociology, both in readings and discussions, explicitly reflects the Marianist and Chaminade University goal of building collaborative learning communities from students of diverse backgrounds since the material is by definition cross-cultural and focuses on the diversity in human societies;
- 2) By virtue of being a multi-disciplinary program and thus explicitly incorporating the viewpoints and perspectives of varying disciplines, we provide an intellectual model of cross-discipline understanding and synthesis for our students to follow, based on our role as mentors and role models in praxis both within and outside the classroom (in service-learning, community service projects and faculty research projects for example).

Consistent with the Marianist education goal to foster community-based relationships and the application of service, the Behavioral Sciences Program requires a senior research project. For most of our majors this consists of a structured internship project (frequently within social services agencies and schools). This achieves several goals simultaneously:

- a) It sensitizes our students to the reality that the culturally diverse world outside the university is the real basis and goal of their education, and forces them to relate and apply the course material they have absorbed to the real world in which they operate;
- b) The senior research is based explicitly on student-generated research, based on their personal interests and career goals. It requires that they develop the research questions (hypothesis), collect the field data and analyze the results within the intellectual framework of their research questions. This exposes them to real-world issues of self-discipline, data collection, ethics, and focusing on goals;
- c) The Behavioral Sciences faculty provide a role model for our students with our involvement in community activities that take advantage of our training and expertise. This models for the students the importance of praxis, of professional involvement in service, and the relationship of academic professionals and the larger community within the context of servant-leadership.

Behavioral Sciences Program Student Learning Outcomes

Upon completion of the program in Behavioral Sciences, the student will demonstrate command of the following program outcomes:

1. Will clearly and effectively articulate the role of theory in cross-cultural Studies from anthropology and sociology;
2. Will demonstrate an understanding of the reciprocal relationships between the individual and the group (ethnic or society);
3. Will demonstrate the use of appropriate methodology and data analysis from anthropology and sociology in social research;
4. Will demonstrate an understanding of anthropological and sociological concepts and appropriate use of the discipline terminology;
5. Will demonstrate the understanding of basic knowledge, questions and issues in substantive areas of sociology and anthropology.

Credit hours in the program are as follows:

1) Cultural Diversity (31 hours)

The following courses are required:

Social Issues [9 credits from the following]: SO 305, SO 308, SO 401, SO 407 or SO 412

Cross-Cultural Experience [9 credits from the following]: AN 340, AN 350, AN 357, AN 360, GE/ID 335 or SO 331

Regional Histories: [6 credits from the following]: Two courses focused on a particular region from the following: HI/POL 343, HI/POL 444, HI/POL 442, HI/POL 443, HI/POL 444, HI/POL 452, HI/POL 453 or RE 365, RE 478

Pre-Professional Course [3 cr]: AN 327. Prerequisite: AN 200

Senior Thesis [4 cr]: SO 494 and SO 498.

2) Option: Hawaiian Studies emphasis within Cultural Diversity (34 hours)

Culture and History of Hawai`i Emphasis [15 cr]: GE 204 (Landscapes of Hawai`i), AN 340 (Peoples of Hawai`i), HI/POL 450 (HI/POL Early Hawai`i), HI/POL 451 (HI/POL Modern Hawai`i), HI/POL 453 (HI/POL Modern Pacific), SO 331 (Asian American Communities.)

**Hawaiian Language [6 cr]: HA 101-102

Hawaiian Oral and Religious Traditions [3 cr]: RE 450

Pacific Realities [3 cr]: One course from: AN 350 (Cultures of Oceania), EN 422 (Pacific Literature) or HI/POL 452 (HI/POL Early Pacific)

Pre-Professional Course [3 cr]: AN 327. Prerequisite: AN 200

Senior Thesis [4 cr]: SO 494 and SO 498

3) Sociology (28 hours): The following courses are required:

Social Issues [6 cr]: SO 308, SO 407, or SO 491

Social Structure [6 cr]: AN 340, SO 401, or SO 360

Minorities [6 cr]: AN 360 and SO 331 Social Institutions [3 cr]: SO 311 or SO 412 Pre-Professional Course [3 cr]: SO 327. Prerequisite: SO 200

Senior Thesis [4 cr]: SO 494 and SO 498

Demographics: The Behavioral Science Program had the following numbers for Fall 2013:

Fall 2013: Number of majors= 7 declared, 11 total

Number of minors= AN= 4; SO= 3

Number of courses taught (average on 2010-2013):

Anthropology: 2 introductory (DUG)

3 introductory (AEOP/Online)

Anthropology: 4 upper division (DUG)

5 upper division (AEOP/Online)

Geography: 3 introductory (DUG)

5 introductory (AEOP/Online)

Geography: 1 upper division (DUG)

Sociology: 2 introductory (DUG)

4 introductory (AEOP/Online)

Sociology: 5 upper division (DUG)

5 Upper division (AEOP/Online)

Note that due to demand we are now offering a number of sections within the DUG but online in AN intro, AN upper division and SO upper division

Program Advising

Program advising is generally handled by Dr. Man. Note that Behavioral Science majors not only meet for advising but in a mentored format for the SO 494-498 Senior Thesis and Senior Thesis Writing with their advisor.

Number/type of faculty (Full/part time)

The Behavioral Science Program has two full-time tenured professors, Dr. Richard Bordner in Anthropology-Geography and Dr. Bryan Man in Sociology. There is a very small pool of adjuncts due to the extremely low pay for adjuncts, the unpredictable nature of course offerings in the AEOP program and a lack of qualified academics that can teach specialty courses online. Note that the AEOP both defines course offerings and locations—academic programs' sole function is to staff the courses. So there is no coherent pattern or sequence to course offerings, nor can we make projections for future course demands. The adjuncts include:

Dr. Usha Prasad: A full-time special adjunct on contract, teaching AN 200, AN 340 and AN 350 almost entirely to fulfill the specific demands of the Nursing Program, and also PH/SO 360 Sociology and Philosophy online.

Dr. John Cusick: A part-time adjunct teaching GE 102 and GE 103 online for the AEOP program, averaging 1 course per session.

Kimberly Boyd (MA): SO 200 online for AEOP, averaging 1 course per session.

Dr. Timothy Wong: SO 401 and other upper division SO courses online as requested by AEOP, averaging 1-2 courses per year.

External Program Review and Comparison

In the absence of any viable form of external review, we have surveyed several mainland universities (UCLA, Santa Clara and Gonzaga) to look at the pattern and structure of their Sociology programs and required course offerings. Our course offerings and structure closely mirror those found elsewhere with the exception of more emphasis on formal theory courses. Of more interest was the sequence of offerings, as our counterparts generally require the theory course and frequently a separate methods course prior to Statistics, which is the reverse of our sequence. We will be looking into making this modification if the change will improve the program.

In addition both the AAA and the State of Hawaii DOE have posted standards for Anthropologist. See Appendix V: Anthropology-Sociology Grades 3-12 Standards. Our program goals and outcomes mirror those presented by both the AAA and State DOE (though obviously at a higher level academically).

Internal Curriculum Review

Student evaluations must be considered primary evidence of any academic program for several reasons: 1) in some form they reflect the attitude of the consumer at the time of consumption (end of the semester); CUH has been using the same form in the same fashion for over 10 years, giving a large longitudinal data set; 3) evaluations are considered as primary materials both for tenure-promotion and also as grounds for termination (see Appendix I).

However student evaluations are problematic for several reasons: 1) given the structure and format of the questions there is little confidence that all students are responding in a coherent manner to the questions; 2) students are bombarded with evaluations at the last week of classes and have been doing them for a number of years with little visible evidence of effectiveness; 3) academic urban legends abound with students being punished for giving poor evaluations (according to students); 4) sampling the value of a course at the end of the semester in contrast to some future date when the course material would be applied makes questions regarding the 'value of the course' problematic.

All this can set up a scenario where the students are not spending serious intellectual effort on the evaluation due to various factors, so the sample can be skewed for a number of reasons. Given these factors student evaluations must be handled with caution, but they do represent a major data stream relating to class performance and remain the only universal sample of consumer perception of the product we deliver in the classroom.

In 2012 the Behavioral Science Division Dean conducted an analysis of the student evaluations. The Behavioral Science Program did not score as high as other programs in the division, which has led to discussion and analysis of the lower scores. To date we have not been able to pick out specific factors, but as a result a finer-grained analysis of the Anthropology and Geography courses over the last 5 years (2008-2013) was completed.

The summary analysis of these findings was presented to the Dean in 2012:

Our next step was to try and analyze what had happened—why was student satisfaction so much lower in our courses. The first target was the Statistics course (SO 315) as this course traditionally is very difficult for students, and generates a lot of grumbling during the year. This course was taught by Dr. Man, among others, in the original Behavioral Sciences Program. When Psychology became independent, he continued to teach Statistics as the Psychology department had no one interested in teaching it after its quantitative faculty left the department. Dr. Man continues to teach one section of Statistics. But even with SO 315 removed (See Course Evaluation Tables below), we still scored poorly. At that point I decided to pull all the Anthropology-Geography courses and examine them both by question and also add a longitudinal factor by analyzing the last 3-4 years. The results can be seen in the tables following.

The second table, "Question 9 Longitudinal Scores" is central to the following discussion. Note the highly variable nature of the scores from year to year in the same course. In this period I did not move to a distinctly different pedagogy or make obvious major changes in course structure or presentations. Note also that within the same year courses move significantly up or down in relative satisfaction scores. This lack of pattern or predictability requires some attempt at analysis.

The only key parameters we have been able to locate would be: student engagement with the topic; and perceived value of the course material. The Behavioral Sciences Program is substantially different from the other programs in the Division in that it is a traditional Liberal Arts structured program without a clear career-track focus. Criminal Justice is classic career-structured program, and the Psychology program is heavily structured to link into the MSCP graduate program. As such, many majors have selected these programs as explicit career paths, and the courses directly link to gaining this career-degree. The BS Program does not link to either a specific career nor to a specific graduate program, so the classes do not engage student motivation to the same level. Our analysis suggests that our courses (and the evaluation scores) reflect student engagement with the topic (is it interesting or satisfying) and in the perceived value of the course (is there value in the material in terms of career).

A persistent pattern in all of our courses was that the scores on the last 3 questions (value of course) were consistently lower, usually around 5% lower, than scores for the first 6 questions. This tends to support the “elective” nature of the courses for most students.

This still doesn't account for the extremely low scores for some courses, the Fall 2011 AN 340 (Peoples of Hawaii) being the most striking example. With the addition of the Spring 2013 evaluations an additional factor seems to be at work. Courses that have recently become required by other majors, especially AN 200, AN 340, AN 350 and GE/ID 335, have dropped in popularity since the requirements came into force. Prior to this all AN-GE courses were by choice (with the exception of GE 102-103) within a range of alternatives (for example, AN 200 or PSY 101 or SO 200). Changing the nature of student course selection (from option to required) not surprisingly appears to have a significant impact on the perceived value of the course.

Our Assessment Plan to address the student evaluations is still tentative given the complex nature of the results, but currently will focus on the following:

- 1) More emphasis on the ‘added value’ of the course, how the course knowledge links to career enhancement;
- 2) Provide more easy-access support materials online to assist students to work through the course material given that it likely is not top priority in their time-cost analysis of getting through the semester.
- 3) In response to student evaluation feedback in the Statistics course, one adjustment is an implementation of using class time as a lab for students to work collaboratively on problems, and ask questions for clarification of statistical analysis of data and interpretation of results.

Contributions to the General Education core curriculum

As the General Education core remains unchanged, the 2010 report for Anthropology-Geography is still relevant. The only change would be the addition of the Nursing requirement for AN 200 and the growth of online sections of the DUG AN 200 offerings (since 2012). See Appendix II.

Analysis of Student Learning Outcomes

See the Student Learning Outcome report Appendix III.

Recommendations for changes based on the Program Assessment

- 1) In the early part of the semester, added emphasis placed on explicit discussion and examples of the 'added value' of the course (how the course knowledge links to career enhancement);
- 2) Provide more easy-access support materials online to assist students to work through the course material given that it likely is not top priority in their time-cost analysis of getting through the semester. The growth of "Mastery" portions of the publisher's introductory course materials (such as Pearson has just implemented for GE 103, which we are trying this semester in beta test) should assist in this regard.
- 3) Moving to more standardized curriculum driven by the publishers (such as Pearson). The advantage is clear in that the materials, both textual and assessment, are normative for all versions of the course taught by universities using the same materials. The disadvantage is "why take it from Chaminade?"

External Challenges

- 1) The move to a more integrated online presence through Sloodle (Second Life-based Moodle) and other mediums as per <http://www.openculture.com/freeonlinecourses>, <http://oyc.yale.edu/> and <http://ocw.mit.edu/> Given the current availability of free online course materials from prestigious universities, the need to present a legitimate intellectual presence both integrating available material (supplemental or as tutorials) and also presenting courses unique to Chaminade within one of these consortiums will become a necessity within the next 2-3years. Allocating time, energy and resources to make this happen in a very short time frame will probably be the major challenge not only for the program but for Chaminade (and all other smaller universities) in general.

BIBIOGRAPHY

Gagne, Robert 1984. "Learning Outcomes and Their Effects", American Psychologist 4.1984, vol. 39/4, 377-85.

Schuurman, Nadine 2013. "Tweet Me Your Talk: Geographical Learning and Knowledge Production 2.0", The Professional Geographer vol. 65/3, 369-77.

Web-based materials:

AAA association website

Pearson Unit Mastery website for introductory Anthropology and Geography

Appendix I: Behavioral Science Program Course-Instructor Evaluation and longitudinal Analysis

Appendix II: Assessing the General Education Behavioral Science Student Learning Outcomes and Social Sciences Learning Outcomes in AN 200, GE 102 and GE 103

Appendix III: Student Learning Outcomes Linked to Behavioral Science Program Goals

Appendix IV: Behavioral Sciences Senior Thesis Assessment Findings

Appendix V: Summary of Behavioral Science Majors online

Appendix VI: Anthropology-Sociology Grades 3-12 Standards

(National as proposed by AAA and Hawaii-specific)

APPENDIX I

BEHAVIORAL SCIENCE PROGRAM

COURSE-INSTRUCTOR EVALUATION AND LONGITUDINAL ANALYSIS

Fall 2011 – ALL BS DIVISION DUG/AEOP/GRAD OVERALL

Reliability: .9556; Nsize 86018 (2006)

Italics= Less SO 315

Row 4= Anthro summary total

Row 5= Anthro spread low-high course %

FOR ALL AN COURSES COMBINED (per semester)

% that Agree + Agree Strongly

Q1 – Course requirements were clearly stated

Nsize	% StAg/Ag
1413	91%
144	78%
<i>126</i>	83%
89- Anthro	89%
F 2010	93%
F 2009	93%
F 2008	97%
S 2012	
S 2011	97%
S 2010	98%
S 2009	90%

Q2 - Class time was used productively

Nsize	% StAg/Ag
1413	89%
144	81%
<i>126</i>	<i>85%</i>
89	83%
F 2010	91%
F 2009	94%
F 2008	96%
S 2012	
S 2011	97%
S 2010	98%
S 2009	97%

Q3 – The instructor was consistently well prepared for class sessions

Nsize	% StAg/Ag
1413	92%
144	83%
<i>126</i>	<i>89%</i>
89	89%
F 2010	95%
F 2009	97%
F 2008	99%
S 2012	
S 2011	98%
S 2010	98%
S 2009	94%

Q4 – Academic requirements for this course were challenging

Nsize	% StAg/Ag
1412	88%
144	83%
<i>126</i>	<i>83%</i>
89	82%
F 2010	88%
F 2009	92%
F 2008	99%
S 2012	

S 0211	88%
S 2010	90%
S 2009	94%

Q5 – The instructor demonstrated knowledge of the subject

Nsize	% StAg/Ag
1411	95%
144	85%
<i>126</i>	<i>90%</i>
89	90%
F 2010	96%
F 2009	96%
F 2008	99%
S 2012	
S 2011	97%
S 2010	100%
S 2009	97%

Q6 – Overall the quality of the instructor’s teaching was high

Nsize	% StAg/Ag
1412	90%
144	77%
<i>126</i>	<i>82%</i>
89	83%
F 2010	87%
F 2009	89%
F 2008	96%
S 2012	
S 2011	93%
S 2010	96%
S 2009	88%

Q7 – I gained a significant amount of knowledge from this course

Nsize	% StAg/Ag
1410	89%
144	76%
<i>126</i>	<i>80%</i>
89	83%
F 2010	86%
F 2009	93%
F 2008	97%
S 2012	

S 2011	91%
S 2010	96%
S 2009	94%

Q8 – Overall I feel this was a good course

Nsize	% StAg/Ag
1412	89%
144	76%
<i>126</i>	<i>79%</i>
89	82%
F 2010	82%
F 2009	90%
F 2008	92%
S 2012	
S 2011	91%
S 2010	94%
S 2009	88%

Q9 – I would recommend this instructor’s course to another student

Nsize	% StAg/Ag
1411	87%
144	72%
<i>126</i>	<i>77%</i>
89	81%
F 2010	80%
F 2009	86%
F 2008	91%
S 2012	
S 2011	91%
S 2010	96%
S 2009	91%

Dismal Failure: AN 340 course

Most Successful: AN 357; GE 204

Median: AN 200; GE 103

COURSE LONGITUDINAL 2008-2013

Based on the responses (combined agree-agree strongly) to question 9, “would you recommend this course to other students”:

AN 200 (2008-2012)

2012 (18)	89	89	94	83	89	83	89	83	83
2011 (21)	92	92	92	79	96	88	83	83	88
2010 (20)	95	90	95	95	100	95	90	90	90
2009 (15)	100	100	100	93	100	100	100	100	100
2008 (16)	94	94	94	94	94	94	100	100	100

AN 210 (2009-2012)

2012 (10)	80	60	90	80	90	70	70	60	60
2011 (8)	100	100	100	88	88	88	88	88	88
2010 (4)	100	100	75	100	100	100	100	100	100
2009 (10)	80	90	100	80	100	70	90	90	70

AN 340 (2008-2012)

2012 (21)	96	86	96	86	91	86	86	77	68
2011 (19)	81	62	71	71	71	62	67	62	52
2010 (21)	100	100	100	100	100	95	95	95	81
2009 (15)	80	93	93	93	93	86	93	87	92
2008 (19)	100	95	100	100	100	95	100	90	90

GE 102 (2009-2013)

2013 (17)	72	83	78	78	78	61	67	71	67
2012 (19)	100	100	100	95	100	91	91	95	86
2011 (17)	77	94	100	82	100	88	82	82	88
2010 (16)	100	94	100	88	100	94	88	88	94
2009 (20)	90	95	95	95	95	90	95	90	90

GE 103 (2008-2012)

2012 (19)	90	90	95	75	90	95	85	80	80
2011 (14)	88	94	94	81	94	88	88	88	88
2010 (21)	86	86	91	76	91	76	71	67	76
2009 (10)	90	90	90	78	89	78	78	78	78
2008 (16)	93	100	100	100	100	100	100	88	87

GE 204 (2008-2012)

2012 (6)	100	100	100	100	100	100	100	100	83
2011 (12)	92	83	100	100	100	92	92	92	92
2010 (10)	90	80	80	80	90	70	80	70	70
2009 (15)	93	87	94	88	94	87	93	87	86
2008 (11)	100	100	100	100	100	100	91	91	91

GE / ID 335 (2009-2013)

2013 (17)	94	77	88	100	88	88	65	59	59
2012 (13)	100	93	100	93	100	93	100	93	86
2011 (7)	100	100	100	100	100	100	10	100	100
2010 (10)	90	100	100	90	100	90	100	100	100
2009 (15)	100	100	100	100	100	100	100	100	100

SEMESTER SUMMARIES

On questions 1-9 inclusive. N= respondents per course, not number of students registered

FALL 2012

AN 200= 18	89	89	94	83	89	83	89	83	83
AN 340= 21	96	86	96	86	91	86	86	77	68
AN 357= 19	90	90	90	95	95	90	90	90	84
GE 103= 19	90	90	95	75	90	95	85	80	80
GE 204= 6	100	100	100	100	100	100	100	100	83

FALL 2011

AN 200= 21	92	92	92	79	96	88	83	83	88
AN- 340= 19	81	62	71	71	71	62	67	62	52
AN 357= 16	94	88	94	88	94	94	94	94	94
GE 103= 14	88	94	94	81	94	88	88	88	88
GE 204= 12	92	83	100	100	100	92	92	92	92

FALL 2010

Questions	1-Course Require	2-Class Time Useful	3-Instruct prepared	4-Academic challenge	5-Inst. know	6-Teach quality	7-Gain know	8-Good class	9-Recc to other
AN 357=18	100%	94	100	89	100	94	94	89	83
GE 204=10	90	80	80	80	90	70	80	70	70
AN 200=20	95	90	95	95	100	95	90	90	90
AN 340=21	100	100	100	100	100	95	95	95	81
GE 103=21	86	86	91	76	91	76	71	67	76

N= 84 86% Agree 70-90% range

FALL 2009

GE 103= 10	90	90	90	78	89	78	78	78	78
AN 200= 15	100	100	100	93	100	100	100	100	100
AN 340= 15	80	93	93	93	93	86	93	87	92
GE 204= 15	93	87	94	88	94	87	93	87	86
AN 357= 16	100	100	100	100	100	100	100	100	94

N= 71 86% Agree 78-100% range

FALL 2008

GE 204= 11	100	100	100	100	100	100	91	91	91
AN 200= 16	94	94	94	94	94	94	100	100	100
AN 340= 19	100	95	100	100	100	95	100	90	90
AN 357= 15	100	93	100	100	100	93	93	93	93
GE 103= 16	93	100	100	100	100	100	100	88	87

N= 77 96% Agree 90-100% range

SPRING 2013

AN 350= 28	71	86	89	93	93	68	71	64	54
GE 102= 17	72	83	78	78	78	61	67	71	67
GE 335= 17	94	77	88	100	88	88	65	59	59
AN 360= 10	100	100	100	100	100	90	90	100	100

SPRING 2012

AN 350= 22	86	86	86	82	86	91	86	82	82
AN 210= 10	80	60	90	80	90	70	70	60	60
GE 102= 19	100	100	100	95	100	91	91	95	86
AN 360= 6	100	100	100	100	100	100	100	100	100
GE-ID 335= 13	100	93	100	93	100	93	100	93	86
ENV 400= 4	100	100	100	100	100	100	100	100	100

SPRING 2011

AN 350= 20	95	95	95	85	95	95	95	95	90
GE 102=17	77	94	100	82	100	88	82	82	88
AN 210= 8	100	100	100	88	88	88	88	88	88
AN 360= 6	100	100	100	100	100	100	100	100	100
GE-ID 335= 7	100	100	100	100	100	100	10	100	100

N= 58

91% Agree

88-100% range

SPRING 2010

GE-ID 335= 10	90	100	100	90	100	90	100	100	100
AN 350= 18	100	100	100	89	100	100	100	94	94
AN 210= 4	100	100	75	100	100	100	100	100	100
GE 102= 16	100	94	100	88	100	94	88	88	94

N= 48 96% Agree 94-100% range

SPRING 2009

GE-ID 335= 15	100	100	100	100	100	100	100	100	100
AN 210= 10	80	90	100	80	100	70	90	90	70
AN 350= 15	86	100	100	100	100	87	100	85	93
AN 360= 8	100	100	100	100	100	100	100	100	100
GE 102= 20	90	95	95	95	95	90	95	90	90

N= 68 91% Agree 70-100% range

APPENDIX II

ASSESSING THE GENERAL EDUCATION BEHAVIORAL SCIENCES STUDENT LEARNING OUTCOMES AND SOCIAL SCIENCES LEARNING OUTCOMES IN AN 200, GE 102 and GE 103

Dr. Richard Bordner
1/8/2010

Within the Undergraduate General Education Requirements at Chaminade University is the Behavioral Science Requirement, from which a student selects AN 200 (Cultural Anthropology), PSY 101 (General Psychology) or SO 200 (Sociology). While program assessment has been conducted for several years for the Behavioral Science Program, assessment specifically focused on the Gen. Ed. Requirement has yet to be clearly defined in a coherent university-wide format. As such, in the Behavioral Science Division the following three student learning outcomes have been defined (as specified in the University Catalog):

- 1) The ability to apply the scientific method to the study of human behavior in various environmental contexts.
- 2) An understanding of human behavior relative to various environmental contexts.
- 3) An understanding of human behavior relative to various changing environmental contexts.

In order to assess how effectively the AN 200, GE 102 and GE 103 courses have achieved these outcomes, a combination of qualitative and quantitative measures has been used.

Qualitative: Student satisfaction with the course at a basic level will reflect satisfaction/dissatisfaction with the course. The Chaminade University course evaluation instrument was reduced into two general categories;

- a) the perception of providing added value to their learning experience;
- b) being challenging.

This analysis was balanced by an examination of the student grades in the same class (i.e., the success/failure rates) to see whether a high evaluation was linked to higher grades. Given the specific nature of the course material, high scores in value and challenging would indicate that the SLO's had been achieved. See Appendix A for this analysis.

An examination of a selected sample of essay questions present in the final examinations for these courses will illustrate the relationship between course testing and desired student learning outcomes (see Appendix B).

Quantitative: On the final examination 4 questions (2 modified from Haviland et al 2005 Cultural Anthropology test bank, 2 others from the British National Standards for Anthropology 2002 report) were given to all students. Two of the questions were specifically designed to measure for success or failure in achieving the SLO's. See Appendix A for this analysis.

AN 200 Data History:

Qualitative: Course evaluations were analyzed for 2000-08 and the related grading pattern for 2001-08 were analyzed.

Results: The course did well in student evaluations both in providing added value and being challenging. There was no statistically significant correlation between course success/failure rates and either evaluations or assessment scores.

Quantitative: Final Examination Question Assessments for 2003-05, 2007-08 were analyzed.

Results: Assessment scores for ethics and ethnocentrism dropped dramatically (from 70% average down to 37%) when the questions were redesigned in 2007-08, so further modification of the questions has to be done. Anthropology conceptual understanding was generally very good.

Summary: The combinations of the qualitative (course evaluations) and formal assessment questions will continue. As a result of the lack of significance to the 'grade in class' analysis, this portion will be dropped in the 2009-2010 analysis. The formal assessment questions were redesigned for use in Fall 2009 (to be analyzed in the summer of 2010).

GE 102 and GE 103:

The role of the two Geography courses, GE 102 (World Regional Geography) and GE 103 (Human Geography) is somewhat more complicated. These courses are options in the General Education Requirement for Social Sciences which states that the student will:

1. Demonstrate an understanding of social science theory as applied in the study of human social systems;
2. Demonstrate an understanding of social science methodologies as applied in articulating an understanding of the human experience and social structures.

However there is a lack of specificity in what constitutes "social science theory" and "social science methodologies" across the range of classes including EC 201 (Principles of Macroeconomics), GE 102 (World Regional Geography), GE 103 (World Regional Geography), HI 201 (America Through the Civil War), HI 202 (America after the Civil War), POL 111 (Comparative Government and Politics), POL 211 (American Government and Politics). Therefore the assessment measures used for Behavioral Sciences were applied as they fit within the "social science theory" and "social science methodologies" rubric.

GE 102 Data History:

Qualitative: Course evaluations were analyzed for 2000-08 and the related grading patterns for 2001-2009 were analyzed.

Results: The course scores consistently well in General Education Goals of Marianist Community and Sensitivity to Cultural Diversity. The course did well in student evaluations both in providing added value and also in being challenging.

Quantitative: The in-course assessments for 2004-06, 2009 were analyzed.

Results: Assessment scores for developing awareness and sensitivity for ethnocentrism and cultural diversity were good. There was no statistically significant correlation between course success/failure rates and either evaluations or assessment scores.

Summary: The course appears to reach the stated goals within the limitations of the assessments measures.

GE 103 Data History:

Qualitative: Course evaluations were analyzed for 2001-08 and the related grading patterns for 2001-08 were analyzed.

Results: The course scores consistently well in General Education Goals of Marianist Community and Sensitivity to Cultural Diversity. The course did well in student evaluations both in providing added value and also in being challenging.

Quantitative: The in-course assessments for 2006-2008 were analyzed.

Results: Assessment scores for developing cultural awareness were good until the question change in 2007, but sensitivity to ethnocentrism continued to do good except for a significant drop in 2008 when the questions was changed. Geography conceptual understanding was good.

Summary: The course appears to do well with the exception of the culture questions which were modified in 2007-08, so these will be modified for use in Spring 2010.

APPENDIX A

COURSE TALLY ASSESSMENT DATA

Note I: On the Evaluation analysis, after the number of respondents (n=) is the grade spread for the class, with the two polar groups defined (B+ or better course grade equates to a high level of acquisition of thematic knowledge; while D-F equates as DNF or non-participating, who did not acquire a satisfactory level of knowledge).

Note II: On the Evaluation analysis, answers of “Gain Significant Knowledge” or “Would Recommend to Others” with an “agree/strongly agree” response were scored as ‘Value Added’. Answers of “Academic Requirements were Challenging” with an “agree/strongly agree” response were scored as ‘Course Challenging’.

AN 200 Qualitative Analysis:

2000= Evals(n= 25)= Value Added= 92%; 100%; Course Challenging= 92%

Evals(n= 13)= Value Added= 100%; 100%; Course Challenging= 77%

2001= (n= 34)[B+= 22/65%+; DNF= 2/6%]

Evals(n= 25)= Value Added= 92%; 96%; Course Challenging= 88%

(n= 21)[B+= 9/43%+; DNF= 3/14%]

Evals(n= 12)= Value Added= 92%; 92%; Course Challenging= 92%

2002= (n= 31)[B+= 23/74%+; DNF= 3/9%]

Evals(n= 19)= Value Added= 95%; 95%; Course Challenging= 95%

(n= 25)[B+= 16/64%+; DNF= 4/16%]

Evals(n= 16)= Value Added= 81%; 93%; Course Challenging= 94%

2003= (n= 17)[B+= 6/35%+; DNF=5/29%]

Ethics= 65%+; Marianist Community= 100%+

Evals= Value Added= 83%; 83%; Course Challenging= 83%

Evals(n= 20)= Value Added= 90%; 90%; Course Challenging= 90%

2003= (n= 38)[B+= 21/55%+; DNF= 7/18%]

Ethics= 76%; Marianist Community= 100%+

2004= (n= 21)[B+= 7/33%+; DNF= 4/19%]

Ethics= 71%+; Marianist Community= 91%+

Evals= 100%; 100%; Course Challenging= 93%

2004= (n= 34)[B+= 38%+; DNF= 6/18%]

2005= (n=25)[B+= 17/68%+; DNF= 5/20%]

Ethics= 64%+; Marianist Community= 96%+

Evals= Value Added= 100%; 100%; Course Challenging= 100%

2005= (n= 11)[B+= 5/45%+; DNF= 2/18%]

Ethics= 74%+; Marianist Community= 100%+

Evals= Value Added= 100%; 90%; Course Challenging= 100%

2006= (n= 21)[B+= 13/62%+; DNF= 1/.5%]

Evals= Value Added= 89%; 78%; Course Challenging= 77%

2007= (n= 30)[B+= 20/67%+; DNF= 3/1%]

Ethics= 37%+ [new question]; Marianist Community= 83%+

Evals(n=24)= Value Added= 96%; 96%; Course Challenging= 96%

2008= (n= 24)[B+= 16/67%+; DNF= 1/4%]

Ethics= 38%+; Marianist Community= 100%+

Evals(n=17)= Value Added= 94%; 100%; Course Challenging= 94%

AN 200 Quantitative Analysis:

2003= (n= 17)[B+= 6/35%+; DNF=5/29%]

Ethnocentrism= 75%+; Anthro= 82%+; individ/group= 59%+; Religion/diversity= 59%+

2003= (n= 38)[B+= 21/55%+; DNF= 7/18%]

Ethnocentrism= 61%+; Anthro= 61%+; individ/group= 68%+; Religion/diversity= 74%+

2004= (n= 21)[B+= 7/33%+; DNF= 4/19%]

Anthro= 100%+

2005= (n=25)[B+= 17/68%+; DNF= 5/20%]

Anthro= 80%+; individ/group= 72%+

2005= (n= 11)[B+= 5/45%+; DNF= 2/18%]

Ethnocentrism= 100%+; Anthro= 100%+; Religion/diversity= 92%+

2007= (n= 30)[B+= 20/67%+; DNF= 3/1%]

Ethnocentrism= 74%+; Anthro= 47%+/80%+; Religion/diversity= 87%+

2008= (n= 24)[B+= 16/67%+; DNF= 1/4%]

Ethnocentrism= 63%+/22%+; Anthro= 72%+/95%+; Religion/diversity= 77%+

GE 102 Qualitative Analysis:

2000= Evals(n= 23)= Value Added= 86%; 82%; Course Challenging= 96%

2001= (n= 34)[B+= 25/74%+; DNF= 3/8%]

Evals(n= 29)= Value Added= 90%; 90%; Course Challenging= 97%

2002= (n= 25)[B+= 14/56%+; DNF= 2/8%]

Evals(n= 16)= Value Added= 94%; 67%; Course Challenging= 100%

2003= (n= 38)[B+= 16/42%+; DNF= 13/34%]

Evals(n= 17)= Value Added= 71%; 71%; Course Challenging= 88%

2004= (n= 33)[B+= 19/57%+; DNF= 6/2%]

Marianist Community= 88%+

Evals= Value Added= 79%; 79%; Course Challenging= 89%

2005= (n= 27)[B+= 18/67%+; DNF= 5/18%]

Marianist Community= 100%+

Evals= Value Added= 100%; 100%; Course Challenging= 91%

2006= (n= 36)[B+= 27/75%+; DNF= 2/5%]

Marianist Community= 100%+[question flawed]

Evals= Valued Added= 100%; 90%; Marianist Community= 88%; Course Challenging= 81%

2007= (n= 28)[B+= 24/86%+; DNF= 1/3%]

Marianist Community= 100%+

Evals(n= 16)= Value Added= 89%; 100%; Course Challenging= 89%

2008= (n= 24)[B+= 19/79%; DNF= 2/8%]

Marianist Community= 92%

Evals(n= 19)= Value Added= 100%; 95%; Course Challenging= 95%

2009= (n= 23)[B+= 17/74%; DNF= 0]

Marianist Community= 96%

Evals(n= 19)= Value Added= 95%; 90%; Course Challenging= 95%

GE 102 Quantitative Analysis:

2004= (n= 33)[B+= 19/57%; DNF= 6/2%]

Ethnocentrism= 73%+; Religion/diversity= 79%+

Separate Assess Instrument (n=19)= Marianist Community= 74%; 95%

Culture= 84%; 79%; Geog= 74%; 95%

2005= (n= 27)[B+= 18/67%; DNF= 5/18%]

Ethnocentrism= 81%+; Religion/diversity= 67%+

2006= (n= 36)[B+= 27/75%; DNF= 2/5%]

Ethnocentrism= 89%+; Culture= 92%; 92%; Geog= 92%;

2009= (n= 23)[B+= 17/74%; DNF= 0]

Ethnocentrism/Culture= 83%; Geog= 100%/100%/100%

GE 103 Qualitative Analysis:

2000= (n= 21)[B+= 16/76%; DNF= 0]

Evals(n= 16)= Value Added= 82%; 88%; Course Challenging= 87%

2001= (n= 29)[B+= 19/66%; DNF= 0]

Evals(n= 24)= Value Added= 80%; 80%; Course Challenging= 76%

2002= (n= 26)[B+= 16/62%; DNF= 2/7%]

Evals(n= 18)= Value Added= 100%; 95%; Course Challenging= 95%

2003= (n= 31)[B+= 20/65%; DNF= 4/12%]

Evals= Value Added= 93%; 93%; Course Challenging= 93%

2004= (n= 30)[B+= 18/60%; DNF= 4/13%]

Marianist Community= 97%+

Evals= Value Added= 100%; 94%; Course Challenging= 88%

2005= (n= 14)[B+= 10/71%; DNF= 0]

Marianist Community= 100+

Evals= Value Added= 100%; 85%; Course Challenging= 71%

2006= (n= 23)[B+= 17/74%; DNF= 1/4%]

Marianist Community= 100%+

2007= (n= 14)[B+= 11/79%; DNF= 0]

Marianist Community= 79%+

Evals(n= 11)= Value Added= 100%; 92%; Course Challenging= 100%

2008= (n=23)[B+= 22/96%; DNF= 1/4%]

Marianist Community= 87%+

Evals(n= 16)= Value Added= 100%; 87%; Course Challenging= 100%

GE 103: Quantitative Analysis:

2006= (n= 23)[B+= 17/74%; DNF= 1/4%]

Ethnocentrism/Culture= 100%+; Geog= 100%+; Religion/diversity= 100%+

[flawed questions]

2007= (n= 14)[B+= 11/79%; DNF= 0]

Ethnocentrism/Culture= 100%+/43%+; Geog= 100%+;

Religion/diversity= 100%+

2008= (n=23)[B+= 22/96%; DNF= 1/4%]

Ethnocentrism/Culture= 75%+/40%+; Geog= 95%+

APPENDIX B

EXAMPLES OF ESSAY QUESTIONS FOR VARIOUS COURSES

AN 200:

The “Merchants of Cool” video examined marketing to teenagers in modern American society. In a society so consumed by the need to be individualistic, did you see any examples of explicit group behavior? How would you define American individualism based on this video and your own personal observations? Why would “Cool Hunting” require classic anthropological field techniques? Detail and support from class material.

Nerburn’s book is your personalized look into cross-cultural dialog. How was Nerburn dependent on his informants? How do you see ethnocentrism on the part of Anglo-Americans exhibited in this book? How did this affect Dan’s view of Nerburn? Does this book explain some of the social/psychological impacts of the reservation system in the U.S? In your view, what are they? Use examples to support your analysis.

GE 102

You are Sarkozy, the French Prime Minister. Bretagne (and the Chunnel) has just gone independent, and Normandie will follow next year. Given that the EU constitution will accept them as independent states, what can you do about it? Can you afford to send the army in and take them back? What would be the disadvantages of re-taking your sovereign land? How does ethnicity vs. nationalism fit here? Use the class material to back up your argument.

You have seen 2 videos relating to immigration and national identity (Germany and Australia). What issues of identity and culture were common to both? How do they differ? Which one would be closer to the dialog going on in the U.S. with all the effort being spent to keep out illegal immigrants from Latin America and Asia? Explain and defend your analysis with examples from the course material.

GE 103

The Coming & Going car video reflects American perception of the physical landscape—what do Americans see Nature as? What social function does the car serve in the video? What social function does your car serve? Why do you value it so highly? Support your discussion with the material from class.

Tourism here is based on the use of a specific set of ethnic symbols/ethnic culture—whose symbols/culture? Why doesn’t tourism here market the large local Japanese population? What are the basic criteria to make a successful tourist destination? What symbols/images does Hawaii use to project its tourism image to North America? How does this conflict with the ethnicity of certain groups here? Use the class material to support your analysis.

APPENDIX III

Student Learning Outcomes Linked to Behavioral Science Program Goals:

In the Behavioral Sciences Program, students will demonstrate an understanding of:

Program (Student) Outcomes	Applicable Courses	Course Outcomes
1. the ability to articulate the role of theory in Behavioral Sciences from anthropology and sociology	AN 210, AN 360 [2] GE/ID 335 SO 302, So 4xx/4xx (Asian-Amer/Amer Cult)	1. the major theoretical principles, controversies, and critiques in anthropology and sociology. 2. the role of anthropological and sociological theory in areas of social reality.
2. the reciprocal relationships between the individual and the group (ethnic or society)	AN 200, AN 340, AN 350, AN 357, AN 360 [2] GE 102, GE 103, GE 204, GE/ID 335 [3] PSY 436 [4] GE 102, GE 103, GE/ID 335, PSY 436 SO 200, SO 308, SO 311, SO 331 (old), SO 401, SO 4xx (Asian-Am), SO 3xx (CH in HI), SO 338, SO 312, SO 360, CJ 491, SO 495	1. how to critique inequalities within and/or between social systems 2. the relevance of multicultural studies to contemporary public issues 3. the ability to explain how the self develops socially 4. how societal and social structural factors influence individual behavior and the development of the self

<p>3. the ability to conduct and analyze research using appropriate methodology and data analysis from anthropology and sociology</p>	<p>SO 494, SO 498</p> <p>[4] GE 102</p> <p>SO 317, SO 495</p>	<p>1. the ability to compare and contrast methods of social research</p> <p>2. the ability to compare and contrast techniques for analyzing anthropological and sociological data</p> <p>3. the ability to design and carry out a social research project</p> <p>4. the ability to use the computer in the acquisition and analysis of anthropological and sociological information and data</p>
<p>4. anthropological and sociological concepts and appropriate use of the discipline terminology</p>	<p>AN 200, SO 200, SO 302, SO 317, SO 4xx (Asian-Am), SO 4xx (Amer), SO 495, SO 360, SO 401, SO 412</p> <p>[2] AN 340, AN 350, AN 357, AN 360, all HI/POL courses (344, 405, 442, 444, 446, 450-453)</p>	<p>1. the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity</p> <p>2. to describe cultural diversity in the United States and in the world</p>
<p>5. summarize basic knowledge, questions and issues in substantive areas of sociology and anthropology</p>	<p>AN 200, SO 200, SO 494, SO 498</p>	<p>1. ethical practices in conducting multicultural research.</p> <p>2. to integrate and/or incorporate multiple authors, ideas and perspectives from anthropology and sociology</p>

		<p>3. the methodological possibilities employed in anthropology and sociology</p> <p>4. the ability to design and carry out a social research project</p> <p>5. write a professional-level paper that conforms to the basic rules of English grammar, syntax, and spelling.</p> <p>6. the paper will show an understanding of the appropriate format for citing source material.</p> <p>7. apply the principles of academic honesty and professional ethics as defined in the Student Handbook and within the program.</p>
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Appendix IV

Senior Thesis Assessment Results

Behavioral Science Program Assessment Report

9/11

Assessment Tools:

Senior Thesis Template analysis

Analyzing Data:

Yes, currently analyzing Senior Thesis completed in AY10-11 (see attached analysis)

Learned from Analysis:

Current program design appears effective as students are able to apply their knowledge in an effective manner on self-directed research. The difficulty is in the prep—getting them to understand what self-directed research entails.

We have a more consistent student product, more closely aligned with our stated objectives. While not statistically significant, the means of the new population (2011 vs 2008) reflect this better integration (and consistency) between goals and course materials.

Application from Analysis

No obvious area of change has become evident. We are integrating more examples of on-going research projects we are involved in so that students see more examples of actual research, and possibly get involved in them (the Diamond Head/Ka Iwi Projects, the Second Life project are examples).

For further details see the attached tables.

BEHAVIORAL SCIENCES SENIOR THESIS ASSESSMENT
September 29, 2011

Table 1. Program Goals Descriptive Statistics (11 variables)

	N	Minimum	Maximum	Mean	Std. Deviation
Competent understanding of theory	3	4.30	4.85	4.6167	.28431
Effective application of theoretical approach	3	4.80	5.00	4.9333	.11547
Exhibited the ability to synthesize the theoretical approach and apply it	3	4.30	4.85	4.6500	.30414
Exhibited an effective command of the subject area	3	4.85	4.90	4.8833	.02887
Exhibited the ability to acquire and apply research materials	3	5.00	5.00	5.0000	.00000
Exhibited the ability to acquire and apply materials to hypothesis	3	4.80	5.00	4.9333	.11547
Exhibited the ability to acquire and apply research materials appropriate to the theory	3	4.80	4.80	4.8000	.00000
Exhibited satisfactory level of understanding and application of scientific method and techniques	3	4.85	5.00	4.9000	.08660
Exhibited awareness of cultural/ethnic diversity in the research	2	5.00	5.00	5.0000	.00000
Exhibited awareness of the complex relationship between group and individual factors	3	4.80	5.00	4.8667	.11547

Exhibited awareness of own life experiences in relation to the group & research	3	4.30	5.00	4.7667	.40415
Valid N	2				

Table 2. Professional Skills Descriptive Statistics (4 variables)

	N	Minimum	Maximum	Mean	Std. Deviation
Adequate documentation and citations	3	3.90	4.60	4.3333	.37859
Well-structured and organized	3	4.00	5.00	4.6167	.53929
Professional caliber of grammar and syntax	3	3.90	4.90	4.5500	.56347
Consistent application of discipline ethical guidelines	3	4.80	4.85	4.8333	.02887
Valid N (listwise)	3				

Table 3. University Goals and Expectations Descriptive Statistics (4 variables)

	N	Minimum	Maximum	Mean	Std. Deviation
Student is aware of cultural diversity	3	3.60	5.00	4.4500	.74666
Student is aware of ethnocentrism	3	3.50	5.00	4.4167	.80364
Exhibited ability to acquire and utilize material from multiple disciplines	3	4.70	5.00	4.8667	.15275
Exhibited understanding of Marianist values of community and service leadership	3	4.80	5.00	4.8667	.11547
Valid N (listwise)	3				

BEHAVIORAL SCIENCES SENIOR THESIS ASSESSMENT

May 13, 2008

Table 1. Program Goals Descriptive Statistics (11 variables)

	N	Minimum	Maximum	Mean	Std. Deviation
Competent understanding of theory	9	3.10	4.80	3.8500	.62948
Effective application of theoretical approach	9	3.10	4.75	4.1611	.47682
Exhibited the ability to synthesize the theoretical approach and apply it	9	3.30	5.00	4.3000	.52915
Exhibited an effective command of the subject area	9	3.20	5.00	3.9944	.83083
Exhibited the ability to acquire and apply research materials	9	3.20	5.00	4.3611	.56335
Exhibited ability to acquire and apply materials to hypothesis	9	4.00	5.00	4.5667	.31225
Exhibited ability to acquire and apply research materials appropriate to the theory	9	3.00	4.75	4.0389	.70035
Exhibited satisfactory level of understanding and application of scientific method and techniques	9	3.30	4.70	3.8278	.42508
Exhibited awareness of cultural/ethnic diversity in the research	9	3.00	5.00	3.4444	.75847
Exhibited awareness of the complex relationship between group and individual factors	9	3.75	5.00	4.7444	.45788
Exhibited awareness of own life experiences in relation to the group & research	9	4.20	5.00	4.8222	.26822
Valid N (listwise)	9				

Table 2. Professional Skills Descriptive Statistics (4 variables)

	N	Minimum	Maximum	Mean	Std. Deviation
Adequate documentation and citations	9	3.00	5.00	3.7056	.79704
Well-structured and organized	9	3.50	5.00	4.0889	.41966
Professional caliber of grammar and syntax	9	3.40	4.00	3.7056	.25304
Consistent application of discipline ethical guidelines	9	3.30	5.00	4.3444	.60231
Valid N (listwise)	9				

Table 3. University Goals and Expectations Descriptive Statistics (4 variables)

	N	Minimum	Maximum	Mean	Std. Deviation
Student is aware of cultural diversity	9	3.00	5.00	3.4889	.81769
Student is aware of ethnocentrism	9	3.00	5.00	3.6500	.78819
Exhibited ability to acquire and utilize material from multiple disciplines	9	3.20	4.50	3.8667	.40620
Exhibited understanding of Marianist values of community and service leadership	9	3.40	5.00	4.7611	.52427
Valid N (listwise)	9				

Appendix V

Summary of Behavioral Science Majors online

[http://education-portal.com/articles/Overview of Behavioral Science Courses and Training Programs.html](http://education-portal.com/articles/Overview%20of%20Behavioral%20Science%20Courses%20and%20Training%20Programs.html)

Overview of Behavioral Science Courses and Training Programs

Individuals interested in studying the actions and interactions of other people may want a career as a behavioral scientist. Coursework and training for this field are available through degree programs, up to the doctoral level.

List of Common Courses

Social and Behavioral Sciences Course

This course offers an introduction to the principles of social and [behavioral science](#) and what it means to work in the field. Instructors cover the basic aspects of family and individuals, education, culture, government and more. Focus is placed on the application of social and behavioral science to issues such as family development, substance abuse, juvenile delinquency and Autism. Students also learn how to analyze human behavior to create interventions and control situations.

Marriage and Family Course

The definition of 'family' can differ between groups and cultures, and this course focuses on those variations, as well as factors that play into family development. These factors may include parental roles, divorce, dating, cohabitation and remarriage. Family members' behavior and interactions often affect children, so students also learn about normal child development, which is discussed in-depth during a separate course.

Child Behavior and Development Course

This course acts as an extension to the marriage and family course by providing further details on the influences of child development and normal range of growth in intelligence, emotion, language and cognition. Starting with birth and moving through adolescence, participants gain knowledge of basic principles and theoretical approaches to observing behavior and assessing problems. Additional focus is placed on techniques for working with juvenile delinquents.

Drug and Alcohol Abuse Course

One niche focus of behavioral science is drug and alcohol abuse. In order to diagnose, treat and prevent substance abuse, one must understand influences that come into play, including personal background, brain mechanisms, culture and more. During this course, students gain insight on substance abuse from the psychological, physiological and sociological perspectives, as well as the impairment associated with different types of substances. Other points of discussion include the effects of drug and alcohol abuse on the family and workplace, the detoxification process and possible side effects.

Aging Course

Behavioral patterns change throughout the lifespan, and this course focuses primarily on adult development and potential influences. The primary influences are biological, cultural, environmental, psychological and social. Participants also examine myths and attitudes about older adults and the elderly and the differences of aging in America versus other cultures.

Behavioral Science Training Programs

Because behavioral science can be studied at all levels, there is no typical training program. Some schools offer specific behavioral science programs, while others only include it as a sequence or specialty focus within a [psychology](#) program. Individuals interested in learning the basics and getting a small glimpse into the field may study for an associate's degree, a program that is commonly 60 credit hours or two years in length at full time status. Graduates of a 2-year program or candidates entering a 4-year school may study for a bachelor's degree in behavioral science, and graduates may then continue on to master's and doctoral programs down the road.

<http://www.worldwidelearn.com/online-education-guide/social-science/behavioral-science-major.htm>

What Is Behavioral Science?

Behavioral science majors explore and analyze how human actions affect relationships and decision making. While behavioral science majors traditionally applied their skills in social work and counseling careers, recent graduates have found high demand for their skills in the business world as companies strive to uncover new ways to overcome their competitors.

Behavioral science incorporates many disciplines from two broad fields. Neural-decision sciences analyze how our decisions and anatomy interact. Social-communication sciences investigate the impact of language and communication on our society, our relationships, and on ourselves.

Finding the Right Behavioral Science Program

People have begun to notice just how lucrative a behavioral science degree can be. Though many behavioral science majors start their undergraduate degree programs fresh from high school, more and more older job-shifters are returning to school to fortify their work experience, launching new careers as analysts or consultants.

The proliferation of accessible online degrees and distance learning programs allows even more busy professionals to pursue degrees in behavioral science without sacrificing their current income. Though many programs can be completed by participating in online discussion forums and by viewing videos of lectures, some programs require intensive on-campus residencies that can be completed during vacation or sabbatical periods.

Prospective students should consider their long-term career goals before choosing a degree program. If you have a specific career path in mind, find a college or university that has produced successful alumni in that specialty, or has employed experienced specialists on its faculty. If you want to juggle a degree program with work and family commitments, find an online behavioral science program that emphasizes independent study. On the other hand, if you love to interact with other people on a team, take advantage of programs that offer limited residencies.

Career Education in Behavioral Science

Regardless of the concentrations they pursue, all behavioral science majors develop a common set of core skills during their college degree programs, including:

- **Understanding of dynamic development.** Behavioral scientists examine how people and groups grow and change over time. Therefore, they learn to develop theories that adapt to shifts in culture and environment

along with their subjects. Behavioral science majors develop the ability to capture data over large periods of time, and to store their research in ways that make it easy to revise and update regularly.

- **Professional ethics.** Behavioral scientists that study groups and organizations often examine the situational ethics within those social networks. In addition, behavioral scientists must maintain their own professional integrity when conducting fieldwork or other types of research.
- **Data analysis.** Behavioral scientists use mathematics as a jumping off point for their research, especially when attempting to analyze the financial impact of a decision or a consistent behavior. Behavioral science majors learn how to use spreadsheets and advanced computer modeling tools to test turn their data into reasonable projections and theories.
- **Presentation and writing skills.** Students who pursue an academic career must develop the ability to express the results of their research as a clear, concise research paper. Aside from seeking publication and peer review, behavioral science majors must prepare themselves to present their findings in front of live audiences at major conferences and conventions. Students who pursue jobs in the private sector must learn to make their results clear to the average lay person. They must also be able to produce reports and presentations that work in fast-paced corporate environments.
- **Critical thinking and problem solving skills.** Unlike scientists who develop a theory and then spend time trying to prove it, behavioral scientists often arrive at their theories in the field. They must develop the ability to see patterns that emerge over the course of a research project. In addition, they must learn to adapt their own ideas over time when data shows subtle shifts in direction. The most experienced behavioral scientists expect their own theories to evolve over time, which forces them to reconcile new discoveries with previous discoveries.
- **Project management skills.** Behavioral science majors must learn to coordinate the efforts of other researchers to aggregate research data effectively. In addition, behavioral scientists who work in the corporate world must be able to analyze the efficiency of project management tools and procedures within client organizations.
- **Interpersonal communication skills.** Because behavioral scientists study the impact of communication between people, they must develop superior skills. A career in behavioral science requires the ability to communicate effectively to people in a variety of settings. Social workers must be able to communicate across language and cultural barriers. Corporate coaches and consultants must couch their recommendations within the accepted and understood language of a corporation. Most importantly, behavioral scientists must be able to communicate questions and instructions to research subjects in a "value neutral" way, so their language does not contaminate the data.

Specializations Within Behavioral Science

Neural-Decision Sciences

- **Social Psychology.** By studying the causes of our human behavior, social psychologists attempt to improve how we learn to communicate and interact with other human beings. In social psychology courses, behavioral science majors may, for instance, learn how we establish first impressions with others. They also research how our very first experiences with communication can set patterns in the way we react to the world around us.
- **Cognitive Theory.** Behavioral scientists explore language within groups. Specialists in this field may study, for example, how individuals who work for companies like Enron or WorldCom used the corporate culture to tolerate major breaches in ethics and standard business practices. Cognitive theorists also analyze the root causes of racism and nationalism in groups throughout history.
- **Psychobiology.** Have you ever been told "it's all in your head" when you complained about feeling sick? A behavioral scientist may be able to identify real cause of your illness. By understanding how the brain controls our pleasure and pain centers, researchers hope to reach breakthroughs in understanding the causes of obesity, fatigue, and addiction.

- **Management Science.** Behavioral scientists working in the business arena have started to apply mathematical models to the workplace to help managers choose the most likely path to success from a series of similar decisions. Also known as operations researchers, these specialists combine their understanding of human behavior with scientific measurements to improve efficiency and eliminate risk.
- **Social Neuroscience.** Social neuroscience specialists attempt to understand the "nature vs. nurture" debate by analyzing how our environment and education can physically alter the pathways in the brain. Rather than investigating purely chemical reasons for mental illness, social neuroscientists might identify cultural tipping points that can influence decision-making processes later in life.
- **Ethology.** Behavioral scientists who pursue this concentration investigate the role that raw instinct plays in our decision making. By observing subjects in the field, ethologists can understand why someone might answer a poll question a certain way while making the exact opposite decision in their natural surroundings. For social workers, this branch of behavioral science plays a large role in making valid field assessments of clients.

Social-Communication Sciences

- **Anthropology.** Behavioral scientists use their training in anthropology to compare the ways that different cultures view their societies and shape their communities through communication and interaction. Though the word "anthropology" conjures visions of ancient or aboriginal cultures, behavioral scientists in good old-fashioned offices rely on the principles of anthropology to understand conflicts between ethnic or geographic groups. Many social workers use these skills to grasp the conflicts between troubled inner-city communities and affluent neighborhoods only a short distance away from each other.
- **Organizational Behavior.** Specialists in this field attempt to understand the ways that people connect with and react to one another in organizations. Behavioral scientists use their findings to help businesses to improve staff morale, especially when they identify elements of corporate culture that employees believe cannot be changed. The discipline of corporate coaching has blossomed, partly, because of recent breakthroughs in the study of group dynamics.
- **Behavioral Finance.** Although classical economists understood the impact that people could make on their local economies, the study of finance and markets retreated to a place of pure science for most of the past few centuries. In recent years, companies and governments have returned to the study of behavioral finance to explain seemingly irrational reactions to market shifts and policy decisions. Behavioral scientists explore the ways that we make purchasing decisions based on personal rules of thumb and past experiences instead of on pure mathematical analysis. By expecting consumers to buy goods and services based on their feelings, behavioral scientists can recommend effective advertising and public relations strategies to clients.
- **Social Networks.** In the past century, behavioral scientists have developed striking new ways to view the sets of "nodes" and "ties" that bind individuals to their companies, their families, their religions, and their countries. Because an individual maintains ties to different groups of people, they may solve problems or even communicate differently based on the cultural norms within each group. For example, a highly effective company manager may experience problems at home by using his workplace skills to communicate with his wife. By identifying these groups, behavioral scientists can help their clients understand how to "shift gears" more effectively between situations.
- **Memetics.** A very recent branch of behavioral science, Memetics is the study of how ideas can replicate themselves through individuals and social networks. When combined with other branches of communication sciences, like behavioral finance, Memetics can illustrate how consumers create their own demand around "hot" items while similar goods languish on store shelves. Politicians and government agencies have started to use Memetics by wrapping controversial policies around compelling stories that win over public affection when simple facts or figures cannot do the job.
- **Organizational Ecology.** Behavioral scientists have developed this specialty within the last twenty years to study how organizations mimic natural processes such as evolution and natural selection. Organizational ecologists identify the traits that successful organizations use to grow and thrive in today's global marketplace. Likewise, specialists study companies that fail and die to help clients prevent similar fates.

Bachelor's Degrees in Behavior Science

A typical four-year bachelor's degree program in behavioral science allows students to blend many traditional humanities courses with vital coursework in their chosen specialty. Behavioral science majors who have not settled on a concentration can explore classes within their majors to expose themselves to the widest variety of career options.

What Can You Do with a College Degree in Behavioral Science?

Career options for behavioral scientists are increasingly diverse and plentiful. Recent behavioral science graduates have filled these roles, among others:

Anthropologist

Studying the character, the evolution, and the impact of geography on groups of people, anthropologists are in high demand in government agencies and in nonprofit organizations. By understanding the societal causes of crime, poverty, and social unrest, anthropologists can help alleviate the pressure on governments by developing programs that appeal to diverse populations.

Criminologist

Specialists analyze the non-legal aspects of crime to understand the root causes of criminal activity in communities. Criminologists attempt to anticipate crime by analyzing patterns that incorporate race, economics, demographics, and geography. Therefore, criminologists can deploy prevention campaigns that can reduce crime rates by eliminating the influences that encourage criminal activity.

Criminal Profiler

While criminologists look at the "big picture" of crime trends, profilers excel at solving challenging cases by developing clear profiles of criminals when leads are scarce. Profilers use clues to piece together the identity of an elusive, usually violent criminal. By understanding the factors that can lead someone to turn to crime, profilers can track down criminals before they can strike again. As law enforcement agencies across the country focus their resources on prevention instead of prosecution, the job prospects for profilers are looking even brighter.

Social Worker

Traditionally, many behavioral scientists take on careers in social work, so they can use their skills to help clients or communities improve their living situations. With so many local agencies overwhelmed with cases of child abuse or domestic violence, many organizations have shifted resources to large-scale research and prevention efforts. By eliminating some of the deep causes of poverty and violence in communities, behavioral scientists can initiate long-term improvements for entire populations.

Corporate Coach

In today's competitive global marketplace, businesses want to explore every tool and resource that can give them an edge. In the past few decades, corporations have realized that slight improvements in processes, procedures, or work environments can lead to a major impact on the bottom line. Behavioral scientists act as agents of change within an organization. They allow companies to recruit and retain top talent. Likewise, corporate coaches can identify external trends and memes that allow companies to capture market share from their competitors.

Economic Analyst

Companies and governments understand that consumers don't always make decisions based on the numbers. Increasingly, we rely on analysts to help predict trends that can impact the prices of gas, food, housing, and other commodities. By understanding seemingly irrational consumer decisions, businesses can market themselves more effectively and governments can apply pressure to markets for a more beneficial impact to today's global economy.

Market Researcher

Although price is a major factor when consumers make buying decisions, we now realize that many other elements contribute to those decisions. Market researchers help companies understand the emotional reasons that customers use to justify their choices. They translate customer wants and needs into stories that customers tell themselves and each other that make certain brands more desirable than others.

Behavioral Science Career Trends

A few decades ago, behavioral scientists were limited to careers as social workers or academics. In some educational circles, program coordinators expressed concern that there were too few professional openings for behavioral scientists at colleges and universities despite booming enrollment.

Fortunately, behavioral scientists have redefined their field. While some have found ways to relate their work to the business world, helping to improve efficiency within organizations, others improve how communities assist low-income families.

Today, behavioral scientists can choose from a plethora of thriving careers. They can apply their skills to social work positions within government agencies or nonprofit organizations, or they can work as analysts and specialists within large corporations. Many behavioral scientists even work as freelancers or consultants, applying the fruits of their research to groups client companies seeking a competitive advantage in the marketplace.

The United States Department of Labor's Bureau of Labor Statistics (BLS) projects behavioral science careers will grow by about ten percent through the year 2016. As more behavioral scientists demystify their work by authoring best selling self-help and business books, many more businesses and organizations will carve out room in their budget to explore the ways that specialists can help them achieve their goals.

Appendix VI: Anthropology-Sociology Grades 3-12 Standards

(AAA and Hawaii-specific)

NATIONALLY: AAA website

Why Should Anthropology Be Integrated In Schools?

Anthropology can provide powerful tools for students and educators to understand themselves and others in today's rapidly changing world. For example, contemporary anthropological perspectives on the concepts of race, ethnicity, culture, and nationality are especially germane for today's students as they develop their sense of identity as a member of different groups. These concepts are also important as schools seek to address racial and ethnic conflict and develop positive intergroup relations. Anthropology also provides methodological tools that can be useful in schools, such as the practice of gathering multiple perspectives from different stakeholders in schools, including students, parents, and staff of diverse backgrounds. This practice can assist educational leaders to move toward more inclusive decision-making. Anthropology also represents an enormous resource for educators who want students to learn more about the history of non-Western peoples. Archaeology curricula, videos, and interactive museum exhibits are some examples of powerful, hands on ways for young people to learn about the past.

http://www.ala.org/acrl/standards/anthro_soc_standards

Information Literacy Standards for Anthropology and Sociology Students

*by the ALA / ACRL / ANSS (Anthropology and Sociology Section) Instruction and Information Literacy Committee Task Force on IL Standards
Approved by the ACRL Board, January 15, 2008*

Background

The ANSS Instruction and Information Literacy Committee's Task Force on IL Standards (Patti S. Caravello, Triveni Kuchi, and Susan Macicak) completed and submitted a final draft in January 2007, after over two years of work on the standards. This work included reviewing the literature, analyzing the disciplinary issues, sharing drafts with sociology and anthropology faculty, discussions and email communications with members and representatives of the American Sociological Association (ASA) and American Anthropological Association (AAA), and attendance by Task Force members at conferences of these organizations to gather input. The valuable feedback of many faculty members is reflected in the document. A draft was endorsed by the ASA in August 2006. The ANSS Executive Committee endorsed the revised draft at the ALA Midwinter Conference in January 2007. The ACRL Board approved the document in January 2008. Special thanks go to Carla Howery and Ed Kain of the ASA and Stacey Lathrop of the AAA for their support and publicizing of the standards draft.

Introduction

Information literacy related to specific disciplines involves defining an information need in the context of the discipline, finding and evaluating the kinds of data, materials, and information required to research a subject in that field, and using and synthesizing the information to accomplish assigned and creative tasks, add to knowledge, and participate in the discourse of that discipline. Similar to other social sciences in some respects, anthropology and sociology pose particular challenges for the researcher stemming from their unique attributes as scholarly disciplines. For example, when anthropology students write about people in other culture areas, they need to find and understand the context for ethnographies in addition to other kinds of writings. When sociology students research such topics as immigration or inequality, they need both theoretical works and social science data from appropriate sources, and they need skills to interpret the data. When students in either discipline do field research with human subjects, or when they examine the results of this kind of research, they need certain evaluative approaches to help them understand and accurately describe the context, ethics, and limitations of the end product.

The ACRL Information Literacy Competency Standards document <http://www.ala.org/ala/acrl/acrlstandards/standards.pdf> defines information literacy in higher education and presents broadly applicable indicators and student learning outcomes. The ANSS Information Literacy Standards for Anthropology and Sociology Students, although based on the ACRL document, has the perspective of the research processes, knowledge base, methodologies, and search tools used in anthropology (including its four fields of cultural, biological, and linguistic anthropology, and archaeology) and sociology (including criminology and demography). The ANSS IL standards describe what students need to do in order to be effective researchers in these fields and the key behaviors for success that information literate students demonstrate.

The main purposes of the ANSS IL standards are to:

- provide a common ground for faculty to work with librarians in helping students become more critical researchers and to offer faculty a basis for integrating the outcomes into their courses
- help librarians design the content of instruction for students and plan information literacy initiatives in anthropology and sociology
- make possible an evaluation of the information literacy skills of anthropology and sociology students by providing standards and competencies to assess

The standards and the key behaviors build from basic to advanced. The ethical components of the research activities described are integrated into each of the four main standards, rather than presented in a separate standard as in the ACRL document. With this approach, ethics emerge in the context of what must be learned and enacted. In investigative methodologies such as participant observation, interviewing, and visual anthropology, for example, the ethical considerations are crucial before the research even begins and continue through the reporting of results. The examples of sources and research situations provided throughout the document are intended to spark ideas and make concrete what the standards mean in the two disciplines.

Standard One – Know what kind of information is needed

What the student needs to do:

1. Define and articulate the information need.

Key behaviors for success :

- a. Identifies and describes a manageable research topic or other information need appropriate to the scope of research questions in anthropology and sociology, using discipline-specific terminology, methods, and contexts.
 - b. Reads background sources in anthropology and sociology to increase familiarity with the topic. **Examples:** *Encyclopedia of Social Issues*; *Encyclopedia of Cultural Anthropology*; *Sage Encyclopedia of Social Science Research Methods*.
 - c. Identifies and lists key concepts, terms, social theories, culture groups, places, and names related to the topic in preparation for searching for information on it. **Examples:** uses the discipline-focused encyclopedias, *Thesaurus of Sociological Indexing Terms*, and *Outline of Cultural Materials of the Human Relations Area Files (HRAF)*.
 - d. Reevaluates the nature and extent of the information need to clarify, revise, or refine the question after some initial research, reading, interviews, and work with data and/or a population have taken place.
2. Select the most appropriate investigative methods for researching the topic.

Key behaviors for success :

- a. Identifies and evaluates anthropological and sociological qualitative and quantitative research methodologies applicable to the project that will provide the kind of data or information needed. **Examples:** fieldwork, participant observation, data analysis, interviews, survey research, literature review, software for linguistic text analysis, and spatial databases for archaeology.

Ethical, sociocultural, and legal dimensions and behaviors:

- b. Discusses and demonstrates an understanding of institutional policies related to human subjects research, including access to subjects, informed consent, and institutional review board requirements.
 - c. Identifies and discusses privacy, confidentiality, security, and other ethical issues related to the research methodology employed in accordance with principles in the American Anthropological Association Code of Ethics or the American Sociological Association Code of Ethics.
3. Identify a variety of formats and sources in which anthropological and sociological information may appear.

Key behaviors for success :

- a. Describes how information used in anthropology and sociology is formally and informally produced and disseminated. **Examples:** the U.S. Census, ethnographies, field notes, artifacts, data sets, conference papers, gray or fugitive literature, scholarly Web sites, and peer reviewed scholarly articles.
- b. Recognizes that anthropological and sociological knowledge is organized in certain ways and in various formats which may influence how it is accessed and evaluated. **Examples:** scholarly journals, popular press, conference proceedings, museums, article databases, data archives such as those available via the Interuniversity Consortium for Political and Social Research (ICPSR), Web sites, and multimedia sources.
- c. Differentiates between primary and secondary sources in anthropology and sociology, recognizing the use and value of each type. **Examples:** (Primary sources) The use of field notes in writing ethnography, the use of site reports in archaeological analysis, and the value of raw data in constructing information and writing a sociological analysis. (Secondary

sources) The value of books for an author's viewpoint or synthesis, and the use of reference lists in scholarly articles.

- d. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information and insights into society, social phenomena, aspects of culture, and social theories.

4. Consider the costs and benefits of acquiring the needed information.

Key behaviors for success:

- a. Determines the availability of needed information and broadens the search beyond local resources to obtain materials not at one's own library or institution or online. **Examples :** borrows material on interlibrary loan; uses resources at other locations including abroad; and obtains images, videos, text, or sound.
- b. Defines a realistic overall plan and timeline to acquire the needed information, do the field work, analyze data, or learn new skills.

Ethical, sociocultural, and legal dimensions and behaviors:

- c. Identifies and discusses issues related to free vs. fee-based access to information, including pertinent inequalities of access in the U.S. and abroad.

Standard Two – Access needed information effectively, efficiently, and ethically

What the student needs to do:

1. Select the most appropriate sources and databases for accessing and obtaining the needed information.

Key behaviors for success:

- a. Identifies and selects article databases, library catalogs, data sets, and other sources most appropriate to the information need. **Examples:** discipline-specific databases such as *Anthropology Plus*, *AnthroSource*, *eHRAF*, *Sociological Abstracts*, *Social Sciences Citation Index*, *Population Index*, *Family & Society Studies Worldwide*, *Annual Review of Anthropology*, *Annual Review of Sociology*, *National Criminal Justice Service Abstracts*, *Ethnic NewsWatch*, *Bibliography of Data-Related Literature*; local library catalogs; *American Factfinder* for U.S. Census data; the *NORC General Social Survey* and others from the ICPSR; and research guides for anthropology and sociology on academic library Web sites.
- b. Distinguishes between databases that provide up to date **indexing** of a variety of journals, book chapters, dissertations, and conference proceedings in anthropology and sociology (such as those listed in Two 1.a), databases that provide the **online text** of journals from many disciplines but which are typically limited in date and/or scope for anthropology and sociology (**examples:** *JSTOR*, *Expanded Academic ASAP*, *Google Scholar*), and the companies, organizations, or systems that simply **license** the databases or online text of journals (**examples:** CSA, EBSCO, Sage).
- c. Accesses scholarly materials published in non-traditional ways. **Examples:** peer-reviewed journals freely available on the Web found in the *Directory of Open Access Journals*; preprint and postprint collections on university Web sites (e.g., *eScholarship Repository* of the California Digital Library and other open access sites); reliable data sets and archaeological site reports that are freely available on the Web.

- d. Understands when it is appropriate to use Web search engines to supplement anthropology, sociology, and other social science databases, and distinguishes between the types of sources one can expect to find with these different tools. Understands when Web search engines are not the appropriate means for finding the type of information needed. **Examples:** Uses *Google UncleSam* to search for government obesity statistics; uses *Google* to locate examples of policies on different social networking sites; uses *Sociological Abstracts* to find scholarly articles and checks *Google Scholar* for additional materials; does not simply collect Web sites on a topic when the need is for scholarly and authoritative information, but searches for articles and books in appropriate databases and catalogs (such as in Two.1.a).

Ethical, sociocultural, and legal dimensions and behaviors:

- e. Knows about and complies with laws and university rules on access to information resources, and storage and dissemination of text, data, images, field notes, and visual and audio works.
2. Construct, implement, and refine well-designed search strategies that use a variety of methods to find information.

Key behaviors for success :

- a. Uses appropriate sociological and anthropological terminology for searching databases, recognizing the different effects of using keywords, synonyms, and vocabulary from the database's own particular list of subject indexing terms.
 - b. Creates and uses effective search strategies in multiple anthropology and sociology databases (examples in Two.1.a) using advanced search features, such as Boolean operators, truncation, and proximity searches; refines searches as needed later in the process to obtain additional or missing information.
 - c. Searches for and finds books, scholarly journals, and sources appropriate to the inquiry, such as surveys, interviews, text from online communities, multimedia sources, and data; and seeks out knowledgeable individuals in the library, academic department, and community as part of the research plan.
3. Keep track of the information and its sources.

Key behaviors for success :

- a. Produces accurate citations and reference lists using the documentation style of the American Anthropological Association, the American Sociological Association, or the American Psychological Association.
 - b. Records systematically all pertinent citation information for future reference. **Examples:** uses a citation management system such as EndNote or RefWorks, a Word file, or note cards.

Ethical, sociocultural, and legal dimensions and behaviors:

- c. Knows when citation of sources is necessary in order to respect authors' intellectual property rights and accurately indicate where the words and ideas of others have been used.

Standard Three – Evaluate information and its sources critically; Incorporate selected information into knowledge base and value system

What the student needs to do:

1. Summarize the main ideas to be extracted from the information gathered and synthesize main ideas to construct new concepts.

Key behaviors for success :

2.
 - a. Selects the main ideas from texts (books, scholarly articles, interview transcripts, ethnographies, etc.), chooses concepts to restate in his/her own words, and identifies verbatim material that can be appropriately quoted.
 - b. Recognizes interrelationships among concepts, social theories, field observations, and other data and combines them into potentially useful primary statements with supporting evidence.
 - c. Utilizes technologies (such as audio or visual equipment, spreadsheets, and statistical and software packages) for studying the interaction of ideas and other phenomena. **Examples:** uses software to analyze migration patterns or census data; uses equipment to record or listen to videos and sound recordings of populations studied.

Apply appropriate criteria for evaluating both the information and its source.

Key behaviors for success :

- a. Examines and compares information from various sources in order to ascertain the reliability, validity, accuracy, authority, timeliness, and point of view or bias of a given source. **Examples:** Compares the information in a *Wikipedia* article to the information from a scholarly encyclopedia that has an authoritative editorial board; describes the relative value of different kinds of Web sites (e.g. corporate, scholarly, personal) or different kinds of articles (popular, news, scholarly) on the same topic, in terms of authority and content.
- b. Recognizes that a large quantity of database search results or information signifies nothing about their quality, and that it is necessary to evaluate the suitability of sources for the project. **Example:** Hundreds of news articles from *Ethnic NewsWatch* might be less valuable for a given term paper than a handful of scholarly journal articles from *AnthroSource*.
- c. Seeks differing viewpoints in alternative databases, books, Web sites, and articles, always evaluating the source of the information or argument, and determines whether to incorporate or reject viewpoints encountered.
- d. Analyzes the structure and logic of supporting arguments or methodology within an anthropology or sociology framework, understands what constitutes valid evidence in the discipline, analyzes the reasonableness of the conclusions, and recognizes prejudice, deception, or manipulation.
- e. Recognizes the cultural, physical, or other context within which the information was created and accessed, and understands the impact of context on interpreting the information. **Examples:** questions and understands whether the researcher had full access to pertinent government sources or to the population studied, whether the researcher encountered censorship or culturally imposed limitations in asking questions or gathering information, for whose benefit the research was produced, and which data or viewpoint

might be missing from the analysis.

Ethical, sociocultural, and legal dimensions and behaviors:

- f. Identifies and discusses issues related to censorship and freedom of speech in the U.S. and in countries/cultures being studied.
 - g. Identifies and discusses issues related to privacy and security of information. **Examples:** cases in which field notes can be subpoenaed or government funding organizations can demand primary research data.
 - h. Identifies and discusses the social consequences of new forms of information technology. **Examples:** problems of unequal access to information, the uses and meaning of online communities, and the Internet as a tool for doing ethnography.
3. Compare new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information and take steps to reconcile differences.

Key behaviors for success :

- a. Maintains a record of the information seeking process in order to explain and evaluate the research conducted.
 - b. Determines whether the information that was collected satisfies the research need, and selects information that provides evidence for the topic, integrates new information, and draws conclusions based upon information gathered.
 - c. Seeks expert opinion through interviews, email, etc. with anthropology and sociology faculty and practitioners, and subject-area specialists in the library to validate sufficiency and interpretation of the information.
 - d. Reformulates initial query if necessary based on findings, and reviews and extends search strategies for additional concepts or broader synthesis. **Examples:** searches databases in related fields such as linguistics, education, political science, ethnomusicology, biology, geography, ethnic or local area studies, and psychology.

Standard Four – Use information effectively and ethically to accomplish a specific purpose

What the student needs to do:

1. Apply new information and research results to the planning, creation, and revision of a particular project, paper, or presentation.

Key behaviors for success:

- a. Organizes and integrates content, quotations, and paraphrasing in a manner that supports the purposes and format of the product or presentation. **Examples:** prepares outlines, oral reports, drafts, videos; uses presentation software; and manipulates/transfers digital text, images, and data for the presentation or product.
- b. Reflects on past successes, failures, and alternative strategies for integrating new and prior information and creating the presentation. **Example:** rewrites the text of an original presentation on Navaho weaving to make it more accessible to a general audience, adding sound files and images to augment the content.

Ethical, sociocultural, and legal dimensions and behaviors:

- c. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as one's own.

- d. Represents team member contributions in collaborative projects accurately.
2. Communicate the project, paper, or presentation effectively to others.

Key behaviors for success:

- a. Chooses a communication medium, format, and style that best supports the purposes of the product or performance and the intended audience. **Example:** integrates maps, photos of artifacts, and texts of field diaries into a PowerPoint package on a specific archaeological site for a class presentation or to mount on the Internet to educate local residents about a salvage project involving a new highway.
- b. Uses a range of formats and technologies, incorporating principles of design and communication, in presenting a research project. **Example:** creates a study of Polynesian music integrating sound bites and links to photographic images from HRAF and contemporary performances.

Ethical, sociocultural, and legal dimensions and behaviors :

- c. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material. Obtains and posts necessary permissions from authors and organizations where needed to use copyrighted material in writing or presentations.
- d. Shares the product of the research, e.g., the report, data, or ethnography, with groups and sponsors in keeping with ethical principles of the AAA or ASA.

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Hawaii Standards-Based Education: Cultural Anthropology

The Hawai'i Standards document states, "The study of culture is more than holidays and food, costumes and crafts. It prepares students to think about culture as a system of beliefs, traditions, etc., and to use that knowledge to celebrate diversity and unity and to develop empathy for people and things different from themselves."

Culture is very much the focus of Pacific Worlds, though we see culture as integral with history, science, environmental understanding, and social and political systems.

Addressing the Standards:

Pacific Islands share many cultural characteristics, but there is also considerable cultural difference across the region. The name "Pacific Worlds" acknowledges that each culture, with its language, constitutes a distinct construction of the "world."

Additionally, due to their small size, Pacific Island entities have developed important ways of culturally adapting to their limited space and resource base. Social and Cultural values and institutions play important roles in maintaining balance both within the society, and with the environment.

Information in Pacific Worlds websites is related largely through storytelling, and the first-person narration focuses on cultural perceptions, rather than "factual" accounts. This mode of conveying knowledge and of understanding the world manifests distinctly within each culture.

Given this strong cultural orientation to this project, we hope that teachers will have little difficulty discerning how this project can be used to address the Standards.

Below are listed the content standards as laid out for Hawai'i Schools (Source: "Social Studies Content Standards"). Use the ideas listed above to apply to the specific standards listed for each category and each grade level.

Content Standards, Cultural Anthropology: (taken directly from the Standards booklet)

1. CULTURAL SYSTEMS

Students understand culture as a system of beliefs, knowledge, and practices shared by a group.

Grades 4 - 5:

- Explain how language, stories, music, dance, artifacts, traditions, beliefs,

values, and behaviors are elements of culture and contribute to the preservation of cultures.

Grades 6 - 8:

- Describe and analyze the ways in which different cultures have influenced and continue to influence families, communities, nations, and world.

Grades 9 - 12:

- Describe similarities and differences in ways cultures use rules, folkways, mores, and taboos to define individual rights and responsibilities and analyze the implications of those beliefs and actions on the larger community.

2. CULTURAL DIVERSITY AND UNITY

Students understand and respect the myriad of ways that society addresses human needs and wants.

Grades 4 - 5:

- Examine and explain how individuals, groups, and nations deal with conflict, cooperation, and interdependence to become more adept at perspective taking.

Grades 6 - 8:

- Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among different individuals, groups and/or nations, and suggest alternative “win-win” solutions to persistent contemporary and emerging global issues.

Grades 9 - 12:

- Analyze issues of cultural assimilation and preservation from the perspective of diverse ethnic and racial groups in Hawai‘i, the US, and the world and work collaboratively with individuals or groups to support and honor cultural diversity and unity (e pluribus unum).

3. CULTURAL DYNAMICS/CHANGE AND CONTINUITY

Students understand culture as dynamic, selective, adaptive, and ever changing.

Grades 4 - 5:

- Give examples and explain how change in culture and cultural elements can facilitate or disrupt understanding, and analyze different ways of

handling cultural differences within and across groups.

Grades 6 - 8:

- Use examples of changing culture, particularly American culture, to identify and analyze ways to respond to cultural differences and problems within and across groups, e.g., stereotyping, ethics.

Grades 9 - 12:

- Evaluate the impact of culture, particularly changing culture on individuals, groups, and issues in America and demonstrate an understanding of the relationships between culture, cultural change, and social conditions.

4. CULTURAL INQUIRY

Students use the tools and methodology of social scientists to explain and interpret ideas and events.

Grades 4 - 5:

- Use the tools and methods of anthropologists to compare, analyze, and interpret patterns of behavior to make informed decisions and solutions.

Grades 6 - 8:

- Use tools, theories, and methods of anthropologists to examine persistent current issues and social problems and use the data to analyze personal and collective decisions.

Grades 9 - 12:

- Use the research tools, procedures, and skills of anthropologists to develop informed positions on issues.