

# Assessment: Course Four Column

Spring/Summer 2017



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

### ECC: ANTH 2:Introduction to Cultural Anthropology

Course SLOs	Assessment Method Description	Results	Actions
<p><b>SLO #1 Holistic Approach</b> - In an objective exam, students will demonstrate an understanding of the holistic approach in anthropology by identifying its appropriate definition.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/08/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></p>	<p><b>Exam/Test/Quiz</b> - The quiz consists of 10 Multiple Choice questions which directly and indirectly address the holistic approach.</p> <p><b>Standard and Target for Success:</b> It is expected that 75% of the students will answer at least 7 of the 10 questions correctly</p> <p><b>Additional Information:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">ANTH 2-SLO#1-Assesment Tool Spring 2017.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met? :</b> Standard 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 96% of the students in my Anth 2 class. Out of 25 students in this class, 24 answered correctly. The questions dealt with understanding the holistic perspective used in the discipline of anthropology.</p> <p>In this class 9 of the 10 questions were answered correctly by 76%-100% of the students.</p> <p>One question was answered incorrectly by 72% of the students. The topic of the question focused on a characteristic of holism. Several of the 10 exam questions also addressed this topic and were answered correctly by at least 76% of the class. Perhaps more class lecture, assignments, and discussions are needed in relation to the characteristics of holism. I have already updated a class assignment titled "Culture Worksheet" to include a written description of the holistic perspective. The students will need to identify all aspects of the holistic approach in anthropology in their answer.</p> <p>(09/18/2017)</p>	

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		<p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Rodolfo Otero (Spring 2017) and Angela Mannen (Fall 2017)</p> <p><b>Faculty Contributing to Assessment:</b> Blair Gibson, Rodolfo Otero, Angela Mannen, Marianne Waters</p> <p><b>Related Documents:</b></p> <p><a href="#">S17 Anth 2 #1 Holistic Approach.docx</a></p>	
		<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>The expectations were met; in fact, 84% of the students were able to answer 7 of the 10 questions correctly. Questions 4 and 6 were the ones answered incorrectly with most frequency. (09/13/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Rodolfo Otero</p> <p><b>Faculty Contributing to Assessment:</b> Angela Mannen, Marianne Waters, David Blair Gibson.</p>	<p><b>Action:</b> I will be submitting the SLO questions twice during a semester: I will include them in Exam 1, and later on during the semester, in the Final Exam. I would like to assess the differences, if any, in students' performances. (09/13/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p>

## ECC: ANTH 3:Introduction to Archaeology

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #3 Sample Sherds</b> - In a two page report, students will demonstrate an understanding of the process of pre-modern pottery making. The report will document their findings from the examination of sample sherds from archaeological contexts. In the report they will correctly recognize the mineral make-up of the paste and slip, identify the steps the pottery went through to form the vessels, indentify the firing environment and its effects on the paste, identify the likely forms of the vessel, and identify the functions of the vessels.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/08/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></p>	<p><b>Laboratory Project/Report</b> - A lab report which reflects a person or group's examination of a minimum of thirty sherds from an archaeological context. The report includes graphs of the variation in physical attributes in the sample, and a discussion which reflects on the graphs and makes inferences about the construction and finishing techniques that were employed to make the pottery. The discussion also advances hypotheses concerning the forms of the original vessels, and the uses to which they were put.</p> <p><b>Standard and Target for Success:</b> It is expected that of the students who submit the lab report, 75% will achieve a score in excess of 75%.</p> <p><b>Additional Information:</b></p> <p><b>Related Documents:</b></p> <p><a href="#">Ceramics Lab guidelines.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>A total of 35 students participated in the lab. Of those 35, twenty-nine submitted lab reports. The average score on the lab for those students was 43, or 86%. 90% of the students achieved a score higher than 75%. 86% achieved a score higher than 80%. The outcome was very successful. (09/14/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Rodolfo Otero/Angela Mannen</p> <p><b>Faculty Contributing to Assessment:</b> Blair Gibson</p>	<p><b>Action:</b> Given the success that was achieved, no future actions are envisioned. (09/14/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p>

## ECC: ANTH 4:Language and Culture

Course SLOs	Assessment Method Description	Results	Actions										
<p><b>SLO #3 ‘Pidgin’</b> - In a written assignment or objective exam question(s), students will demonstrate an understanding of the language variety known as ‘pidgin’ by identifying several features regarding its structure (as compared to a standard language) and identifying the social and historical conditions under which a pidgin develops.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/08/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></p>	<p><b>Essay/Written Assignment</b> - Short Written Question on Exam: "Briefly explain what a pidgin is, identify some features regarding its structure (as compared to a standard language), and describe at least a couple of the historical or social conditions under which a pidgin can develop."</p> <p><b>Standard and Target for Success:</b> BASED ON RUBRIC: It was expected that at least 70% of the class would score 2 (80%) or higher on this SLO.</p> <p><b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>ASSESSMENT DATA:</p> <p>The number of students who scored within each of the rubric scoring system categories are as follows:</p> <table><tr><td>1 (excellent):</td><td>12 (24%)</td></tr><tr><td>2 (good):</td><td>14 (28%)</td></tr><tr><td>3 (average):</td><td>16 (32%)</td></tr><tr><td>4 (below average):</td><td>5 (10%)</td></tr><tr><td>5 (poor):</td><td>3 (6%)</td></tr></table> <p>ANALYSIS:</p> <p>While I expected at least 70% of the class to earn an 80% or higher (good to excellent) on this question, only 52% of the class met this target. However, 84% of the class scored a 3 (average), 4 (good) or 5 (excellent) on this assignment so I feel that overall there was still a high success rate on this SLO.</p> <p>My initial expectation was obviously too ambitious. I erroneously made the assumption that because past classes have performed very well on this SLO, and the fact that this course tends to draw a high number of anthropology majors (as well as those whose major is related to language such as linguistics, communications and foreign language majors), that I would see more students performing in a manner that would be “excellent” or “good”. Regardless, I still feel this standard was met since a very high number of students (42 out of 50) demonstrated at least average knowledge of the subject matter. (09/13/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Marianne Waters</p> <p><b>Faculty Contributing to Assessment:</b></p>	1 (excellent):	12 (24%)	2 (good):	14 (28%)	3 (average):	16 (32%)	4 (below average):	5 (10%)	5 (poor):	3 (6%)	
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## ECC: ANTH 9:Women, Culture, and Society

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #1 Four-Field Approach and Gender</b> - In a written assignment or objective exam, students will demonstrate an understanding of the four-field approach in anthropology as it relates to the topic of gender. Students will need to identify each of the four sub-fields of anthropology, the major area(s) of study within each field and how gender might be analyzed within each field.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/08/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></p>	<p><b>Exam/Test/Quiz</b> - In a written assignment or on an objective exam, students will demonstrate and understanding of the four-field approach in anthropology as it relates to the topic of gender. Students will need to identify each of the four sub-fields of anthropology, the major area(s) of study within each field, and how gender might be analyzed within each field.</p> <p><b>Standard and Target for Success:</b> It is expected that 70%, or more, of the students will get each question correct on this SLO.</p> <p><b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met?</b> : Standard 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 90% of the students in my Anth 9 class. Out of 29 students in this class, 26 answered correctly. The questions dealt with understanding the four-field approach used in the discipline of anthropology.</p> <p>In this class 8 of the 10 questions were answered correctly by 73%-100% of the students.</p> <p>Two questions were answered incorrectly by 34%-75% of the students. These topics included understanding the specialization of primatology within the sub-field of physical anthropology and the difficulties of analyzing gender through the archaeological record.</p> <p>More time may be needed on these areas in lecture. Since most of the material for class comes from the sub-field of cultural anthropology, the students have a multitude of examples for examining gender from that field. There are far fewer examples of using the sub-fields of physical anthropology and archaeology to understand gender. Simply adding more lecture material, study guide questions, and class discussions on those topics should correct the problem.</p> <p>(09/18/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Angela Mannen</p> <p><b>Faculty Contributing to Assessment:</b> Angela Mannen</p> <p><b>Related Documents:</b></p> <p><a href="#">S17 Anth 9 #1 Four Field Approach.docx</a></p>	