

Assessment: Course Four Column

Fall 2017



El Camino: Course SLOs (BSS) - Anthropology

ECC: ANTH 1:Introduction to Physical Anthropology

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Natural Selection - In a written assignment, students will explain how natural selection is related to environmental factors by using an example that identifies key processes of natural selection and illustrates how selective pressures can change.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - Written Assignment</p> <p>Standard and Target for Success:</p> <p>Additional Information:</p> <p>Related Documents:</p> <p>Natural Selection Worksheet.doc</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>I administered a natural selection worksheet to three sections of Anthropology 1, Introduction to Physical Anthropology. The worksheet had two sections. The first was devoted to a problem involving natural selection and was worth 15 points, the other section involved a question concerned with sexual selection as was worth 10 points. Of the 108 students who completed and submitted the worksheet, the average score was 20, or 80%. The standard deviation was 4. (02/26/2018)</p> <p>% of Success for this SLO: 83</p> <p>Faculty Assessment Leader: Angela Mannen, Rodolfo Otero</p> <p>Faculty Contributing to Assessment: D. Blair Gibson</p>	<p>Action: I believe I'll probably see an improvement in this SLO assessment if I find more online sources for students to reference while studying and preparing for the test that includes natural selection questions. I'll look for more videos that do a good job of addressing the main concepts as well as possible interactive websites. I will also add a bit more detail to the lecture slides and descriptions I include in my online lessons. (03/01/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: No further actions are contemplated, except that the instructions may be slightly revised. (02/26/2018)</p> <p>Action Category: Teaching Strategies</p>

ECC: ANTH 11:Anthropology of Magic, Religion, and Witchcraft

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Shamans and Priests - In an in-class assignment, students will demonstrate an understanding of the relationship between religion and social structure by discussing the ways in which the roles of shamans and priests reflect egalitarianism and stratification, respectively.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - Rubric applied to exam question.</p> <p>Standard and Target for Success: 80% of students will score a 3 or above on the rubric.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>The method of assessment for this SLO is 10 multiple choice questions on the final exam. 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 85% of the students in my Anth 11 Magic, Religion, and Witchcraft class. Out of 26 students in the class, 22 answered correctly. The questions focused on understanding the differences between the roles of shamans and priests. Students were asked to identify characteristics for each of the religious specialists, and the types of rituals each specialist might participate in.</p> <p>In this class 9 of the 10 questions were answered correctly by 80%-100% of the students. This is 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>Only one question, #95, had a success rate of only 65%, which is lower than the acceptable 80% success rate. The topic for this question was regarding the performance of prescribed and periodic rituals. This can be a challenging topic for students. It requires that they understand the definitions for these terms and are able to associate the rituals with either the role of a shaman or that of a priest.</p> <p>Working together in teams throughout the semester is something I have been trying in various classes, including Anth 11, for a couple of years now. 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. This may help account for the great performance on these final exam questions. In</p>	<p>Action: Action was taken over the last few semesters in the form of in-class team activities to promote peer interaction and understanding of class material. (03/02/2018)</p> <p>Action Category: Teaching Strategies</p>

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addition, we spent time on these topics in lecture with power-point slides and the students had been tested on the subject matter earlier in the semester. (03/02/2018)

% of Success for this SLO: 90

Faculty Assessment Leader: Angela Mannen

Faculty Contributing to Assessment:

Related Documents:

[F17 Anth 11 #1 Shamans and Priests.docx](#)

ECC: ANTH 5:Physical Anthropology Laboratory

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Hominin - Evolution In an in-class lab activity, students will demonstrate an understanding of hominin evolution by identifying the distinguishing cranial and dental features that characterize members of the genera Australopithecus, Paranthropus and Homo.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 11/08/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Laboratory Project/Report - SLO was administered through a laboratory. Students examined fossil casts of Australopithecus, Paranthropus and Homo.</p> <p>Standard and Target for Success: It was expected that 85% of students would score 85% or above on SLO.</p> <p>Additional Information:</p> <p>Related Documents:</p> <p>ANTH 5 SLO# 3 Related Documents.docx</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Students met and exceeded the SLO target goal. It was expected that 85% of students would answer SLO assessment question correctly. 93% of students that performed lab were successful in answering the SLO assessment question. (02/28/2018)</p> <p>% of Success for this SLO: 93</p> <p>Faculty Assessment Leader: Rodolfo Otero</p> <p>Faculty Contributing to Assessment: Alberto Vigil</p>	<p>Action: Students achieved an acceptable target success rate. However, there is room for improvement. I would like to restructure the lab questions. (06/08/2018)</p> <p>Action Category: Teaching Strategies</p>