



Course SLO Assessment Report - 4-Column

El Camino College

El Camino: Course SLOs (BSS) - Anthropology

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
El Camino: Course SLOs (BSS) - Anthropology - ECC: ANTH 2 - Introduction to Cultural Anthropology - SLO #2 Subsistence Strategies - In an in-class objective assignment, students will demonstrate their understanding of subsistence strategies by identifying three of the four types recognized by anthropologists and by explaining five features that correspond to each. (Created By El Camino: Course SLOs (BSS) - Anthropology)	Assessment Method Description: In class objective assignment. Assessment Method: Exam/Test/Quiz Standard and Target for Success: In the case that this SLO is assessed by questions from an objective exam(s), the mean of correct answers across these questions should be 74% or above.		
Course SLO Assessment Cycle: 2013-14 (Spring 2014) Input Date: 11/08/2013 Course SLO Status: Active	Assessment Method Description: In class objective assignment Assessment Method: Exam/Test/Quiz Standard and Target for Success: Results are evaluated on the answers provided for 12 questions; each question is worth 1 point. These are the considerations: Above Average--A score of 9 and above; Average--A score of 7 and 8; Below Average--A score of 6 and below. It is expected that 75% of the students will score Average or Above Average on this SLO. Related Documents: SLO 2 ANTH 2 Assessment Tool.docx	09/07/2014 - 65% of the students assessed achieved a score of Average or above. My expectations were that 75% of the students would achieve that result. As I looked at the performance of each student it is quite clear that the majority of students who scored less than 8 points (out of 12) answered several of the questions incorrectly. This suggests that those students were completely ill-prepared in the subject matter, most probably due to the lack of access to the text and/or poor note-taking skills. Furthermore, as I analyzed the results achieved on each question, I found that the lowest results correspond to questions #3, #5, #34, and #66. Questions #5, #34, and #66 deal with contextual knowledge, The mastering of which requires lengthy preparation, whereas question #3 deals with the concept of transhumance, which tends to present difficulties to some students. Standard Met? : No Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Faculty Assessment Leader: Rodolfo A. Otero Related Documents: SLO 2 ANTH 2 Assessment Tool.docx	03/14/2014 - Prepare an exam that deals exclusively with subsistence strategies, as the previous exam (in which the SLO assessment was included) also tested the students on Kinship and Gender, two topics which demand a lot of preparation and understanding of terms. Action Category: Teaching Strategies
	Assessment Method Description: On an objective exam students will demonstrate an understanding of subsistence strategies by identifying three of the four types recognized by anthropologists and correctly identifying features that correspond to each. Assessment Method: Exam/Test/Quiz Standard and Target for Success: It is expected that 70%, or more, of the students	09/12/2014 - In the attached document I have indicated the percentage of students who got each question of the 10 assessment questions correct. For example, question #1 was correctly answered by 83% of the students tested. Out of 30 students, 25 answered correctly. The questions dealt with correctly identifying the features associated with the subsistence strategies. One of the 10 questions was answered correctly by 100% of the students tested. Two of the 10 questions	03/31/2015 - Use more examples of horticultural and pastoralist societies in lecture. Action Category: Teaching Strategies

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	<p>will get each question correct on this SLO.</p>	<p>were correctly answered by 90-99% of the students. Five of the questions were correctly answered by 80-89% of the students. Finally, Two of the 10 questions were answered correctly by 70-79% of the students.</p> <p>Given the data, it appears that the class successfully understood the subsistence strategies identified by anthropologists and the features associated with each. Perhaps more time could be spent on the lecture regarding the topics of horticulture and pastoralists, if necessary, in order to increase the percentage of correct responses to between 80-100%.</p> <p>According to the standar indicated above, the assessment was a success.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Rodolfo Otero</p> <p>Faculty Contributing to Assessment: Angela Mannen</p> <p>Related Documents: S14 Anth 2 SLO Assessment Tool.docx</p>	
		<p>05/04/2014 - Anthropology 2 SLO #2 Assessment Results</p> <p>Question #1 Frequency correct = 100% (42/42)</p> <p>Question #5 Frequency correct = 54% (22/41)</p> <p>Question #6 Frequency correct = 59% (24/41)</p> <p>Question #7 Frequency correct = 51% (21/41)</p> <p>Question #20 Frequency correct = 83% (35/42)</p> <p>Question #24 Frequency correct = 95% (40/42)</p> <p>Question #25 Frequency correct = 65% (26/40)</p> <p>Question #26 Frequency correct = 70% (28/40)</p> <p>Question #27 Frequency correct = 39% (16/41)</p> <p>Question #28 Frequency correct = 63% (26/41)</p> <p>Question #29 Frequency correct = 64% (27/42)</p> <p>Question #32 Frequency correct = 90% (38/42)</p> <p>Question #98 Frequency correct = 70% (28/40)</p> <p>Cumulative frequency correct responses = 69.5%</p> <p>The below target-cumulative frequency reflects the very low success rates on questions 5 - 7 and 27. Omitting these data would bring the cumulative success rate frequency close to 78%. Clearly students had not internalized the social and land-use ramifications of the foraging and horticultural subsistence economies. The low success rate on question 6 was somewhat puzzling as the question assesses the same feature of the foraging economy as #1. It might be that the correct answer was less obvious in question 6 due to the presence of the “smaller populations” choice which would require that</p>	<p>06/20/2014 - Administer a quiz on the foraging subsistence strategy and its social ramifications.</p> <p>Action Category: Teaching Strategies</p>

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		<p>the students have a good memory of the specific ecological conditions that obtained in the Owens Valley.</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Rodolfo Otero</p> <p>Faculty Contributing to Assessment: Blair Gibson</p>	
<p>El Camino: Course SLOs (BSS) - Anthropology - ECC: ANTH 3 - Introduction to Archaeology - SLO #1 Radiocarbon Dating - After completing this course, students will gain knowledge about the radiocarbon dating technique and its application only to organic materials of the last 100,000 years. (Created By El Camino: Course SLOs (BSS) - Anthropology)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 11/08/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: In a multiple choice exam, students will demonstrate a familiarity with different aspects of the radiocarbon dating technique by answering correctly questions concerned with 1) the nature of unstable isotopes, 2) what a half-life measures, 3) an awareness of the difference between conventional dating and dating by use of a linear accelerator, and 4) an understanding of the calibration of radiocarbon dates.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: A 65% average for correct answers across all four questions.</p> <p>Related Documents: Four SLO questions.docx</p>	<p>05/04/2014 - In the previous assessment in 2012, the mean achievement frequency had risen 2% to 49.9%. This time around the success rate was 52.5%, a gain of 2.6%. Clearly the radiocarbon quiz helped, and I am closer to meeting the assessment goal.</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Rodolfo Otero</p> <p>Faculty Contributing to Assessment: Blair Gibson</p>	<p>05/04/2014 - I think now that a radiocarbon worksheet is in order as the physics behind the production of radiocarbon isotopes continues to be poorly understood, as is the results from the calibration of raw radiocarbon dates. The students will be asked to make diagrams of atoms, derive a date using the radiocarbon decay curve, and then calibrate dates using an online program.</p> <p>Action Category: Teaching Strategies</p>
		<p>12/04/2012 - 5. Assessment Data: Provide the assessment data.</p> <p>Question #30: 35.9% Answered this question correctly. Question #31: 45% Answered this question correctly. Question #32: 87% Answered this question correctly. Question #37: 31.6 Answered this question correctly.</p> <p>Class average over the four questions: 49.9%</p> <p>What were the most important findings from the data?</p> <p>I had previously assessed this SLO in 2009. Since that assessment the mean of the success rate for answering these four questions has risen 2%. This is still far below the hoped for success rate of 65%. It is disappointing that on three out of the four questions the success rate was below 40%. The most important finding from the data is that the students lack a clear understanding of the details of the radiocarbon dating technique.</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted:</p>	<p>05/04/2014 - Since the first assessment I had been giving the students an informal quiz on dating techniques to better prepare them for this subject. I had modified this quiz last semester, so I must have administered, but it only contains three question specifically dealing with radiocarbon dating. Since the radiocarbon dating technique lays in the realm of physics and is therefore challenging for students to grasp, I must systematically assess students most extensively and specifically with concerned solely with the technique. I have therefore changed my syllabus this semester to include a quiz specifically concerned with radiocarbon dating. I will go over and discuss the questions in class subsequent to grading the quiz to ensure that the student's level of comprehension of this technique is elevated.</p> <p>Action Category:</p>

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		2012-13 (Fall 2012) Faculty Assessment Leader: Blair Gibson	Teaching Strategies
<p>El Camino: Course SLOs (BSS) - Anthropology - ECC: ANTH 4 - Language and Culture - SLO #1 Language Extinction - In a written assignment or objective exam question(s), students will demonstrate an understanding of language extinction by identifying the various cultural and historical factors that contribute to language loss and describing the preservation efforts applied to languages targeted for extinction. (Created By El Camino: Course SLOs (BSS) - Anthropology)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 11/08/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: After completing several reading assignments (two articles, one textbook chapter) and viewing a video on the topic of language extinction, students will identify the cultural, social, psychological and historical reasons for the endangerment and extinction of languages around the world, and evaluate the preservation efforts typically applied to disappearing and extinct languages (e.g. revitalization projects).</p> <p>Assessment Method: Essay/Written Assignment</p> <p>Standard and Target for Success: STANDARD/RUBRIC:</p> <p>1: the student demonstrated an excellent understanding of the topic or issue (i.e. correctly identified the key points and provided an in-depth description which clearly indicated a level of knowledge well above the average student, thorough research and/or additional details that went above minimum requirements)</p> <p>2: the student demonstrated a good understanding of the topic or issue (i.e. correctly identified all or most of the key points and provided a description which indicates above-average knowledge)</p> <p>3: the student demonstrated an average understanding of the topic or issue (i.e. correctly identified some of the key points and provided a description which only partially addressed or answered the question/s)</p> <p>4: the student demonstrated a below average understanding of the topic or issue (i.e. correctly identified one, or none, of the key points and provided a description which minimally addressed or answered the question/s)</p> <p>5: the student demonstrated a poor understanding of the topic or issue (i.e. didn't correctly identify any key points and provided a description which didn't correctly address or answer any part of the question/s)</p> <p>TARGET FOR SUCCESS: It is expected that 80% of students will score 3 or above on this SLO.</p>	<p>09/10/2014 - ASSESSMENT DATA: The number of students who scored within each of the rubric scoring system categories:</p> <p>1: 11 (26%) 2: 16 (38%) 3: 10 (24%) 4: 4 (10%) 5: 1 (2%)</p> <p>ANALYSIS: 88% of the class scored a 3 (average knowledge) or above on this assignment, which exceeded my original target (by 8%). 64% of the class earned scores of "excellent" or "good" on this assignment which I normally would find quite impressive for a community college class. However, this trend may, in part, be explained by the fact that approximately 40% of the class consisted of anthropology majors and another 15-20% of the students were majoring in disciplines related to language (e.g. foreign language, communication). A high proportion of students in this class likely were keenly interested in language-related issues and topics, so perhaps the outcome isn't that surprisingly or unusual as it appears.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Marianne Waters</p> <p>Faculty Contributing to Assessment: None</p>	<p>05/01/2015 - Assessing this SLO over more semesters than just one would provide a better window as to whether the SLO is realistic or whether changes to the assessment method are necessary.</p> <p>Action Category: SLO/PLO Assessment Process</p>

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<p>El Camino: Course SLOs (BSS) - Anthropology - ECC: ANTH 6 - Native Peoples of North America - SLO #2 Four-Field Approach - In a written assignment or objective exam, students will demonstrate an understanding of the four-field approach in anthropology as it relates to the study of native peoples of North America. Students will need to identify each of the four sub-fields of anthropology, the major area(s) of study within each field and describe how each field might approach the study of native peoples. (Created By El Camino: Course SLOs (BSS) - Anthropology)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 11/08/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: On an objective exam students will demonstrate an understanding of the four-field approach in anthropology as it relates to the study of native peoples of North America. Answering multiple choice questions students will correctly identify each of the four sub-fields of anthropology, the major area(s) of study within each field and identify how each field might approach the study of native peoples.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: It is expected that 70%, or more, of the students will get each question correct on this SLO.</p>	<p>09/12/2014 - In the attached document I have indicated the percentage of students who got each question of the 10 assessment questions correct. For example, question #1 was correctly answered by 84% of the students tested. Out of 31 students, 26 answered correctly. The first 4 questions on the exam dealt with the basic areas of study within each sub-field. The other 6 questions asked student to identify an area of interest to a specific sub-field in regards to the study of native peoples. Two of the 10 questions were answered correctly by 100% of the students tested. Four of the 10 questions were correctly answered by 90-99% of the students.</p> <p>Question number four was missed by 9 students which means that 71% of the students tested answered correctly. The topic focused on an example of archaeological evidence. Question number five was answered incorrectly by 7 students which means that 77% of the students answered correctly. This question focused on how a physical anthropologist might investigate the study of native peoples. These were the two question missed most by the students and yet 70% or more were able to answer correctly.</p> <p>Given the data, it appears that the class successfully understood the four sub-fields within anthropology and how each field might investigate the study of native peoples. Perhaps spending more time on examples using the work of physical anthropologists and archaeologists could help to improve an understanding of the focus of these two-fields. The text and lecture information tends to be heavily focused on the data collected by Cultural Anthropologists. I will be sure to point out work and material provided by specialists of the above mentioned sub-fields</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Rodolfo Otero</p> <p>Faculty Contributing to Assessment: Angela Mannen</p> <p>Related Documents: S14 Anth 6 Assessment Tool.docx</p>	<p>03/31/2015 - Use specific examples of work done by both physical anthropologists and archaeologists in order to improve student understanding.</p> <p>Action Category: Teaching Strategies</p>
<p>El Camino: Course SLOs (BSS) - Anthropology - ECC: ANTH 9 - Women, Culture, and Society - SLO #2 Integrated System - In a written assignment or objective exam, students will</p>	<p>Assessment Method Description: On an objective exam students will select the correct answers for 10 multiple choice questions</p>	<p>09/10/2014 - In the attached document I have indicated the percentage of students who got each question correct. For example, question #1 was correctly</p>	<p>09/30/2015 - Use an additional reading assignment on the case study.</p>

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<p>demonstrate an understanding of culture as an integrated system. Using a selected case study, students will need to identify at least two areas of culture that are related to gender and describe how they are interconnected. (Created By El Camino: Course SLOs (BSS) - Anthropology)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 11/08/2013</p> <p>Course SLO Status: Active</p>	<p>regarding the topic of culture as an integrated system. They will be asked to identify the proper definition of holism, how it relates to the topic of culture. In addition, a case study will be used to illustrate the concept of holism.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: It is expected that 70%, or more, of the students will get each question correct on this SLO.</p>	<p>answered by 100% of the students tested. They were able to correctly identify the basic definition for the term “holistic”. Students performed best on the first 5 questions which addressed the concept of culture as a holistic system. In that section the only question that posed a problem was regarding how to make connections between the parts of culture that are interrelated. Only 65% of the class answered that question correctly. Overall the class was most successful in answering the first 5 questions.</p> <p>Questions #6-10 asked students to recognize the parts of culture that may be integrated (holistic) using the case study of the Iroquois. Two of these question became problematic for students. In particular, question #7 was only answered correctly by 34% of the students. The topic of gender roles and the relationship to political power as seen in this traditional society seems to have given the students some trouble. In addition, question #10 was answered correctly by 61% of the students. The topic related to the areas of Iroquois culture that were impacted by colonization.</p> <p>Given the data, it appears that the class successfully understood the concept of culture as an integrated system. Only a few problems came up when they were asked to apply their understanding of the concept to a selected case study. Perhaps in the future this could be remedied by spending more time on the selected case study in lecture, providing an additional activity and/or an additional reading assignment.</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Angela Mannen</p> <p>Faculty Contributing to Assessment: Angela Mannen</p> <p>Related Documents: S14 Anth 9 SLO 2 Assessment Tool.docx</p>	<p>Action Category: Teaching Strategies</p> <hr/> <p>09/30/2015 - Spend more time on the case study example in class lecture.</p> <p>Action Category: Teaching Strategies</p> <hr/>