### Assessment: Course Four Column

**FALL 2015**

**El Camino: Course SLOs (BSS) - Anthropology**

### ECC: ANTH 1: Introduction to Physical Anthropology

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<td>SLO #3 Human Evolution - In a written assignment or objective exam question(s), students will demonstrate an understanding of human evolution by comparing and contrasting the anatomical and behavioral features of modern Homo sapiens with various extinct species of the Genus Homo (e.g. Neanderthals, H. erectus, H. habilis).</td>
<td>Exam/Test/Quiz - The success rate in answering 21 multiple choice questions on the final exam concerning the behavior and anatomy of various Pleistocene species of the genus Homo will be calculated. Multiple sections will be surveyed, yielding a sample size of roughly 100 students. Standard and Target for Success: BASED ON PERCENTAGE: The overall success rate over these questions will meet or exceed 60%. This standard takes into consideration the considerable difficulty students have with questions concerning anatomy.</td>
<td>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Not Met 21 Questions on the final exam concerning the anatomy and behavior of Pleistocene species of the genus Homo. Overall class average for these questions was 58.1% for correct responses. Those questions that proved to be the most troublesome for the students did not exhibit any clear pattern as to subject matter. (12/29/2015) Faculty Assessment Leader: Rodolfo Otero Faculty Contributing to Assessment: Blair Gibson Related Documents: Anthro1SLO#3questions.docx</td>
<td>Action: I recommend that attendance at supplemental instruction sessions be made mandatory, rather than elective. I also recommend reinstating a separate week for final exams. (12/29/2015) Action Category: Program/College Support</td>
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<p>| Exam/Test/Quiz - The assessment tool consists of twenty-six multiple choice questions which were included in the Final Exam. Collectively, these questions establish a comparative analysis of anatomical as well as behavioral traits among the members of the genus Homo. Standard and Target for Success: It | Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met The expectations were met, as the compounded average of the questions answered correctly exceeded the expected result of 72%. As I look at the results experienced in each of the questions, I can see that fifteen of them were answered correctly by, at least, 71.5% of the students (very close to the 72% expected average). Of the questions remaining, two of them were answered correctly by 70.5% of the | Action: Make students aware of the fact that the exam will emphasize both quantitative and qualitative information (01/31/2016) Action Category: Teaching Strategies |</p>
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<td>is expected that the compounded average of the twenty-five questions will be 72% or higher (Participating pool of students: 74).</td>
<td>students, five of them fell within the 60 percentile, and three questions were answered correctly only by 59.5%, 51.5%, and 46% of the students, respectively. I went over each of the questions and analyzed the results. I came out with the following conclusion: given the fact that the topics that correspond to the Final Exam require memorization of extensive numerical data and the contextualization of such data with geographical areas and changing environmental conditions, I allowed the students to use, during the exam, a 4x6 notecard on which they could write relevant information. During the final weeks, I emphasized to them the importance of certain topics. The results in the Final Exam suggest that, rather than studying the information in its entirety, they relied to a great extent on the information (quantitative) written on the notecard, neglecting to establish the necessary contextual relationships. This is evident, as some of the difficult questions (with regard to quantitative information) were answered correctly by more than 80% of the students, whereas some simple but contextually rich questions were answered by a much lesser percentage of the students. (01/31/2016)</td>
<td>Faculty Assessment Leader: Rodolfo A. Otero Related Documents: ANTH 1 SLO#3 Fall 2015 Rubric.docx ANTH 11 SLO#3 Rubric Fall 2015.docx</td>
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Exam/Test/Quiz - The assessment tool consists of sixteen multiple-choice, true/false and matching questions included on the final exam. These questions serve to compare and contrast anatomical and behavioral features among various members of the genus Homo, in relation to Homo sapiens. **Standard and Target for Success:** The overall, collective success rate of answers to the sixteen questions will Semester and Year Assessment Conducted: 2015-16 (Fall 2015) **Standard Met? :** Standard Met The overall success rate of the sixteen questions was 73%. Students answered 12 of the 16 questions correctly at a rate of 75%, but there were four questions dealing with Homo habilis and Homo erectus that did not meet the target for success (the success rate for these questions was between 67-69%). Regardless, I feel that overall the standard was met since the overall success rate for answers to the 16 questions was above my predicted target. (02/01/2016) | Action: My questions pertaining to Homo habilis and Homo erectus need to be reworded and answer selections need to be rephrased, particular in the area of passive vs. active scavenging behavior for these hominins. (02/01/2016) Action Category: SLO/PLO Assessment Process |
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<td>be 70% or higher (sample size includes two sections, 77 students) <strong>Reviewer’s Comments:</strong> The overall success rate of the sixteen questions was 73%. Students answered 12 of the 16 questions correctly at a rate of 75%, but there were four questions dealing with Homo habilis and Homo erectus that did not meet the target for success (the success rate for these questions was between 67-69%). Regardless, I feel that overall the standard was met since the overall success rate for answers to the 16 questions was above my predicted target.</td>
<td><strong>Faculty Assessment Leader:</strong> Rodolfo Otero  <strong>Faculty Contributing to Assessment:</strong> Marianne Waters  <strong>Related Documents:</strong> ANTH 1 SLO#3 Assessment (Fall 2015).docx</td>
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ECC: ANTH 11: Anthropology of Magic, Religion, and Witchcraft

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<td>SLO #2 Animism - In a written assignment, students will demonstrate a conceptual understanding of the supernatural by (1) defining the terms animism and animatism; (2) outlining and explaining each of the characteristics of animistic beings; and (3) providing one culturally relevant example for both animism and animatism.</td>
<td>Exam/Test/Quiz - The assessment tool consists of ten multiple choice questions that test the students’ conceptual as well as contextual understanding of both animism and animatism. ANIMISM AND ANIMATISM Please answer the following 10 multiple choice questions (0.5 points each). If you complete them, the points you score will count as extra credit points towards the Final Exam. If you do not complete them, 5 points will be deducted from your score in the Final Exam. 1. Animism refers to a. the belief that humans have spirits while animals and the environment (mountains, rivers, etc.) do not. b. the belief that every aspect of nature (humans, animals, and the physical environment) is inhabited by spirits. c. the belief that the role of religion is to reaffirm social solidarity. d. the belief that the spirits of humans are able to control the spirits of animals. 2. Animatism is a. a form of supernatural power possessed by the chief in Polynesian societies; the term used for this type of power was “mana.” b. the belief in an impersonal</td>
<td>Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Met 30 students participated in the assessment. Of those, 56.5% (17 students) scored Above Average, 26.5% (8 students) scored Average, and 17% (5 students) scored Below Average. The results lightly exceeded the expectations. Even though the scores match (and, to a certain extent, exceed) expectations, a more detailed analysis of question by question results reveals that sixteen students (about 50% of those assessed) missed question #2, and twelve students (40%) missed question #5. These two questions deal with animatism (question #2 addresses the definition of the term, and question #5 illustrates an application of the concept). In view of these results, I have made the following two observations: First, animatism is a concept not intuitively associated with religion, as it addresses forces and powers without any consciousness (no spirits or gods, for example), which, in the Western world, we do not commonly associate with religion; consequently (and given the fact that it is such an important aspect of religion), it is a concept that needs to be reemphasized at several stages during the semester. Second, the assessment tool was part of the Final Exam for the course, and the concepts of animism and animatism are concepts which, even though discussed throughout the semester, are mainly introduced during the first three weeks of instruction; therefore, I believe the mistakes regarding these two questions would be minimized if this particular SLO was assessed at an earlier stage in the course. A third observation would be that some of the mistakes committed could be due to the fact that the assessment tool was introduced as an extra credit option and, consequently, some students most probably put it off until the end of the exam, not considering it as important as the exam itself.</td>
<td>Action: Define the term “animatism” every time that religious phenomena related to it (i.e., magic, witchcraft) is discussed in class. (01/30/2015) Action Category: Teaching Strategies Action: (1) Conduct SLO #2 assessment earlier in the semester. (2) Make the SLO assessment a component of the exam rather than an extra credit option. (01/30/2015) Action Category: SLO Assessment Process</td>
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<tr>
<td>Course SLO Status: Active</td>
<td>Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/08/2013</td>
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<td>Faculty Assessment Leader: Rodolfo Otero Faculty Contributing to Assessment: Dr. Rodolfo Otero</td>
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<td>power that is present in nature in varying degrees.</td>
<td>c. the belief that every aspect of nature is inhabited by spirits.</td>
<td>d. a and b.</td>
<td>e. a and c.</td>
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3. The term “mana” is best defined as:
   a. a member of a hierarchy of priests.
   b. the implements used in ritual ceremonies.
   c. the supreme being in a religion.
   d. a supernatural impersonal force.

4. Tylor asserted that the basic building block of all religious thought and ritual was a “belief in spiritual beings,” which he referred to as:
   A) animism.
   B) spiritualism.
   C) deism.
   D) polytheism.

5. To which of the following categories of understanding is the idea of amulets associated?
   a. Scientific thought.
   b. Animism.
   c. Animatism.
   d. None of the above.

6. The supernatural refers to:
   a. The souls of human beings.
   b. Spirits of nature, such as the Mother of the Game so common
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<td>in small-scale traditional societies.</td>
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<td>c. Tricksters, the representatives of social deviance, such as demons.</td>
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<td>d. Karma.</td>
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<tr>
<td>e. All of the above.</td>
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7. Animism refers to:
   a. The aspect of the supernatural that consists of impersonal forces or powers.
   b. The aspect of the supernatural that consists of entities with consciousness.
   c. Gods.
   d. Mana.
   e. b and c.

8. When we pray, we attempt to tap into
   a. Animatism.
   b. Animism.
   c. A supernatural entity with consciousness.
   d. All of the above.
   e. b and c only.

9. For the most part, when we engage in magic, we tap into
   a. Animatism.
   b. Animism.
   c. A supernatural entity with consciousness.
   d. All of the above.
   e. Any belief and activity which deals with spirit beings.
   f. Any belief and activity
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<td>which deals with supernatural forces..</td>
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<td>c. Any belief and activity which deals with one of the major religions (Islam, Christianity, Buddhism, etc.).</td>
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<td>d. Any belief and activity which deals with beliefs such as The Dreamtime, of the Australian aborigines..</td>
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<td>e. All of the above.</td>
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**Standard and Target for Success:**
The rubric is established by the following criteria:
(a) Above Average: 8 to 10 correct answers,
(b) Average: 6 to 7 correct answers,
(c) Below Average: Less than 6 correct answers.
It is expected that 50% of the class will score Above Average, 25% will score Average, and the remaining 25% will score Below Average.

**Exam/Test/Quiz -** The assessment tool consists of two multiple choice and one true/false question that test the students' conceptual as well as contextual understanding of both animism and animatism.

1. Animatism refers to the idea of an impersonal supernatural force. (True/False)
2. The concept of animatism refers to a belief:
a. in spirit beings

**Semester and Year Assessment Conducted:** 2013-14 (Fall 2013)

**Standard Met?** : Standard Met
37 students participated in the assessment. Of those, 91% (34 students) answer the True/False question correctly (animism). The same number were able to select the correct multiple choice answer regarding the definition for animatism. Finally, 94% (35 students) were able to select the proper definition for animism. (02/05/2014)

**Faculty Assessment Leader:** Rodolfo Otero

**Faculty Contributing to Assessment:** Angela Mannen

**Reviewer's Comments:** Consider the following prompts for this section. What Action was taken? When was the Action implemented? What are the implications of the

**Action:** Use these questions early in the semester, then again on the final exam. (01/30/2015)

**Action Category:** SLO Assessment Process

**Action:** Incorporate the list of exam questions used by Professor Otero (01/30/2015)

**Action Category:** SLO Assessment Process

**Action:** Include more detailed examples of animism and animatism by using culturally relevant examples in lecture. (01/30/2015)
### Course SLOs

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#### Exam/Test/Quiz - The assessment tool consists of ten multiple choice questions that test the students’ conceptual as well as contextual understanding of both animism and animatism. These ten questions were included in Exam #1.

#### Standard and Target for Success: It is expected that the combined average of the results achieved on the ten questions will be 75% or higher.

**Exam/Test/Quiz**
- **Total Students:** 34
- **Question #1** - 88%
- **Question #2** - 59%
- **Question #3** - 88%

**Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)

**Standard Met:** Standard Met

The expectations were met; that is, the accumulated average was 76%, one percentage above the expected average of 75%. This general quantitative analysis notwithstanding, a further analysis that discusses some specific questions needs to be made. To start with, the answers to questions 1, 3, 4, 6, and 10 exceeded any type of expectations (from 79.5% to 97%). Answers to questions 7 and 8 were acceptable (73.5% for both). On the other hand, answers to questions 5, 2, and 8 fell below expectations (56%, 59%, and 62%). I understand that question #5 could present a few difficulties; questions #2 and #8 are structured so that there are more than one choice (a and b, b and c, respectively), and I believe that is where the problem resides. Overall, I am very happy with the results. The Anthropology of Religion, Magic, and Witchcraft presents some very challenging concepts which, in many cases, defy expectations drawn on the basis of common sense. (01/31/2016)

**Faculty Assessment Leader:** Rodolfo A. Otero

**Action Category:** Teaching Strategies

**Action:** I will emphasize even further, during an Exam #1 Review, the concepts related to animism and animatism (01/31/2016)

**Action Category:** SLO/PLO Assessment Process

**Action:** I will change some of the multiple choice questions relating to animism and animatism to make them easier to understand (01/31/2016)
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<td></td>
<td>Question #4----------------------85.5%</td>
<td>Faculty Contributing to Assessment: Angela Mannen</td>
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<td>Question #5----------------------56%</td>
<td>Related Documents: ANth 11 SLO#2 Assessment Tool Fall 2015.docx</td>
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<td>Question #6----------------------97%</td>
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<td>Question #7----------------------73.5%</td>
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<td>Question #8----------------------62%</td>
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<td>Question #9----------------------73.5%</td>
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<td>Question #10---------------------79.5%</td>
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<td>Combined Average------76%</td>
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**Related Documents:**
- ANth 11 SLO#2 Assessment Tool Fall 2015.docx
- ANTH 11 SLO#3 Fall 2015 Rubric.docx

Exam/Test/Quiz - Exam/Test/Quiz
The assessment tool consists of ten multiple choice questions that test the students’ conceptual as well as contextual understanding of both animism and animatism. These ten questions were included in the final exam.

**Standard and Target for Success:**
70% or more of the students will respond correctly to each question.

**Related Documents:**
- F15 Anth 11 SLO #2 Animism Exam Questions.docx

**Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)
**Standard Met? :** Standard Not Met
**BRB (02/05/2016)**
**Faculty Assessment Leader:** Rodolfo Otero
**Faculty Contributing to Assessment:** Rodolfo Otero, Angela Mannen

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 82% of the students in my Anth 11 Magic, Religion, and Witchcraft class. Out of 22 students in the class, 18 answered correctly. The questions focused on understanding the differences between the concepts of animism and animatism. Students were asked to identify a definition for each of the terms, to correctly select characteristics of the beliefs associated with each term, and to understand the concepts in the context of 2 case study examples.
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|             | Description       | In this class only 4 of the 10 questions were answered correctly by 70%-91% of the students. This is not a high success rate considering only 40% of the answers were selected correctly by the majority of the class. The exact percentage for each individual question can be seen in the exam questions that are in the attached document. Six of the 10 questions had a success rate of between 32%-63%. The topics ranged from some basic definitions, to the characteristics associated with each concept, and the theorist associated with animatism. Admittedly, I did not spend much time on these topics in lecture until the very last weeks of class. At that time students were preoccupied with their team projects, studying for the final exam, among other end of the semester responsibilities. The very brief amount of time that I spent on these two topics did not appear to have a lasting effect on their understanding of the material. We did discuss animism in a bit more detail that animatism, however this was at the beginning of the semester and we did not spend any review time on the topics toward the end of the semester and may account for the high number of incorrect responses. (02/05/2016) | Faculty Assessment Leader: Rodolfo Otero  
Faculty Contributing to Assessment: Angela Mannen  
Reviewer's Comments: Working together in teams throughout the semester is something new I have been trying in various classes, including Anth 11. Students often form a bond with their classmates and feel more comfortable speaking and participating in class activities. When they discuss class material with their peers it may help them to understand and retain information. I may try creating a team activity regarding the topics of animism and animatism, along with some additional assigned reading and a more through lecture presentation.  
AM: 02/05/16  
Related Documents:  
F15 Anth 11 #2 Animism.docx |
## Course SLOs

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| **SLO #2 Determining the Sex of Human Remains** - In an in-class lab activity, students will determine the sex of human skeletal remains by visually observing various pelvic and cranial features and applying the techniques used by forensic anthropologists to measure various post-cranial bones. | **Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)  
**Standard Met?** : Standard Met  
The results of the assessment were right on target, as 70% of the students scored a C or better for this particular SLO. (01/27/2016)  
**Faculty Assessment Leader:** RODOLFO OTERO  
**Faculty Contributing to Assessment:** CHRISTINE “CHRISSY” SEPULVEDA | **Action:** Plan for more time spent on forensic identifications in the related lab section. (05/13/2016)  
**Action Category:** Curriculum Changes |

**Course SLO Status:** Active  
**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)  
**Input Date:** 11/08/2013

**Related Documents:**  
[Copy of ANTH-5_SLO_FALL2015.xlsx](Copy%20of%20ANTH-5_SLO_FALL2015.xlsx)
### Course SLOs

**SLO #2 Vertical Integration** - In an in-class assignment, students will explain how vertical integration provides for an adequate adaptation to the environmental conditions characterizing the Andean region by choosing an Andean group as an example, identifying each of the microenvironments utilized by the group, describing the particular subsistence activity carried out in each microenvironment, and listing the main resources procured.

**Course SLO Status:** Active  
**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)  
**Input Date:** 11/08/2013

### Assessment Method Description

**Exam/Test/Quiz** - Students will answer a question that tests their knowledge on the environmental adaptation exhibited by an indigenous Andean society. The specific question is:

Indicate, in a sketch, the different environmental zones utilized by the Q’eros, and their settlement patterns within these zones. What is the main resource of each environmental zone? (The zones are" the loma, the wayq’o, the queshwa, and the monte).  
**Standard and Target for Success:** It is expected that 70% of the students will score 75% or above on this SLO.

### Results

**Semester and Year Assessment Conducted:** 2015-16 (Fall 2015)  
**Standard Met?** - Standard Not Met  
The expected results were not met, as only 67.5% of the students (rather than the expected 70%) scored 75% and above on this SLO. Basically, the students who did well on this SLO also passed the class with good grades. I assigned two different questions that addressed vertical integration in the Andean area. The first assignment was more general, and the second one (the one on which this assessment tool is based) is rather specific, as it looks at the adaptation of one particular society. Therefore, this is a concept which was thoroughly discussed. In addition (and even though this assessment tool was a question included in the Final Exam), I gave the students the question assigned beforehand, so they would have plenty of time to prepare. My conclusion is that those who did not perform well in this assignment simply did not invest enough time to succeed in the class.

02/01/2016  
**Faculty Assessment Leader:** Rodofo A. Otero  
**Related Documents:**  
[ANTH 7 SLO #2 Rubric Fall 2015.docx](ANTH%207%20SLO%20%232%20Rubric%20Fall%202015.docx)

### Actions

**Action:** Distribute a take-home assignment that addresses the topic of Andean vertical integration. Make sure to grade it and hand it back to students so they could better prepare for the related question appearing in the Final Exam (02/01/2016)  
**Action Category:** Teaching Strategies
## ECC: ANTH 9: Women, Culture, and Society

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<td>SLO #3 Gender as a Cultural Construction</td>
<td>In a written assignment or objective exam students will demonstrate an understanding of gender as a cultural construction. Students will correctly define the term gender, and using selected case studies, they will describe the tremendous variation in the expectations for gender cross-culturally.</td>
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**Course SLO Status:** Active  
**Course SLO Assessment Cycle:** 2015-16 (Fall 2015)  
**Input Date:** 11/08/2013  

**Exam/Test/Quiz** - On an objective exam students will select the correct answers for 10 multiple choice questions regarding the topic of gender as a cultural construction. They will be asked to identify the proper definition of gender. In addition, selected case studies from the class material will be used to illustrate the many variations in gender regarding expectations for behavior and gender identity.  
**Standard and Target for Success:** It is expected that 70%, or more, of the students will get each question correct on this SLO.  

In this class 7 of the 10 questions were answered correctly by 77%-100% of the students. This is a high success rate. The exact percentage for each individual question can be seen in the exam questions that are in the attached document.

Two questions were answered incorrectly by 63-68% of the students. The topics included cultural behavior of males in Melanesia and the various names referring to alternate gender categories in many Native American groups. For the topic of question #7, we spent time discussing some of the rites of passage for some Melanesian males but I did not emphasize a specific list of behaviors they engaged in that mimicked female characteristics. Perhaps spending more time on these behaviors and the emic reasoning behind them, as well as having a review of this material prior to the comprehensive final could help students retain the information. In regards to question #9, it would be interesting to see how many students selected “two-spirit”. We spent a lot of time discussing this concept. Although the other terms are described in the assigned reading, we did...
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|             | emphasize the two-spirit category in lecture. (02/05/2016) | Faculty Assessment Leader: Angela Mannen  
Faculty Contributing to Assessment: Angela Mannen  
Reviewer's Comments: Working together in teams throughout the semester is something new I have been trying in various classes. Students often form a bond with their classmates and feel more comfortable speaking and participating in class activities. When they discuss class material with their peers it may help them to understand and retain information. I may try creating a team activity regarding the topic of alternate gender categories to see if this helps with the success rate. In addition, I may consider providing different options for the answers in question #9 on the alternate gender categories found in some Native American groups or clarifying the question to focus on the use of both emic and etic terms.  
Related Documents:  
F15 Anth 9 #3 Gender and Culture.docx |