Final Exam Assessment Analysis

Assessment Title: Anthropology 100 Final Exam

Assessment Description: A computer-based final exam which encompasses all of the course content, equally emphasizing the three modules. The exam is worth 100 points and is equal to 20% of the final grade. The exam will consist of 30 multiple choice, 20 vocabulary (fill in the blank), 5 "List five things" questions, and 5 "Explain in your own words" short answers. Students will have 90 minutes to complete the test in a computer lab or classroom during an assigned final exam period. No phones, other computers or browsers will be allowed during the test.

Pros	Cons
Different types of questions allow for broad measure of learning in multiple ways.	Students may have different strengths and abilities in various kinds of testing that could bias the way their knowledge is expressed in assessment.
Most of the questions can be graded by the computer.	Answers that require text input will need to be checked in case of typos, which can be time-consuming.
Requires students to study the material from the class instead of generating answers with AI.	Students may lack basic study skills because they are too dependent on AI. For the record, AI is not the problem here.
Test period is flexible, allowing students to take the test when they are ready at a computer lab. Using the lab or a class period restricts cheating and also provides support for technical issues that may arise during the exam.	Students may have high anxiety about a cumulative exam that is a fifth of their grade for the whole semester.
Encourages complete coverage by the teacher of the material in each module.	Material from earlier in the semester may be less accessible at the end of the semester. Additionally, earlier material will show up in both the Module Exam and the Final Exam, giving more weight to redundant questions.
Provides students with clear expectations of what they should pay attention to during the semester and how they will need to express their learning.	Students may focus on studying for the test rather than generally learning new material. Critical thinking skills may be undervalued.

Will you implement the technique? Why or why not?

Yes, I think this is a well-rounded assessment tool for a general education class such as Ant 100. The students are being asked to demonstrate that they have engaged with the class material during the semester in a variety of ways. It dissuades the overuse of AI but could incorporate appropriate use of AI throughout the semester as well as for studying for the exam. The students will have clear expectations of how to demonstrate their learning at the end of the class.

If so, how will you mitigate any challenges?

Rather than big exams at the end of each module, the rest of the student's semester grade will be based on smaller, more repetitive assessments throughout the semester in order to weight each assessment equitably.