

Assessment: Course Four Column

Spring/Summer 2019



El Camino: Course SLOs (BSS) - Anthropology

ECC: ANTH 2:Introduction to Cultural Anthropology

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Political Organization - In an in-class objective assignment, students will demonstrate their understanding of political organization by identifying the four types recognized by anthropologists and by explaining three features that correspond to each.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2018-19 (Spring 2019)</p> <p>Input Date: 11/08/2013</p>	<p>Exam/Test/Quiz - From Blair Gibson: Thirty-Six multiple-choice questions over two exams covering salient features of family-level societies, segmentary societies, chiefdoms, and primitive or archaic states.</p> <p>Standard and Target for Success: A mean success rate of 70% over all questions.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>Thirty Five multiple-choice questions from exam no. 2 and the Final exam. (09/02/2019)</p> <p>% of Success for this SLO: 71</p> <p>Faculty Assessment Leader: Rodolfo Otero</p> <p>Faculty Contributing to Assessment: Blair Gibson</p>	<p>Action: The 71% success rate is against the potential number of points achievable for the exam as indicated by the highest scores that were achieved. The success rate as measured against the potential number of points achievable was 65%. Both averages mark substantial improvements when viewed against the first assessment. I plan to look at questions with particularly low success rates, especially with low rates across multiple offerings of the class, and see if there are either problems with the question's wording, or with the way the information is conveyed in class. Steps can be taken to ensure that the student is internalizing the information, such as including a similar question on quiz, or finding another method of reinforcing the topic. (09/02/2019)</p> <p>Action Category: Teaching</p>

Course SLOs	Assessment Method Description	Results	Actions
			Strategies
		Semester and Year Assessment Conducted: 2018-19 (Fall 2018) Standard Met? : Standard Met 35 multiple-choice questions from Exam No. 2 and the Final Exam (09/02/2019) % of Success for this SLO: 71 Faculty Assessment Leader: Rodolfo Otero Faculty Contributing to Assessment: Blair Gibson	
		Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Not Met Blair Gibson - Exam #2: Family Level Societies Question no. and % correct 2; 11 3; 92 4; 84 5; 84 6; 54 8; 69 11; 70 18; 65 19; 78 Cumulative % correct 67.4 Exams 2 & 3: Segmentary Societies Question no. & percent correct 47; 65 50; 30 51; 38 57; 11 58; 60 75; 46 5; 56 Cumulative % correct 43.7% Exam No. 3: Chiefdoms Question no. & percent correct 6; 53 7; 22 9; 69 10; 44	Action: Since the assessment was made of this SLO, I have developed a Powerpoint lecture that presents the defining social characteristics of chiefdoms. I will do the same with the social structure of segmentary societies, whereas before I took an disjointed approach. (12/31/2015) Action Category: Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions
		11; 44 12; 66 13; 38 15; 78 19; 100 21; 91 32; 50 Cumulative % correct 54.6 Exam No. 3 States Question no. & percent correct 67; 81 68; 81 69; 74 79; 23 82; 23 83; 29 84; 67 85; 38 90; 53 Cumulative % right = 43.1 Cumulative % right across all questions 57% Some of the low rates of success on answering certain questions is due to the question having been poorly worded with some ambiguity as to the correct answer. I have rewritten these questions. In some instances the poor levels of success is traceable back to the lecture, and I have amended at least one Powerpoint lecture to convey greater clarity. The overall low scores on questions pertaining to segementary societies is due to the challenging book the students have to read for this section, and the overall difficulty students have understanding the social structure and social institutions of these kinds of groups. (06/07/2015) Faculty Assessment Leader: Rodolfo Otero Faculty Contributing to Assessment: Blair Gibson Related Documents: CultAnthroSLO3.docx Exam/Test/Quiz - From Rodolfo Otero--Multiple Choice Exam (18 Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Action: In future semesters I will show the film that corresponds to	

Course SLOs	Assessment Method Description	Results	Actions
	<p>questions included in the Final Exam. Please see related document/"Assessment Tool" for additional information)</p> <p>Standard and Target for Success: It is expected that a combined overall average of 75% will be achieved by the students participating in this SLO (Please see related document/"Results" for additional</p> <p>Related Documents: ANTH 2 SLO#3 Assessment Tool Spring 2015.docx ANTH 2 SLO #3 Results Spring 2015.docx</p>	<p>Standard Met? : Standard Met</p> <p>Even though the expected result was achieved, it is advisable to examine each question on its own, as the combined overall average for all questions does not reflect the performance of the students in each of the questions. To start with, I am very pleased of the fact that so many students were able to answer correctly several of the questions that address the basic information regarding issues of political organization. On the basis of those results, I believe that, in general, the class understood the basic concepts outlined in the chapter. Nevertheless, I would like to address the questions that were not answered correctly as expected. The lowest averages (by this I mean the questions in which less than 75% of the students answered correctly) correspond to questions 15 (50% of the students answered it correctly), 3 and 5 (57% of the students answered these correctly), 2 (59% of the students answered it correctly), 6 (63.5% of the students answered it correctly), and 11 and 13 (68% of the students answered these correctly). I will discuss the results for questions 15, 3, 5, and 2 separately.</p> <p>Question #15. It is hard to understand why so many students chose the incorrect option for this question, given that I repeatedly used, in lecture, the !Kung as an example for a band society. I suspect that the expression "organized at the local level" was not thoroughly understood by students. Of the twenty-two who answered it incorrectly, fourteen chose the option "tribe," which satisfies several of the points addressed in the question.</p> <p>Question #3. The correct choice in this question is (d) all of the above. I assume that the students who did not make that choice still understood the content, but simply failed to tie all the points together.</p> <p>Question #5. Going through the answers. I found out that many of the students chose option (b), which is definitely an option that does not satisfy the question. I will have to address that aspect of the economy of chiefdoms and state societies.</p> <p>Question #2. I believe that some of the students were confused by the term "power" in reference to band</p>	<p>the section on Political Organization and I will use that opportunity to review some of the concepts. (11/30/2015)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>societies. Most probably, they associated power with formal leadership.</p> <p>I would like to add that, due to several circumstances (power outage, personal matters, etc.) the general discussion on this section was not as extensive as in previous semesters. I was not able to show the film for Political Organization and, consequently, I did not engage in a review.</p> <p>(06/09/2015)</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Even though the expected result was achieved, it is advisable to examine each question on its own, as the combined overall average for all questions does not reflect the performance of the students in each of the questions. To start with, I am very pleased with the fact that so many students were able to answer correctly several of the questions that address the basic information regarding issues of political organization. On the basis of those results, I believe that, in general, the class understood the basic concepts outlined in the chapter. Nevertheless, I would like to address the questions that were not answered correctly as expected. The lowest averages (by this I mean the questions in which less than 75% of the students answered correctly) correspond to questions 15 (50% of the students answered it correctly), 3 and 5 (57% of the students answered these correctly), 2 (59% of the students answered it correctly), 6 (63.5% of the students answered it correctly), and 11 and 13 (68% of the students answered these correctly). I will discuss the results for questions 15, 3, 5, and 2 separately.</p> <p>Question #15. It is hard to understand why so many students chose the incorrect option for this question, given that I repeatedly used, in lecture, the !Kung as an example for a band society. I suspect that the expression “organized at the local level” was not thoroughly understood by students. Of the twenty-two who answered it incorrectly, fourteen chose the option “tribe,” which satisfies several of the points addressed in the question.</p>	

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	<p>Exam/Test/Quiz - From Angela Mannen: 10 questions on the final exam. Four of the questions are true/false and the rest are multiple choice.</p> <p>Standard and Target for Success: 70% or more of the students will answer each of the 10 questions correctly. A discussion follows in the attached document.</p> <p>Related Documents: ANTH 2 #3 Political Organization.docx</p>	<p>Question #3. The correct choice in this question is (d) all of the above. I assume that the students who did not make that choice still understood the content, but simply failed to tie all the points together.</p> <p>Question #5. Going through the answers. I found out that many of the students chose option (b), which is definitely an option that does not satisfy the question. I will have to address that aspect of the economy of chiefdoms and state societies.</p> <p>Question #2. I believe that some of the students were confused by the term "power" in reference to band societies. Most probably, they associated power with formal leadership.</p> <p>(06/09/2015)</p> <p>Faculty Assessment Leader: Rodolfo Otero</p> <p>Faculty Contributing to Assessment: Angela Mannen, David Blair Gibson, Worku Nida</p>	
	<p>Exam/Test/Quiz - From Angela Mannen: 10 multiple choice questions on the final exam.</p> <p>Standard and Target for Success: At least 70% of the students will answer each question correctly.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Not Met</p> <p>In the attached document I have indicated the percentage of students who got each question of the 10 assessment questions correct. For example, question #10 was correctly answered by 92% of the students in my Anth 2 class. Out of 12 students who took the final exam in this class, 11 students answered correctly. The questions dealt with understanding the typical societal characteristics associated</p>	<p>Action: There were only 4 questions that were answered correctly by 75%-92% of the class. The remaining 6 questions were answered correctly by 25%-67%. I began using a new textbook in the fall of 2018. Perhaps I need to review the coverage of this subject area in the chapters. In addition, I will be sure to emphasize these</p>

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		<p>with various levels of political organization.</p> <p>In this class only 4 of the 10 questions were answered correctly by 75%-92% of the students. This means that 60% of the questions were answered incorrectly by at least half of the class.</p> <p>One question was answered incorrectly by 75% of the students. The topic of the question focused on a characteristics typically found with band level societies. Question #2 was also band level societal traits and was answered incorrectly by 67% of the students. Finally, question #7 was answered incorrectly by 58% of the class. This question was about the mode of distribution found in chiefdom societies.</p> <p>Perhaps the lower scores on 60% of the exam questions could be attributed to such a small sample size. Overall the class was low-performing throughout the semester when compared to classes of previous semesters. It does not seem to be a successful outcome to have had 6 out of the 10 questions answered incorrectly by most of the students.</p> <p>There were only 4 questions that were answered correctly by 75%-92% of the class. The remaining 6 questions were answered correctly by 25%-67%. I began using a new textbook in the fall of 2018. Perhaps I need to review the coverage of this subject area in the chapters. In addition, I will be sure to emphasize these topics in lecture and have the class engage in team work activities, such as mind mapping, to help reinforce the characteristics associated with various levels of political organization. (09/10/2019)</p> <p>% of Success for this SLO: 40 Faculty Assessment Leader: Rudolfo Otero Faculty Contributing to Assessment: Angela Mannen Related Documents: S19 Anth 2 #3 Political Organization.pdf</p> <p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p>	<p>topics in lecture and have the class engage in team work activities, such as mind mapping, to help reinforce the characteristics associated with various levels of political organization. (09/10/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Action: Reword the multiple choice exam questions that could</p>

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	<p>questions which were included in the Final Exam.</p> <p>Standard and Target for Success: It is expected that 75% of the students will score 75% or above on this assignment.</p> <p>Related Documents: ANTH 2 SLO#3 Assessment Tool, Spring 2019.docx</p> <p>Exam/Test/Quiz - From Alberto Vigil: SLO was administered on the final exam. Students were asked both in multiple choice and short answer formats.</p> <p>Standard and Target for Success: It is expected that 80% of the students will score 75% of above.</p>	<p>Standard Met? : Standard Met Most of the students answered the majority of questions correctly. The questions that were missed the most (by 35% of the students) have something in common: they present possibilities for ambiguous considerations (such as answers with a & b choices; others in which the question is asked in reverse, with the Except choice; etc.). (09/11/2019)</p> <p>% of Success for this SLO: 75</p> <p>Faculty Assessment Leader: Rodolfo Otero</p> <p>Faculty Contributing to Assessment: Rodolfo Otero</p> <p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met Students results exceeded the SLO target. It was expected that 80% of students would answer the SLO assessment question correctly; 86% of the students who took the exam were successful in answering all the SLO assessment questions. Collectively, students performed well in the assessment. It basically asked students to remember the patterns associated with the different political systems. They did not have that much of an issue with answering straight-forward questions. They seemed to have a problem with conceptual questions, as they were asked to apply the problems. In any case, it is my opinion that those students who scored low simply had issues associated with writing skills rather than lacking an understanding or the subject. (09/11/2019)</p> <p>% of Success for this SLO: 86</p> <p>Faculty Assessment Leader: Rodolfo Otero</p> <p>Faculty Contributing to Assessment: Alberto Vigil</p> <p>Related Documents: ANTH 2 SLO 3 Spring 2019 (Alberto Vigil).docx</p>	<p>lead to misunderstanding. (10/16/2019) Action Category: Teaching Strategies</p> <p>Action: Emphasize certain concepts during lecture. (06/05/2020) Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - From Kirsten Olson: Objective multiple choice questions identifying, defining, and linking traits to different types of political organization (band, tribe and big-man, big-woman society, chiefdom, state) in weekly module quizzes and in final exam.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met Out of 38 students, 30 answered 10 or more SLO questions out of 12 correctly (79%). Seven students answered 9 out of 12 correctly (18%) while 1 student answered 8 out of 12 correctly (3%).</p>	<p>Action: Focus on understanding and application, applied knowledge, and critical thinking. (09/11/2019) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Standard and Target for Success: It is expected that 80% of students will answer 12 multiple-choice questions addressing different aspects of the SLO with a score of 10 out of 12 correct (75%) or higher.</p> <p>Additional Information: Personally, I would suggest reframing SLOs to use higher levels of Bloom's taxonomy to avoid issues mentioned in the Data Analysis section. As currently worded, this particular SLO works in an in-person classroom, but online, students can easily find the answers in their book or course notes.</p> <p>Possible examples: Ask students to evaluate the political organization of a society and demonstrate why using concepts from class. Have students discuss how life under modern states has affected the political organization of a modern band/tribe/chieftdom.</p>	<p>Looking at the data in graphic form shows a normal distribution around the target. In general, the data illustrate that the students largely reached the success target; those who did not meet the target only missed by one or, in one case, two questions. Testing objective knowledge in online courses might tend to result in high scores, given that online assessments are by nature open-book and open-note. But the use of more complex, thoughtfully written questions that depend on interpretation can mitigate against this issue. Still, students seem to grasp these fundamental concepts. (08/06/2019)</p> <p>% of Success for this SLO: 80</p> <p>Faculty Assessment Leader: Rodolfo Otero</p> <p>Faculty Contributing to Assessment: Kirsten Olson</p>	

ECC: ANTH 3:Introduction to Archaeology

Course SLOs	Assessment Method Description	Results	Actions
SLO #2 Remote Sensing - In a multiple choice and matching questions type objective exam, students will demonstrate an understanding of the techniques of remote sensing in archaeology including aerial photography, electrical resistivity, use of a proton magnetometer, ground penetrating radar, and photos taken by satellites.	Exam/Test/Quiz - Multiple choice and matching questions from the second midterm. Standard and Target for Success: 70% cumulative success rate at choosing the right answer.	Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met 14 multiple-choice and matching questions from Exam No. 2 (09/03/2019) % of Success for this SLO: 83 Faculty Assessment Leader: Rodolfo Otero Faculty Contributing to Assessment: Blair Gibson	Action: The class did very well with the questions on remote sensing. On only two questions did they score lower than 70%. This a marked improvement over the last time this SLO was assessed. In the face of results like these, I don't plan to make any changes to my teaching strategy. (09/03/2019) Action Category: Teaching Strategies
Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2018-19 (Spring 2019) Input Date: 11/08/2013		Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Not Met Question No. % selecting the correct answer 1. 42 2. 77 3. 77 4. 77 5. 48 6. 65 7. 74 8. 29 Cumulative % of correct answers = 61.1 I would have probably met the standard, were it not for a very low rate of success by the students in answering questions 1, 5 & 8. I should spend more time on these techniques in lecture to make sure that the students understand the terminology. (06/07/2015) Faculty Assessment Leader: Rodolfo Otero Faculty Contributing to Assessment: Blair Gibson Related Documents: SLO2assess.docx	Action: I have updated and expanded the Powerpoint slides of the remote sensing lecture. I have developed a separate Powerpoint lecture on the use of ground penetrating radar at the Joya de Ceren site in El Salvador that hopefully more clearly conveys the fundamental characteristics of this technique. to students. (12/31/2015) Action Category: Teaching Strategies

ECC: ANTH 4:Language and Culture

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Language and Social Factors - In a written assignment or objective exam question(s), students will demonstrate an understanding of the relationship between language and social factors such as gender, ethnicity and class.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2018-19 (Spring 2019) Input Date: 11/08/2013</p>	<p>Exam/Test/Quiz - Eight objective exam questions: two dealing with general relationship between language and social features, one dealing with language and age and five on language and gender Standard and Target for Success: It is expected that for each question, 70% or more of students will answer it correctly.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met 82% of students answered seven of the eight questions correctly. The only question in which the target was not met was the one about kinship (only 68% of the class answered this question correctly).</p> <p>In summary, students performed as expected on seven of the eight questions (and more specifically, they performed significantly higher than expected on most of them). Regarding the kinship question, the target was close to being met (just 2% below expected results) but in the future I need to spend more time covering this topic in class, and perhaps provide some additional resources in Etudes on this subject, because the textbook does not adequately address kinship terms and based on past experience I know that many students find this somewhat confusing. (06/08/2015) Faculty Assessment Leader: Marianne Waters</p>	
	<p>Exam/Test/Quiz - Eight objective exam questions: two dealing with general relationship between language and social features, one dealing with language and age and five on language and gender Standard and Target for Success: It is expected that for each question, 70% or more of students will answer it correctly.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met An average of 81% of students answered 5 or more of the eight questions correctly.</p> <p>In summary, a higher than expected percentage of students answered the questions accurately. In the past I included a couple of exam questions on the relationship of language and kinship terms, which SLO assessments revealed was very confusing to students. As a result I changed the focus of my lectures and discussions to include more on gendered language, which students seem to find more personally meaningful and interesting and as a result perform better on related exam questions. (09/12/2019) % of Success for this SLO: 79 Faculty Assessment Leader: Marianne Waters</p>	<p>Action: 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 (09/12/2019) Action Category: SLO/PLO Assessment Process</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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Related Documents:

[Anth 4 SLO #2 Questions .docx](#)

ECC: ANTH 5:Physical Anthropology Laboratory

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Human Karyotypes - In an in-class lab activity, students will compare and contrast human karyotypes to identify potential abnormalities and chromosomal mutations.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2018-19 (Spring 2019)</p> <p>Input Date: 11/08/2013</p>	<p>Laboratory Project/Report - In-class activity in which students compare and contrast various examples of normal and abnormal human karyotypes to identify chromosomal abnormalities leading to syndromes such as Klinefelter's, Turner and Down.</p> <p>Standard and Target for Success: STANDARD/RUBRIC:</p> <p>1: the student demonstrated an excellent understanding of the topic and concepts (i.e. correctly identified the key points and provided in-depth answers which clearly indicated a level of knowledge well above the average student and/or provided additional details that went above minimum requirements)</p> <p>2: the student demonstrated a good understanding of the topic and concepts (i.e. correctly identified all or most of the key points and provided answers which indicated above-average knowledge)</p> <p>3: the student demonstrated an average understanding of the topic and concepts (i.e. correctly identified some of the key points and provided answers which only partially addressed the question/s)</p> <p>4: the student demonstrated a below average understanding of the topic and concepts (i.e. correctly identified very few of the key points and provided answers which minimally addressed the question/s)</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Approximately 80% of the class scored a 3, and about 15% scored a 1 or 2, so the standards were met at an exceedingly high rate.</p> <p>I believe the nature of the assignment - in-class, open-note/open-book, group activity - is the reason behind the high success rates in most semesters. Students have the opportunity to discuss these topics and concepts with their peers, check their work against their lecture notes and textbook, and change answers if necessary.</p> <p>The assignment culminated in a group discussion and Q&A session with the entire class, at which time it was clear that overall the students understood the topics really well and many of them were interested in the subject matter. Upon grading the assignment later, I came to the same conclusion. (02/09/2015)</p> <p>Faculty Assessment Leader: Marianne Waters</p>	

Course SLOs	Assessment Method Description	Results	Actions
	<p>5: the student demonstrated a poor understanding of the topic and concepts (i.e. didn't correctly identify any key points and provided answers which didn't correctly address the question/s)</p> <p>TARGET FOR SUCCESS: It is expected that at least 80% of the students will score at least a 3 on this assignment.</p> <p>Exam/Test/Quiz - In 7 objective questions, students demonstrated their knowledge of nondisjunction during meiosis and their ability to identify chromosomal abnormalities that occur as a result of nondisjunction. Standard and Target for Success: It is expected that 75% of students will score 75% or above on this SLO. Related Documents: Anth 5 SLO #1 Questions .docx</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Not Met 72% of students answer 3 or more of the 7 questions (42%) correctly. (09/12/2019) % of Success for this SLO: 72 Faculty Assessment Leader: Marianne Waters</p>	<p>Action: To meet this standard in the future, and to aid in better preparing students for the exam, I will include more emphasis on karyotyping in Lab 1 (e.g. more questions and sample karyotypes for students to identify) and spend more time reviewing this section during the following class meeting. (09/12/2019) Action Category: Teaching Strategies</p>

ECC: ANTH 7:Native Peoples of South America

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Cultural Ecology Approach - In an in-class written assignment, students will demonstrate an understanding of the cultural ecology approach by explaining the relationship between the level of sociopolitical organization achieved by two South American indigenous groups (one from the Patagonia and another from the Amazon Basin) and the particular environmental zone each group occupies. In addition, students will need to address the subsistence strategy employed by each group and the limiting factors to population growth that each environment presents.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2018-19 (Spring 2019), 2022-23 (Spring 2023) Input Date: 11/08/2013 Comments:: Not offered FA18</p>	<p>Exam/Test/Quiz - Thirteen multiple choice questions were included in Exam #1. Standard and Target for Success: 75% of the questions will be answered correctly by, at least, 75% of the students.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met Of the thirteen questions used for this assessment, three were not answered correctly by less than 70% of the students. There is nothing wrong with the way in which the questions are worded; the topics they address are topics that students should be familiar with. One of the questions addresses the characteristics of the Gran Chaco, a South American environmental zone which we discussed very briefly in class. Even though it is important to learn about the environmental zones of South America, I made the decision (for this time only) to not discuss that section with as much detail as in the past in order to allow for a faster and more interesting flow of the course. This strategy worked for the intended purpose; in the future, I will have to evaluate what is more important for the overall quality of the course. (09/11/2019) % of Success for this SLO: 75 Faculty Assessment Leader: Rodolfo Otero Faculty Contributing to Assessment: Rodolfo Otero</p>	<p>Action: I am satisfied with the results of the strategy used during Spring 2019: to reduce emphasis on content in order to allow for a faster flow of the course. I will distribute hand-outs on the points that need to be emphasized in order to save students the need to process a dense and complex subject contained in the text. (05/13/2020) Action Category: Teaching Strategies</p>

ECC: ANTH 9: Women, Culture, and Society

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Gender as a Cultural Construction - 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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2018-19 (Spring 2019)</p> <p>Input Date: 11/08/2013</p>	<p>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.</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>Additional Information: N/A. I am the only instructor who teaches Anth 9.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Not Met</p> <p>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 87% of the students in my Anth 9 class. Out of 16 students who took the final exam in this class, 14 students answered correctly. The 10 assessment questions dealt with understanding definition for sex and gender and the role of culture in framing gender roles in specific case studies.</p> <p>In this class only 5 of the 10 questions were answered correctly by 75%-100% of the students. A successful outcome means that 70% or more of the students answered each question correctly. This means that half of the questions were answered incorrectly by up to 69% of the class.</p> <p>Question number 6 was answered incorrectly by 69% of the class, or 11 students out of 16. The question asked about the way Hijras describe themselves. There are several ways Hijra identity is self-reported and these were discussed in class lecture with power-point slides, and in the textbook.</p> <p>Question #3 was answered incorrectly by 63% of the class, or 10 students out of 16. The Mundugumor gendered personality traits as described by Margaret Mead were the focus of this question. These traits were also discussed in class lecture, using slides, as well as in the textbook.</p> <p>Finally, question #9 was answered incorrectly by 57% of the class. This question was about the labels used to describe the alternate gender categories found in Native American societies.</p>	<p>Action: I will need to review the coverage of this subject area in the chapters, slides, and lecture. I will also be sure to have the class engage in team work activities, such as mind mapping, to help reinforce the characteristics associated with specific cultural case studies. (06/12/2020)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>The questions dealing with basic definitions of terms and overall conclusions about research were the questions that students answered correctly most of the time. It seems that perhaps students had a difficult time remembering which specific traits were associated with a particular culture. In addition, the lower scores on 50% of the exam questions could be attributed to a small sample size of only 16 students in that class. Overall the class was low-performing throughout the semester when compared to classes of previous semesters. It does not seem to be a successful outcome to have had 5 out of the 10 questions answered incorrectly by most of the students.</p> <p>I will need to review the coverage of this subject area in the chapters, slides, and lecture. I will also be sure to have the class engage in team work activities, such as mind mapping, to help reinforce the characteristics associated with specific cultural case studies. (09/15/2019)</p> <p>% of Success for this SLO: 50 Faculty Assessment Leader: Angela Mannen Faculty Contributing to Assessment: Angela Mannen Related Documents: S19 Anth 9 #3 Gender & Culture.pdf</p>	
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 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 97% of the students in my Anth 9 Women, Culture, and Society class. Out of 35 students in the class, 34 answered correctly. The questions focused on understanding the concept of gender as a cultural construction. Students were asked to identify a definition for the term gender and to correctly select examples of gender identity from case studies presented in class representing how the expectations for gender vary cross-culturally.</p>	<p>Action: I will need to review the coverage of this subject area in the chapters, slides, and lecture. I will also be sure to have the class engage in team work activities, such as mind mapping, to help reinforce the characteristics associated with specific cultural case studies. (09/15/2019) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>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.</p> <p>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 emphasize the two-spirit category in lecture. (02/05/2016)</p> <p>Faculty Assessment Leader: Angela Mannen Faculty Contributing to Assessment: Angela Mannen Related Documents: F15 Anth 9 #3 Gender and Culture.docx</p>	