

Course Assessment Results aligned to Program SLOs

San Mateo CCCD

CAN Program - Social Sciences

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students will be able to produce evidence based arguments.	CAN Dept - Anthropology - CAN ANTH 110 - Cultural Anthropology - ethnocentrism - Identify the important concept of ethnocentrism. (Created By CAN Dept - Anthropology)	<p>Assessment Method: multiple choice</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: at least 70% of students will answer correctly questions related to this SLO.</p>	<p>05/30/2014 - Means of Assessment: Assessments were based on 5 multiple choice questions. 1 question came from quiz 1, 3 of the questions came from quiz 2 and 1 question came from quiz 3 to test the SLO.</p> <p>Below are the results: Q1: 17 out of 27 answered this question correctly. Q2: 5 out of 28 students answered this question correctly. Q3: 23 out of 28 students answered this question correctly. Q4: 20 out of 28 answered this question correctly. Q5: 27 students out of 28 students answered this question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	<p>05/30/2014 - This SLO was tested in a number of ways to see if students understand the concept. The results are pretty consistent, except with quiz 2 question 5. It was a basic concept of that particular article. I'm surprised at the results. The only explanation I can think of is that the majority of the class didn't do the reading. The question itself seems straightforward. However, overall the other questions indicate that most students seem to understand and be able to apply the concept. Perhaps this is because terms needed to be understood by students in multiple places in their studies for this course (the textbook, discussion board, tutorials, and readings). I plan to continue to have the terms in multiple places in reinforce this concept for students. The results are different than last semester even though the teaching methods are the same.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/18/2013 - Four (4) multiple choice questions given as an extra credit online quiz from 12/17/13 to 12/20/13.</p> <p>TABLE OF RESULTS # of students taking the exam 14 # incorrect % incorrect Number of incorrect answers Question 1 0% Question 2 4 28.5%</p>	<p>12/18/2013 - In future I will stress that it is the meaning of the GIFT of the ox that is the cause of Lee's misunderstanding, and not the meaning of oxen generally. Disappointingly several students got ethnocentrism and cultural relativity confused in question 3. In the future I will continue to stress the relationship between the two but will try to come up with some sort of</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Question 3 4 28.5%</p> <p>Question 4 1 7.1%</p> <p>Overall the students performed very well on all questions. Questions two and three garnered the most incorrect responses. In the case of number two the answer choices present very fine grained differences in concept and are testing at a detailed level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	<p>mnemonic for making the difference easier to remember.</p>
			<p>12/18/2013 - Assessments were based on 5 multiple choice questions. 4 of the questions came from quiz 2 and 1 question came from quiz 3 to test the SLO (see questions in related documents)</p> <p>Results (see below)</p> <p>Q2Q5: The belief that people everywhere interpret the world in the same way is called: 24 out of 30 answered this question correctly.</p> <p>Q2Q5: The cross-cultural misunderstanding experienced between Lee and the !Kung occurred over. 8 out of 30 students answered this question correctly.</p> <p>Q2Q6: When anthropologists study other societies they need to suspend their own culture-based judgments. What is this kind of approach called? 25 out of 30 students answered this question correctly.</p>	<p>12/18/2013 - I plan to continue to have the terms in multiple places in reinforce this concept for students. I would like to test this SLO again next semester to see if the results are consistent.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up																																								
			<p>Q2Q9: Ethnocentrism refers to the fact that: Choose one answer. 22 out of 30 answered this question correctly.</p> <p>Q3Q3: Which of the following statements is true? Choose one answer. 26 students out of 31 students answered this question correctly.</p> <p>REFLECTION This SLO was tested in a number of ways to see if students understand the concept. The results are pretty consistent, but they should also be tested for an additional semester to see if the results are similar. Overall most students seem to understand and be able to apply the concept. Perhaps this is because terms needed to be understood by students in multiple places in their studies for this course (the textbook, discussion board, tutorials, and readings).</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <p>Related Documents: ANTH 110</p>																																									
			<p>05/22/2013 - Ten (10) multiple choice questions given twice throughout the semester.</p> <p>TABLE OF RESULTS W evening section (4/17/13) T/R section (4/9/13)</p> <table border="1"> <tr> <td>Total</td> <td></td> <td></td> <td></td> </tr> <tr> <td># of students taking the exam</td> <td>10</td> <td>22</td> <td>32</td> </tr> <tr> <td># incorrect</td> <td></td> <td></td> <td></td> </tr> <tr> <td>% incorrect</td> <td></td> <td></td> <td></td> </tr> <tr> <td># incorrect</td> <td>4</td> <td>6</td> <td>18</td> </tr> <tr> <td>% incorrect</td> <td>20.00%</td> <td>18.18%</td> <td>18.75%</td> </tr> <tr> <td>Question 1</td> <td>2</td> <td>3</td> <td>3</td> </tr> <tr> <td>Question 2</td> <td>3</td> <td>15</td> <td>18</td> </tr> <tr> <td>Question 3</td> <td>30.00%</td> <td>15</td> <td>68.18%</td> </tr> <tr> <td>Question 4</td> <td>18</td> <td>56.25%</td> <td>25%</td> </tr> </table>	Total				# of students taking the exam	10	22	32	# incorrect				% incorrect				# incorrect	4	6	18	% incorrect	20.00%	18.18%	18.75%	Question 1	2	3	3	Question 2	3	15	18	Question 3	30.00%	15	68.18%	Question 4	18	56.25%	25%	<p>05/22/2013 - I devote several lectures, readings and films to the topic of gender and repeatedly emphasize that gender roles are socially assigned norms of behavior. I will look for an appropriate class activity that might add help reinforce this idea.</p> <p>Action Plan Category: Conduct Further Assessment</p>
Total																																												
# of students taking the exam	10	22	32																																									
# incorrect																																												
% incorrect																																												
# incorrect	4	6	18																																									
% incorrect	20.00%	18.18%	18.75%																																									
Question 1	2	3	3																																									
Question 2	3	15	18																																									
Question 3	30.00%	15	68.18%																																									
Question 4	18	56.25%	25%																																									

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Question 3 1 10.00% 4 18.18% 5 15.63% Question 4 5 50.00% 9 40.90% 14 43.75% Question 5 3 30.00% 5 22.73% 8 25.00% Question 6 4 40.00% 9 40.90% 13 40.63% Question 7 2 20.00% 4 18.18% 6 18.75% Question 8 4 40.00% 5 22.73% 9 28.13% Question 9 5 50.00% 13 59.09% 18 56.25% Question 10 2 20.00% 6 27.27% 8 25.00% Total Incorrect 31 31.00% 74 33.64% 105 32.81% Class Average (correct): 6.9 69.00% 6.6 66.00% 6.7 67.00%</p> <p>Several questions stand out for the high number of incorrect responses they elicited. Half or more of the responses to questions 2 and 9 were incorrect. Question 2 addresses a specific kinship and residence pattern. I presented specific forms of this pattern in addressing the notions of patrilocal and matrilineal residence patterns. In the future I will take more care to specify that this can also be called an "extended family. Question 9 is perhaps the most problematic.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>02/05/2013 - Assessments were based on 10 multiple choice questions on to test the SLO. 38 students took the exam 15 students missed number 1 (42% of students answered the question correctly) 2 students missed number 5 (92% of students answered the question correctly) 10 students missed number 6 (66% of students answered the question</p>	<p>02/05/2013 - Students did well on some questions that were testing the SLO and did poor on others. I will re-test the SLO in the future with different questions to see if the success rate is the same. I also plan to assign an additional reading discussing what ethnography is since this is the most missed question.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>correctly) 12 students missed number 8 (63% of students answered the question correctly) 5 students missed number 10 (84% of students answered the question correctly) 1 student missed number 14 (97% of students answered the question correctly) 7 students missed number 15 (82% of students answered the question correctly) 2 students missed number 17 (95% of students answered the question correctly) 5 students missed number 18 (82% of students answered the questions correctly) 5 students missed number 19 (87% of students answered the questions correctly)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: ANTH 110 Test questions_s2013</p>	
			<p>01/31/2013 - Total # of students taking the exam 16 20 36 # incorrect % incorrect # incorrect % incorrect # incorrect % incorrect Number of incorrect answers Question 1 3 18.75% 6 30% 9 25% Question 2 8 50% 12 60% 20 55.56% Question 3 2 12.5% 4 20% 6 16.67% Question 4 9 56.25% 13 65% 22 61.11% Question 5 7 43.75% 11 55% 18 50% Question 6 8 50% 5 25% 13 36.11% Question 7 7 43.75% 2 10% 9 25% Question 8 6 37.5% 3 15% 9 25% Question 9 12 75% 15 75% 27 75%</p>	<p>01/31/2013 - Several questions stand out for the high number of incorrect responses they elicited. Half or more of the responses to questions 2, 4, 5, and 9 were incorrect. Question 2 addresses a specific kinship and residence pattern. I presented specific forms of this pattern in addressing the notions of patrilocal and matrilineal residence patterns. In the future I will take more care to specify that this can also be called an "extended family". I am uncertain why so many students were mistaken about question 4 and 5. We addressed cultural ecology</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Question 10 6 37.5% 5 25% 11 30.56% Total Incorrect 68 42.5% 76 38% 144 40% Class Average (correct): 5.7 57% 6.2 62% 6.0 60%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: Report on SLOs for ANTH 110-FA2012.docx</p>	<p>and subsistence patterns in detail both n lecture and with a class activity where groups tried to invent societies around each of the primary patterns of subsistence. I will try to change the class activity to put even greater emphasis on the connection between job specialization and subsistence patterns, and to devote more time in lecture to the notion of cultural ecology. Question 9 is perhaps the most problematic. I devote several lectures, readings and films to the topic of gender and repeatedly emphasize that gender roles are socially assigned norms of behavior. I will look for an appropriate class activity that might add help reinforce this idea.</p>
			<p>12/17/2012 - Section 1 results: Several questions stand out for the high number of incorrect responses they elicited. Half or more of the responses to questions 2, 4, 5, and 9 were incorrect. A further reflection of these questions is discussed in the action section.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: Report on SLOs for ANTH 110-FA2012.docx</p>	<p>12/17/2012 - Question 2 addresses a specific kinship and residence pattern. I presented specific forms of this pattern in addressing the notions of patrilocal and matrilineal residence patterns. In the future I will take more care to specify that this can also be called an “extended family”. I am uncertain why so many students were mistaken about question 4 and 5. We addressed cultural ecology and subsistence patterns in detail both n lecture and with a class activity where groups tried to invent societies around each of the primary patterns of subsistence. I will try to change the class activity to put even greater emphasis on the connection between job specialization and subsistence patterns, and to devote more time in lecture to the notion of cultural ecology. Question 9 is perhaps the most problematic. I devote several lectures, readings and</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
				<p>films to the topic of gender and repeatedly emphasize that gender roles are socially assigned norms of behavior. I will look for an appropriate class activity that might add help reinforce this idea.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>04/24/2012 - Identify important anthropological concepts related to cultural anthropology. Means of Assessment: Ten (10) multiple choice questions given as a quiz on March 8, 2012 and March 12, 2012. (Once for each section of the class). Success Criterion: graded on a 90/80/70/60? percentage scale. Results: TABLE OF RESULTS M/W section (3/12/12) T/R section (3/8/12) Total # of students taking the exam 17 21 38 # incorrect % incorrect # incorrect % incorrect # incorrect % incorrect Number of incorrect answers Question 1 16 94% 19 90% 47% 92% Question 2 9 53% 9 43% 18 47% Question 3 2 12% 6 29% 8 21% Question 4 12 71% 15 71% 27 71% Question 5 3 18% 7 33% 10 26% Question 6 8 47% 6 29% 14 37% Question 7 5 29% 5 24% 10 26% Question 8 6 35% 8 38% 14 37% Question 9 8 47% 14 67% 22 58% Question 10 5 29% 6 29% 11 29% Total Incorrect 74 44% 95 45% 169 44% Class Average (correct): 5.6 56% 5.4 54% 5.6 56%</p> <p>Discussion of Results: Several questions stand out for the high</p>	<p>04/24/2012 - I will give greater attention to the difference between polygamy and polyandry/polygyny in the future.</p> <p>I need to pay closer attention to both the definition of job specialization and the connections between different types of specialization and different subsistence strategies.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>number of incorrect responses they elicited. Both classes showed a significant number of incorrect responses to Q1 and Q4 as compared to the other questions. For Q1 I feel that the culprit might be a difference of teaching styles and the wording of the question. In anthropology, "polygamy" as a catchall term for both polygyny and polyandry. That is, a polygamous society might be either polygynous or polyandrous. Polyandry and polygyny are both kinds of polygamy. With that in mind, the majority of the "wrong" answers for question 1 chose a) polygamy. While the more accurate answer is polygyny, students might have either confused the general term with the particular, or they might have assumed that polygamy was technically correct. In either case, I will give greater attention to the difference between polygamy and polyandry/polygyny in the future.</p> <p>I cannot explain exactly why Q4 garnered so many incorrect responses except to speculate that student responses were more likely to be randomly distributed. It seems that the correct answer in other questions was more easily inferred from the choices given, either due to a student's experiences outside of the anthropology class or due to the wording of the choices. It is unlikely that students would have come up against the notion of job specialization and subsistence strategies before this class. As a result, students were, I propose, more inclined to guess randomly. With random guesses we would expect 80% to answer the question incorrectly (4 out of 5 of the answers are incorrect). The MW class</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>had a 71% incorrect rate on Q4 and the TR class had a 71% rate. Allowing that we are dealing with a relatively small n value in both cases (MW n=17; TR n=21) it seems appropriate to suggest that students were more likely to guess randomly on this question. This indicates that I need to pay closer attention to both the definition of job specialization and the connections between different types of specialization and different subsistence strategies.</p> <p>The other outlier appears to be Q9. But this was only so in the TR class. I suspect the high rate of incorrect answers reflects the persistence of a common confusion about the relationship between sex and gender, though that does not explain why it was so much higher in one class than the other. This underlines the importance of teaching these concepts clearly and repeatedly to undergraduates. Different classes come into the classroom with different attitudes and experiences and so it is necessary to vary the degree to which certain topics are covered in depth, depending on the particular aptitudes of the class.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: Report on SLOs for ANTH 110.docx Sp12 Anth 110-Leitner scanned backup.pdf</p>	
			<p>01/16/2012 - Some of the questions supported that students were able to identify important anthropological concepts related to cultural anthropology, while other questions did</p>	<p>01/16/2012 - I plan to continue to assign this article and find one associated with polygyny to see if this increases the success rate for this SLO.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>not support this. For example, the question most missed on this assessment dealt with polygyny, mentioned several times in lecture/films/discussions/activities. However it was missed. The most common wrong answer was polygamy, which is the word commonly used in the English language to discuss multiple partners, although not specific to gender. Americans generally think of multiple spouses as many females and one male, though Anthropologists recognize this relationship and multiple males/1female as another type of marriage. Perhaps this has more to do with students' own ethnocentrism and use of English than with what was taught in the course. This is how I plan to stress this concept in the future, relating it back to their ethnocentrism to see if this has an impact on success rate. The least amount of students missed number 18 dealing with reciprocal exchange. This is surprising as the same amount of class instruction dealt with this concept as polygyny. The only difference was that reciprocal exchange was in an article that I assigned them to read by an anthropologist called Christmas in the Kalahari, which many of them enjoyed listening to the students discuss the article in class. Perhaps this led to a higher retention rate of the term, as they were able to associate the term with a story.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>10/28/2011 - Results: Assessments were based on 10 multiple choice questions on</p>	<p>Action Plan Category: Conduct Further Assessment</p> <hr/>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>exam 1. In ANTH 110 Wed night section, the exam was given on Oct. 26. Twenty-seven students took the exam. In ANTH 110 TR morning section, the exam was given on Oct. 27. Twenty-seven people took the exam.</p> <p>ANTH 110 Wed night 6-9pm results: 17 people missed no. 13, 5 missed no. 15, 2 missed no. 18, 14 missed no. 19, 6 missed no. 24, 5 missed no. 32, 3 missed no. 33, 5 missed no. 40, 14 missed 82, 6 missed 85</p> <p>ANTH 110 TR 9:45-11am results: 14 people missed no. 13, 6 people missed no. 15, 1 missed no. 18, 16 missed no. 19, 4 missed 24, 3 missed 32, 2 missed 33, 2 missed no. 40, 12 missed 82, 1 missed 85.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: ANTH 110 SLO results.msg</p>	<p>10/28/2012 - Further test data needs to be gathered and compared across semesters in order to ensure the exam is a reliable and valid instrument for assessing students learning in this course.</p> <hr/> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>03/06/2011 - 96% of students correctly identified the answer</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - By incorporating more discussions directly using this term in class, student success rate on this SLO improved.</p> <hr/> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/17/2010 - 91% answered this question correctly</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>	<p>12/17/2010 - This is a key concept throughout the course, mentioned every class. I would have expected more to get this one correct. I will embed more discussions around this term into my courses.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2010 - 2011</p> <hr/> <p>04/15/2010 - 98% of the students answered this question correctly. The students overall really understand the concept of ethnocentrism, given it is a concept that is related to course material on a weekly basis. I plan to continue to teach about ethnocentrism and use the same teaching methods and assignments that I used this semester since they seem to be working.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	<p>Action Plan Category: Use New or Revised Teaching methods</p> <hr/> <p>04/15/2010 - To test this hypothesis again I will test the understanding of ethnocentrism in a different question to compare the results in the future. This is a major theme and concept throughout the course, so I will continue to make it a priority to teach about it in the classroom.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - Anthropology - CAN ANTH 125 - Physical Anthropology - micro and macro evolution - Explain the importance of micro and macro evolution to physical anthropologists. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: A multiple choice question embedded in the midterm. What is the importance of micro and macro evolution to physical anthropology?</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: At least 75% of students will answer correctly.</p>	<p>04/24/2012 - Overall, the students' performance was moderate. Forty six percent of the students did very well on the test, answering from 70 to 90 percent of the questions correctly. About 18% of the students answered 50 to 60 percent of questions correctly. Thirty five percent of the students gave the correct answers to less than 50% of the questions. The majority of the students passed the test.</p> <p>Out of all questions, question # 5 was the one that presented the most challenge as it was answered incorrectly more often than other questions by about 60% of students. Questions #3 and #10 were answered incorrectly by about 40% of students. Two out of three problematic questions are from the same chapter. In the future, I should pay more attention to the specific terminology and important</p>	<p>04/24/2012 - In general, the results of this test have met my expectations. In my future work, I will take into consideration that I need to stress the importance of certain terms for memorization. I plan to develop series of questions on major concepts and terminology and include them in the review section that I have at the beginning of each class. The most important terms and concept will be reviewed several times during the course.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>names that students need to memorize from that chapter. As for question #3, I believe that even though the term was mentioned during the lecture and presented on one of the Power Point slides, the importance of this term for memorization was not emphasized. Distribution of other incorrectly answered questions seems rather random.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: ANTH 125 SP 12 Bio Anthro SLO report.docx</p>	
			<p>01/16/2012 - ANTH 125-Overall, students were successful applying general principles of biology as it relates to physical anthropology. I will continue to use the same teaching methods involving these core concepts except with number 16, the most frequently missed question.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>01/16/2012 - I will spend more time discussing fitness. Although the biological species concept was stressed in this course, students must not be grasping the concept since this question was missed so frequently. The wrong answer given was not consistent, showing they are perhaps guessing on the answer. I will include this concept in the writing assignment so that students will need to apply the concept and critically think about it. I will also highlight the concept in discussion/lecture more. The term was mentioned in the text and in the interactive tutorials.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>03/07/2011 - 88% of students answered this question correctly.</p> <p>Result Type: Criterion met</p>	<p>03/07/2011 - I will try and come up with different methods to present this information in class.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>12/14/2010 - 86% of students answered this question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>Action Plan Category: Conduct Further Assessment</p> <hr/> <p>12/17/2010 - I designed an activity to address the importance of micro and macro evolution and more students answered this question correctly than before, but only by a few percentages. I will test the same question next semester to see if the impact is the same.</p> <p>Action Plan Category: Conduct Further Assessment</p> <hr/> <p>03/08/2010 - Microevolution needs to be stressed more in class, and its relation to the vocabulary presented in lecture and in the readings. Perhaps I will design an activity to adress this connection to use in class. A lot of time was spent on cells in class, but the difference between types of cells needs to be stressed more. Both SLO 1 and 2 will be needed to be stressed more in the future to have greater success rates. Both SLO 1 and 2 should be tested again to see if the changes in lesson plans increase the success rates of these SLOs.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p> <hr/> <p>03/08/2010 - Tested through a multiple choice question embedded on an exam: Which of the following is the only evolutionary force that can create brand-new genetic variation within a population? A. Mitosis.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			B. Natural Selection. C. Mutation. D. Recombination. 82% of students produced the correct answer Result Type: Criterion met Reporting Cycle: 2009 - 2010	
	CAN Dept - Anthropology - CAN ANTH 125 - Physical Anthropology - origin of humans - Compare and contrast the models that explain the origins of the human species.	Assessment Method: A multiple choice question embedded in the midterm. The main difference in the models that explain the origins of the humans species is in..	05/30/2014 - Assessments were based on 4 multiple choice questions, 3 questions on quiz 12, one question on quiz 13 to test the SLO. The results are as follows: Q1: 13 out of 17 answered it correctly Q2: 11 out of 17 answered it correctly Q3: 16 out of 17 students answered it correctly Q4: 15 out of 16 answered it correctly Result Type: Criterion met Reporting Cycle: 2013 - 2014	05/30/2014 - The results overall are pretty consistent, with a similar number of students understanding the concept on each question tested. The results are improved from last semester. More emphasis was placed on these concepts using myanthrolab and I will continue with this technique. Action Plan Category: Conduct Further Assessment
	(Created By CAN Dept - Anthropology)	Assessment Method Category: Exam Success Criterion: At least 80% of the students will answer correctly.	12/18/2013 - Four (4) multiple choice questions given as an online extra credit quiz from 12/17/13 to 12/20/13. Two sections were assessed. TABLE OF RESULTS Total # of students taking the exam 10 14 24 # incorrect % incorrect # incorrect % incorrect # incorrect % incorrect Number of incorrect answers Question 1 0 0% 0 0% 0 0% Question 2 3 30% 6 42.8% 9 37.5% Question 3 2 20% 4 28.6% 6 25% Question 4 1 10% 4 28.6% 5 20.8%	12/18/2013 - I will continue to emphasize the differences between the genus Homo and the Australopithecines as well as addressing the multiple migrations out of Africa of H. erectus and subsequent "humans". Action Plan Category: Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Overall student performance on the questions was quite high. Of the questions Number 2 garnered the most incorrect answers. This might be due to the fact that “human” is not in fact a scientifically accurate term. We discussed at length the issues with the species concept, taxonomic classification and other issues that make categorizing fossils difficult and whether the term human could apply to species other than H. sapiens. Several of the dates given in the answers coincide with the appearance and dispersal of other members of the genus Homo and might have confused the students. All other questions showed strong performance.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>12/18/2013 - The results were based on 4 multiple choice questions, 3 questions on quiz 12, one question on quiz 13 to test the SLO.</p> <p>30 Students took quiz 12, and 30 students took quiz 13.</p> <p>The results are as follows:</p> <p>Quiz 12 question 11: 2 students missed the question, 28 answered it correctly.</p> <p>Quiz 12 question 13: 9 student missed the question, 21 answered it correctly</p> <p>Quiz 12, Question 15: 4 students missed the question, 26 answered it correctly</p> <p>Quiz 13, Question 19: 3 students</p>	<p>12/18/2013 - The results surprised me as the number of students that answered each question correctly and incorrectly is not consistent. It should be as the questions are asking for the same information if a student understands the models of hominid evolution.</p> <p>More testing needs to be done. Perhaps it is how the questions are phrased.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>answered the question incorrectly, 27 answered it correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <p>Related Documents: ANTH 125</p>	
			<p>03/07/2011 - 88% of students answered this question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - I started talking about the models since the first day of class, instead of waiting until the end of the course when the models are presented in more detail. Tying information into the models as we have gone through the course has put greater importance on the concepts.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/14/2010 - 82% answered the question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>12/17/2010 - We didn't spend that much time discussing the models since theories have changed since last April with new evidence. This could explain why the success rate wasn't very high.</p> <p>Action Plan Category: Other</p>
			<p>03/08/2010 - Apply general principles of biology as it relates to physical anthropology.</p> <p>Tested through a multiple choice question embedded on an exam: A cell that has its DNA enclosed by a nucleus is called a -</p> <p>A. Karyote. B. Prokaryote. C. Eukaryote</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>D. Prion. 89% of students produced the correct answer Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Anthropology - CAN ANTH 125 - Physical Anthropology - concept of race - Identify the concept of race as defined by the American Anthropological Association. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: A multiple choice question embedded in the midterm. The concept of race is defined as _____ by the American Anthropological Association. Assessment Method Category: Exam Success Criterion: At least 80% of the students will correctly answer the question.</p>	<p>03/07/2011 - 95% answered this question correctly. Result Type: Criterion met Reporting Cycle: 2010 - 2011</p> <hr/> <p>12/14/2010 - 95% of students answered the question correctly. Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - I plan to continue to spend an entire class period on the concept of race as the success rate is high. Action Plan Category: Conduct Further Assessment</p> <hr/> <p>12/14/2010 - Since a whole class was spent on the biological race concept, it doesn't surprise me the high success rate by students of this assesment. Many are surprised that biological races don't exist, because it challenges many of their world views so the concept sticks with them. Action Plan Category: Other</p>
			<p>03/08/2010 - The consensus criterion for identifying a biological race is - A. at least 50% of the members of one population of a species must be physically distinguishable from those from another population. B. two populations of the same species are located in two different geographical areas. C. two populations have different vocalization or , in humans, languages.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>D. there are no established criteria for identifying races of plants and animals (including humans) today. 98% of students produced the correct answer. Since a whole class was spent on the biological race concept, it doesn't surprise me the high success rate by students of this assesment. Many are surprised that biological races don't exist, because it challenges many of their world views. This sticks with them, which is probably why so many got this correct on the assessment. This lesson plan won't change, and I won't be testing this SLO again.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Anthropology - CAN ANTH 125 - Physical Anthropology - SLO 1 General Principles - Apply general principles of biology as it relates to physical anthropology. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: Ten multiple-choice questions on exam.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of the students will earn a C or higher on the exam. Grades are calculated on a a 90/80/70/60 percentage scale.</p>	<p>02/05/2013 - 39 Students took the quiz. 0 students missed number 1 (100% got the answer right) 2 students missed number 2 (92% got the answer right) 4 students missed number 4 (85% got the answer right) 9 students missed number 5 (74% got the answer right) 3 students missed number 7 (92% got the answer right) 0 students missed number 8 (100% got the answer right) 5 students missed number 12 (85% got the answer right) 1 student missed number 13 (95% got the answer right) 4 students missed number 16 (87% got the answer right) 2 students missed number 20 (95% got</p>	<p>02/05/2013 - The overall success rate of students on quiz one is high, illustrating that they understand the general principles of biology as it relates to physical anthropology at the beginning of the course. This is good as physical anthropology builds as Math does. Students must understand the basic concepts of evolution in order to comprehend later chapters. I will continue to assign the same reading and tutorial exercises as most students are understanding the concepts. I plan to test this SLO in the future using different quiz questions to see if students continue to understand biology and its relationship to physical anthropology.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>the answer right) Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	<p>Action Plan Category: Conduct Further Assessment</p>
			<p>01/31/2013 - TABLE OF RESULTS M/W section (12/5/12) # of students taking the exam 18 # incorrect % incorrect Number of incorrect answers Question 1 2 11.11% Question 2 3 16.67% Question 3 7 38.89% Question 4 11 61.11% Question 5 13 72.22% Question 6 5 27.78% Question 7 10 55.56% Question 8 4 22.22% Question 9 7 38.89% Question 10 13 72.22% Total Incorrect 75 41.67% Class Average (correct): 5.8 58% Result Type: Criterion met Reporting Cycle: 2012 - 2013 Related Documents: Report on SLOs for ANTH 125-FA2012.docx</p>	<p>01/31/2013 - Discussion of Results: Several questions stand out for the high number of incorrect responses they elicited. Questions 4, 5, 7, and 10 each elicited incorrect responses from more than half of the class. All four of those questions address topics that were covered in the first few weeks of the class. Because the final is comprehensive this is surprising. Students appear to have forgotten much of the earlier material in the course. I should review my lecture and exam structure and build in more opportunities for revision and making connections between earlier and later course material.</p>
			<p>01/25/2013 - Overall, the students' performance was moderate. Forty six percent of the students did very well on the test, answering from 70 to 90 percent of the questions correctly. About 18% of the students answered 50 to 60 percent of questions correctly. Thirty five percent of the students gave the correct answers to less than 50% of the questions. The majority of the students passed the test. Result Type:</p>	<p>01/25/2013 - Out of all questions, question # 5 was the one that presented the most challenge as it was answered incorrectly more often than other questions by about 60% of students. Questions #3 and #10 were answered incorrectly by about 40% of students. Two out of three problematic questions are from the same chapter. In the future, I should pay more attention to the specific terminology and important names that students need to memorize</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: Anthro 125 SP12 SLO report.docx</p>	<p>from that chapter. As for question #3, I believe that even though the term was mentioned during the lecture and presented on one of the Power Point slides, I did not emphasize the importance of this term for memorization. I will take this into consideration in my future work. Distribution of other incorrectly answered questions seems rather random.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>01/25/2013 - Results: Assessment was based on 10 multiple choice questions on a Midterm Exam to test the SLO.</p> <p>28 students took the exam. 2 missed no.1, 4 missed no. 2, 7 missed no. 3, 2 missed no. 4, 5 missed no. 5, 3 missed no. 6, 9 missed no. 7, 3 missed no. 8, 3 missed no. 9, 1 missed no. 10</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: Anth 125 F12 results.doc</p>	<p>01/25/2013 - Reflection: The use of a study guide before the midterm seemed to influence a positive outcome on most questions. Peppered moths were presented as an example of evolution during review. Emphasis on some review of course topics throughout the first half of the semester in lectures also seemed helpful. Biographical questions seemed to be the weak point, most likely due to a lack of emphasis and time spent on the historical figures on my part. For a future course, I may redesign time spent on the historical figures or create a review session on the reading to increase retaining this knowledge.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>12/19/2012 - 28 students took the exam. 2 missed no.1, 4 missed no. 2, 7 missed no. 3, 2 missed no. 4, 5 missed no. 5, 3 missed no. 6, 9 missed no. 7, 3 missed no. 8, 3 missed no. 9, 1</p>	<p>12/19/2012 - The use of a study guide before the midterm seemed to influence a positive outcome on most questions. Peppered moths were presented as an example of evolution during review.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>missed no. 10</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: ANTHRO Test</p>	<p>Emphasis on some review of course topics throughout the first half of the semester in lectures also seemed helpful. Biographical questions seemed to be the weak point, most likely due to a lack of emphasis and time spent on the historical figures on my part. For a future course, I may redesign time spent on the historical figures or create a review session on the reading to increase retaining this knowledge.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/17/2012 - ANTH 125, Fall 2012- Leitner-Discussion of Results: Several questions stand out for the high number of incorrect responses they elicited. Questions 4, 5, 7, and 10 each elicited incorrect responses from more than half of the class. All four of those questions address topics that were covered in the first few weeks of the class.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: Report on SLOs for ANTH 125-FA2012.docx</p>	<p>12/17/2012 - Because the final is comprehensive this is surprising. Students appear to have forgotten much of the earlier material in the course. I should review my lecture and exam structure and build in more opportunities for revision and making connections between earlier and later course material.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>09/17/2012 - Assessments were based on 10 multiple choice questions on quiz 1 to test the SLO.</p> <p>30 students took the exam. 2 missed no.1, 6 missed no.2, 8 missed no.4, 4 missed no.5, 3 missed no. 7, 1 missed no. 8, 0 missed no. 12, 1 missed no.13, 3 missed no. 16, 0 missed no. 20</p>	<p>09/17/2012 - Reflection: Students seem to be comprehended this early material better than the previous year. Perhaps this is because I'm trying a new format of weekly quizzes on the reading (so that they hopefully keep up with the reading instead of falling behind). Also, weekly tutorials online are assigned that also presents</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: ANTH 125 results- Einhorn for Fall 2012.docx</p> <hr/> <p>05/04/2012 - Ten multiple-choice questions on the Midterm, administered on Wednesday, March 28th, 2012 from 11:10am-12:25pm. Success Criterion: The Midterm consists of 100 questions, each 1 point each. The class is based on a 500-point scale. The Midterm is 1/5th of the overall grade. Results: ? Assessments were based on 10 multiple choice questions on the Midterm to test the SLO. ? 29 students took the Midterm</p> <p>0 missed no. 3: 100% 0 missed no. 7: 100% 4 missed no. 13: 86% 7 missed no. 22: 76% 16 missed no. 23: 45% 8 missed no. 26: 72% 10 missed no. 27: 66% 6 missed no. 29: 80% 8 missed no. 33: 72% 12 missed no. 43: 59%</p> <p>Average success rate for all 10 questions: 75.6%</p> <p>The results of the assessment indicate that about 76% of the students are succeeding in this learning outcome by the midway point in the semester. All students have a basic understanding of a</p>	<p>information found in the text in a more interactive format. This allows for material presented in more learning styles than just lecture and group discussion.</p> <p>Action Plan Category: Conduct Further Assessment</p> <hr/>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>scientific hypothesis and the concept of biocultural evolution, as is shown by the 100% success rate in questions 3 and 7. The remaining questions, especially numbers 23, 27, and 43, will be reviewed and their content re-introduced throughout the latter portion of the semester by the instructor, with the goal of a 100% success rate in this SLO for all students. Methods of re-introduction will include connecting latter course subjects like hominid evolution, human variation and adaptation, to the terms and ideas missed below via lectures, activities, and assessments.</p> <p>As for assessments, in-class writing assignments and the Final exam will re-incorporate the missed concepts. In-class writing assignments will have prompts that assume a few of the initially tested Midterm concepts as a base for answering the prompts correctly. Examples of these assessments are as follows:</p> <p>1. In-Class Writing Assignment Prompt: What is a hominin? List two of the criteria that you would use to assess whether a fossil skeleton was hominin or not? Assume that the skeleton is relatively complete. This question is meant to partially address the missed concept of taxonomy (Question 43 on the Midterm). In order to understand the question, the student will have to know where ?hominid? falls in relation to other taxonomic categories.</p> <p>2. Questions on the Final</p> <p>1. The terms Sivapithecus, Proconsul, and Dryopithecus, applied to different</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>groups of Miocene hominoids, refer to a distinction made at what taxonomic level?</p> <ol style="list-style-type: none"> a. species b. genus c. subfamily d. family e. order <p>2. Which genus is found in the Fayum and is probably close to the ancestry of both major groups of living Old World anthropoids?</p> <ol style="list-style-type: none"> a. Apidium b. Sivapithecus c. Australopithecus d. Paranthropus e. Aegyptopithecus <p>3. The oldest possible hominin found to date has been given which genus name?</p> <ol style="list-style-type: none"> a. Australopithecus b. Sahelanthropus c. Zinjanthropus d. Ardipithecus e. Orrorin <p>These questions are also meant to address the missed Question 43 regarding Taxonomy on the Midterm</p> <p>When this course is taught again, the concepts missed by most of this present class will be focused on more diligently. Lectures that may have been unclearly presented to students, especially concerning the make-up of DNA, and the influences of Charles Darwin, as is evidenced by the results, will be reformatted. Perhaps a more interactive evolution/DNA/heredity section is needed rather than a traditional lecture/question approach. The missed question concerning Taxonomy was likely due to Instructor oversight.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Taxonomy was not brought up as a discussion point during lecture, but was instead relegated to reading. Taxonomy will be introduced in-person by the instructor upon next assignment to this course.</p> <p>Future activities may include making DNA out of Licorice and marshmallows as a fun and edible way of modeling the double helix with its sugars and phosphates (the licorice), and the bonded base pairs (colored marshmallows on toothpicks stuck into the licorice). A role-playing game may also be introduced with different people representing Ray, Lamarck, Linnaeus, Malthus, Lyell, Wallace, Cuvier, Erasmus Darwin, and Charles Darwin, with a future Mendel looking on as an observer of the past.</p> <p>Questions asked: (* is the correct answer)</p> <p>SLO for ANTH 125 Physical ANTH SLO: Apply general principles of biology as it relates to physical anthropology.</p> <p>Questions to test (10 in total, and numbered as encountered on the Midterm)</p> <p>3. The biological characteristics of humans enabled culture to develop and culture, in turn, influenced human biological development. This is called - *A. biocultural evolution. B. microevolution. C. quantum evolution. D. convergent evolution.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>7. A Scientific hypothesis - A. must always be a correct statement. B. is not a necessary part of the scientific method. C. is the same thing as a law. *D. must be testable.</p> <p>13. Which of the following is an example of binomial nomenclature? A. Vole B. Common Chimpanzee. C. Human *D. Homo Sapiens</p> <p>22. Those individuals that produce more offspring, relative to other individuals in the population, are said to have greater - *A. Fitness. B. Selective Pressure. C. Variation. D. Survival Potential.</p> <p>23. Which of the following historical figures did not influence Charles Darwin? A. Lamarck B. Malthus *C. Mendel D. Lyell</p> <p>26. A cell formed by the union of an egg and a sperm is called a - A. Gamete *B. Zygote C. Neuron D. Ovum</p> <p>27. The smallest unit of DNA consists of one sugar, one phosphate, and one of four bases. This unit is called a - A. Sperm *B. Nucleotide C. Nucleus</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>D. Ribosome</p> <p>29. The end result of DNA replication is -</p> <ul style="list-style-type: none"> *A. Two new double-strands of DNA. B. The fusion of the mother's DNA with the father's DNA. C. The formation of a mRNA molecule. D. The Production of an amino acid molecule. <p>33. How many chromosomes occur in a normal human somatic cell?</p> <ul style="list-style-type: none"> A. 44 B. 48 *C. 46 D. 53 E. 50 <p>43. The discipline within biology that is concerned with the rules of classifying organisms on the basis of evolutionary relationships is -</p> <ul style="list-style-type: none"> A. Anatomy. B. Genetics. C. Ethology *D. Taxonomy <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: SLO results for Anth 125 Spring 2012 revised.doc ANTH 125 AB scantron back up Sp12-Schaefer.pdf</p>	
			<p>04/24/2012 - Overall, the students' performance was moderate. Forty six percent of the students did very well on the test, answering from 70 to 90 percent of the questions correctly. About 18% of</p>	<p>04/24/2012 - Two out of three problematic questions are from the same chapter. In the future, I should pay more attention to the specific</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>the students answered 50 to 60 percent of questions correctly. Thirty five percent of the students gave the correct answers to less than 50% of the questions. The majority of the students passed the test.</p> <p>Out of all questions, question # 5 was the one that presented the most challenge as it was answered incorrectly more often than other questions by about 60% of students. Questions #3 and #10 were answered incorrectly by about 40% of students.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: Anthro 125 SP12 SLO report.docx</p>	<p>terminology and important names that students need to memorize from that chapter. As for question #3, I believe that even though the term was mentioned during the lecture and presented on one of the Power Point slides, I did not emphasize the importance of this term for memorization. I will take this into consideration in my future work. Distribution of other incorrectly answered questions seems rather random.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>02/13/2012 - Ten multiple-choice questions on exam 1 on February 8 2012 for the accelerated Monday/Wednesdaynight 6-9:15pm section. Success Criterion: Grades are calculated on a 90/80/70/60 percentage scale.</p>	<p>02/13/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>Results: Assessments were based on 10 multiple-choice questions on exam 1 to test the SLO. Number of students who took the exam: 18 (2 didn't show) 2 missed no. 2, 0 missed no.6, 1 missed no. 10, 8 missed no.16, 4 missed no.20, 3 missed no. 24, 1 missed no. 11, 6 missed no.27, 5 missed no.29, 5 missed 30 Questions asked: (* is the correct answer)</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reflection: Overall, students were successful applying general principles of biology as it relates to physical anthropology. I will continue to use the same teaching methods involving these core concepts. I changed my approach to teaching number 16, but it still remains the most frequently missed question. I spent a lot of time discussing the concept of fitness so am unclear why it was missed. The term was mentioned in the text and in the interactive tutorials too. The most common wrong answer was variation. I spoke a lot about this term too, so maybe they switched them up during the exam. I plan to ask the students.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: ANTH 125 Sp 12 results.docx</p>	<p>10/15/2012 - Further assessment of the effectiveness of the exam will be assessed over several semesters.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>10/15/2011 - Assessments were based on 10 multiple choice questions on exam 1 to test the SLO.</p> <p>Monday night section: 14 students took the exam. 1 missed no.2, 0 missed no.6, 2 missed no.10, 6 missed no.16, 4 missed no.20, 1 missed 24, 2 missed no.11, 2 missed no. 27, 4 missed 29, 4 missed 30</p>	
			<p>Monday/Wednesday section: 26 students took the exam. 4 missed no. 2, 0 missed no.6, 2 missed no. 10, 12 missed no.16, 14 missed no.20, 4 missed no. 24, 5 missed no. 11, 3 missed no.27, 6 missed no.29, 11 missed 30</p>	
			<p>Tuesday/Thursday section: 29 students took the exam. 4 missed no. 2, 0 missed</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
-----	-----------------	--	---------	--------------------

no.6, 5 missed no.10, 24 missed no.16, 11 missed no. 20, 5 missed no. 24, 10 missed no.11, 8 missed no. 27, 6 missed no. 29, 14 missed no. 30.

Result Type:
Criterion met
Reporting Cycle:
2011 - 2012

Related Documents:
[SLOs ANTH 125 All 3 sections Fall 2011.msg](#)
[ANTH 125 scantrons Fall 2011.pdf](#)

Assessment Method:
Ten (10) multiple choice questions
Assessment Method Category:
Exam

Success Criterion:
At least 70% of the students passed the test with at least a C (70%).

05/30/2014 - Two sections were assessed. Ten (10) multiple choice questions were given as an extra credit quiz with the final exam.

The results are as follows:
TABLE OF RESULTS ANTH 125 AB
ANTH 125 AA Total
of students taking the exam 17 24 41
incorrect % incorrect # incorrect % incorrect # incorrect % incorrect
Number of incorrect answers
Question 1 3 (17.6%) 10 (41.7%) 13 (31.7%)
Question 2 3 (17.6%) 4 (16.7%) 7 (17.1%)
Question 3 2 (11.8%) 3 (12.5%) 5 (12.2%)
Question 4 1 (5.9%) 2 (8.3%) 3 (7.3%)
Question 5 4 (23.5%) 15 (62.5%) 19 (46.3%)
Question 6 4 (23.5%) 3 (12.5%) 7 (17.1%)
Question 7 5 (29.4%) 10 (41.7%) 15 (36.6%)
Question 8 4 (23.5%) 7 (29.2%) 11 (26.8%)
Question 9 3 (17.6%) 4 (16.7%) 7 (17.1%)

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Question 10 14 (82.4%) 19 (79.2%) 33 (80.5%)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>05/22/2013 - Ten multiple-choice questions where tested and repeated during the first, second and third midterm.</p>	<p>05/22/2013 - Continue testing and retesting the students on the 10 assessment questions.</p>
			<p>Overall there was a marked decrease in the number of incorrect responses, ranging from a low of 6 percentage points to a high of 13 percentage points. The questions where students have the lower rise are associated with naming specific individuals and their associated accomplishments or contributions to science. The questions also showed that after the second testing all question tested above a 70% level, whereas initial testing returned 3 results below 70%.</p>	<p>Action Plan Category: Conduct Further Assessment</p>
			<p>Questions First Testing Incorrect % total (33) Second Testing Incorrect % total (33) % pt. Difference 1 8 24 5 15 +9 2 6 18 4 12 +6 3 10 30 7 21 +9 4 12 36 8 24 +12 5 13 40 9 27 +13 6 8 24 4 12 +9 7 7 21 5 15 +5 8 6 18 4 12 +6 9 14 42 9 30 +12</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>10 7 21 5 15 +6</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>05/22/2013 - TABLE OF RESULTS</p> <p># of students taking the exam 24</p> <p># incorrect % incorrect</p> <p>Number of incorrect answers Question 1 3 12.50%</p> <p>Question 2 1 4.17%</p> <p>Question 3 7 29.17%</p> <p>Question 4 10 41.67%</p> <p>Question 5 13 54.17%</p> <p>Question 6 11 45.83%</p> <p>Question 7 10 41.67%</p> <p>Question 8 7 29.17%</p> <p>Question 9 8 33.33%</p> <p>Question 10 18 75.00%</p> <p>Total Incorrect 88 3 6.67%</p> <p>Class Average (correct): 6.33 63.33%</p>	<p>05/22/2013 - Students appear to have forgotten much of the earlier material in the course. I should review my lecture and exam structure and build in more opportunities for revision and making connections between earlier and later course material.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>Several questions stand out for the high number of incorrect responses they elicited. While only questions 5 and 10 each elicited incorrect responses from more than half of the class, questions 4, 6, 7 and 9 elicited incorrect answers from at least a third of the class. These seem to be better numbers than in previous semesters, yet are still not optimal. All of these questions address topics that were covered in the first few weeks of the class (history of evolutionary theory, cell structure and function, taxonomy and classification, natural selection).</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2012 - 2013	
	<p>CAN Dept - Anthropology - CAN ANTH 126 - Physical Anthro. Laboratory - taxonomy of primates - SLO2-Classify primates and humans in a taxonomic relationship. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: labs; Question on a non-graded quiz: Humans evolved from monkeys. A. True B. False Rubric: Correct or incorrect. Assessment Method Category: Exam Success Criterion: At least 80% of students will answer correctly.</p>	<p>01/25/2013 - Results: Assessments were based on lab 5 to test the SLO. 13 of the 16 students who turned in Lab 5 successfully completed the SLO. Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	<p>01/25/2013 - Reflection: The lab involved attending the local zoo to do a primate observation and reflection to develop a better understanding of the classification of primates. Most students attended the SF zoo. Perhaps the success rate of this activity can be explained by the fact that the activity involved all learning styles and hit all senses (sound, smell, touch, sight). I will plan on continuing to have this assignment in the lab course. It is a typical assignment for the intro to physical lab throughout the state. For those who did not turn in the exercise, the most common reason was that they hadn't made time to go to the zoo. I will push the activity back a week next semester to allow more time for the activity.</p>
			<p>12/19/2012 - Assessments were based on lab 5 to test the SLO.</p>	<p>12/19/2012 - Students that went to the zoo and spent time on the histogram developed a better understanding of the classification primates than those who did not go to the zoo. Going to the zoo should continue to be part of this lab exercise as students are engaging all styles of learning in the process of going and seeing non-human primates. Those students that went through this practical at the zoo did very well on the lab assignment associated with the zoo. However, I wonder why the 3 out of 19</p>
			<p>19 students were enrolled in the course when this assessment was given. 7 earned 10/10 points, 3 earned 9/10 points, 4 earned 5/10 points, 2 earned 2/19 points, and 3 out of 19 students failed to turn in the assignment earning 0/10 points.</p>	
			<p>Result Type: Criterion met</p>	
				<p>Action Plan Category: Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2012 - 2013</p>	<p>students did not turn in the assignment? It would be interesting to know if it was because they couldn't get to a zoo and if so, for what reasons? (for example, if transportation is an issue perhaps there could be an optional field trip with a campus van to get them there).</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>10/08/2012 - Fall 2012- Einhorn- Reflection SLO2: The lab involved attending the local zoo to do a primate observation and reflection to develop a better understanding of the classification of primates. Most students attended the SF zoo. Perhaps the success rate of this activity can be explained by the fact that the activity involved all learning styles and hit all senses (sound, smell, touch, sight). I will plan on continuing to have this assignment in the lab course. It is a typical assignment for the intro to physical lab throughout the state. For those who did not turn in the exercise, the most common reason was that they hadn't made time to go to the zoo.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>10/08/2012 - Action Plan: I will push the activity back a week next semester to allow more time for the activity.</p> <p>Action Plan Category: Revise course syllabus or outline</p>
			<p>01/16/2012 - ANTH 126- The identification of bones exam was a test of memorization of terms. Memorizing terms is not something many of our students have been exposed to as I learned from discussions with some of them during office hours. Before the exam, I was very specific about which bones would need to be memorized. I</p>	<p>01/16/2012 - Action plan: conduct further assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>think this accounts for the success rate overall. Most students did well on this exam, with many A's, few B's and C's. Those who did not put the effort into memorization did poorly on all of the questions tested for this SLO, scoring very low. Memorizing bones is something that is required of most basic physical anthropology labs. To aid students, interactive web sites with bones were assigned to work on as well as a lab assignment with an interactive CD Rom of the bones. A skeleton was available during office hours and in the learning center for tactile learners. I continue to use these resources as the majority of students took advantage of them who were successful. I am brainstorming ways to address the few unsuccessful student scores. Action plan: conduct further assessment</p> <p>Result Type: Inconclusive Reporting Cycle: 2011 - 2012</p>	
			<p>12/17/2010 - 90% of students answered this question correctly. Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	<p>12/14/2010 - I'll continue to assess this. I didn't mention this more than twice in class which could account for a lower success rate on this SLO.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>03/04/2010 - 95% of students answered this correctly. Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	<p>04/15/2010 - This is something that was repeated in the text and in class over and over, so the success rate makes sense.</p> <p>Action Plan Category:</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
				Conduct Further Assessment
	<p>CAN Dept - Anthropology - CAN ANTH 126 - Physical Anthro. Laboratory - human evolution - Classify humans by their evolutionary origins. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: Question on a non-graded quiz: Humans A. have only been on earth for 10,000 years B. have only been on earth for 4,000 years C. are a relatively recent species on the planet D. bodies don't act on natural selection Rubric: Correct or incorrect. Assessment Method Category: Exam Success Criterion: At least 80% of students will answer correctly.</p>	<p>01/24/2012 - ANTH 125-Overall, students were successful applying general principles of biology as it relates to physical anthropology. I will continue to use the same teaching methods involving these core concepts except with number 16, the most frequently missed question. I will spend more time discussing fitness. Although the biological species concept was stressed in this course, students must not be grasping the concept since this question was missed so frequently. The wrong answer given was not consistent, showing they are perhaps guessing on the answer. I will include this concept in the writing assignment so that students will need to apply the concept and critically think about it. I will also highlight the concept in discussion/lecture more. The term was mentioned in the text and in the interactive tutorials. Result Type: Inconclusive Reporting Cycle: 2011 - 2012</p>	<p>01/24/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>01/24/2012 - ANTH 126- The identification of bones exam was a test of memorization of terms. Memorizing terms is not something many of our students have been exposed to as I learned from discussions with some of them during office hours. Before the exam, I was very specific about which bones would need to be memorized. I think this accounts for the success rate</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>overall. Most students did well on this exam, with many A's, few B's and C's. Those who did not put the effort into memorization did poorly on all of the questions tested for this SLO, scoring very low. Memorizing bones is something that is required of most basic physical anthropology labs. To aid students, interactive web sites with bones were assigned to work on as well as a lab assignment with an interactive CD Rom of the bones. A skeleton was available during office hours and in the learning center for tactile learners. I continue to use these resources as the majority of students took advantage of them who were successful. I am brainstorming ways to address the few unsuccessful student scores.</p> <p>Action plan: conduct further assessment</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>12/17/2010 - 88% of students answered this question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>12/17/2010 - More time will be spent on the depth of time, emphasizing the dates.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>03/04/2010 - 92% of students answered this correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Anthropology - CAN ANTH 126 - Physical Anthro. Laboratory - primate behavior - Compare and contrast behavior of a primate in their natural habitat and in the zoo.</p> <p>(Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: The assessment is based on student success in writing a paper: Write a paper using the comparative method in anthropology to discuss how behavior of primates in the zoo differs from that in the wild. Be specific in your references to the primate you observed. Staple your zoo ticket and observation sheet to your paper. Going with others in the class is encouraged. Rubric: 1- Successful 2-Somewhat Successful 3-Not successful</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of the students will score at least "somewhat successful" on the assignment. Rubric: 1- Successful 2-Somewhat Successful 3-Not successful</p>	<p>05/30/2014 - Assessments were based on 4 multiple choice questions, 3 questions on quiz 12, one question on quiz 13 to test the SLO.</p> <p>The results are as follows: Q1: 15 out of 17 answered it correctly Q2: 9 out of 17 answered it correctly Q3: 15 out of 17 students answered it correctly Q4: 14 out of 16 answered it correctly</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>12/18/2013 - Assessments were based on lab 5 due on Oct. 10 2013. Students went to the zoo to conduct a 30 minute observation. They then compared the behavior at the zoo with that in the wild of the same primate. Results (see below): 13 students were successful on the lab earning over 90%; 7 students earned between 80-89%; 3 students earned between 70-79%; 9 students did not turn in the assignment.</p> <p>Students that did the assignment were generally successful on the SLO, and were able to complete the objective of the assignment. Unfortunately almost a third of students did not complete the assignment.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle:</p>	<p>05/30/2014 - The results overall are pretty consistent, with a similar number of students understanding the concept on each question tested. The results have gone up since last semester. More emphasis was placed on these concepts using myanthrolab and I will continue with this technique.</p> <hr/> <p>Action Plan Category: Conduct Further Assessment</p> <hr/> <p>01/02/2014 - More effort will be put in getting students motivated to go to the zoo. Perhaps a bus from the college to the zoo can be rented for the day to give an option to students who do not have a car (although public transportation does go directly to the zoo).</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2013 - 2014</p> <hr/> <p>02/20/2013 - SECTION 1: 19 out of 23 students turned in the assignment. Of those who turned in the assignment, 16 earned an A, 1 earned a B, 1 earned a C, and 1 earned a D.</p> <p>SECTION 2: 15 out of 24 students turned in the assignment. Of those who turned in the assignment, 13 earned an A and 2 earned a D.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>02/20/2013 - SECTION 1: Conduct further research/ move on to test another SLO, as this seems successfully tested (although testing it for just this year is not a great sample size)</p> <p>The high success rate could be because all senses were engaged, it involved a field trip to the zoo, and this lab was worth more points than others as it was more involved and included going to the zoo. Those who completed the assignment did very well overall. Those who earned less than full credit turned in short answers that focused on the zoo observation and didn't make a connection to the primate's natural habitat (failed to do the extra out of class research necessary to be successful on this assignment). The 4 students who did not turn in the assignment is about average compared to other assignments for the course that are not turned in. I therefore would not attribute the lack of turning in the assignment to the fact that they had to get to the zoo.</p> <p>SECTION 2: Conduct further research/ move on to test another SLO, as this seems successfully tested (although testing it for just this year is not a great sample size)</p> <p>The success rate on this lab is unusually high compared to the other lab assignments. Normally the grades and success are a bell curve. The high success rate could be because all senses</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
-----	-----------------	--	---------	--------------------

were engaged, it involved a field trip to the zoo, and this lab was worth more points than others as it was more involved and included going to the zoo. Those who completed the assignment did very well overall. Those who earned less than full credit did not fully complete the observation and had difficulty with the math involved. The 9 students who did not turn in this assignment is higher than on the other assignments. I therefore would perhaps attribute the lack of turning in the assignment to the fact that they had to get to the zoo and lack of planning involved to get there. Maybe there could be an optional bus/carpool in the future as a way to connect students and provide a ride to the zoo. Going to the zoo is a typical lab assignment in the state for Intro to Physical Lab so it should not change even if students are not going for some reason or another. Those that did go and completed the assignment were highly successful overall, and most likely this learning experience will stick with them.

Action Plan Category:
Conduct Further Assessment

01/24/2012 - ANTH 125-Overall, students were successful applying general principles of biology as it relates to physical anthropology. I will continue to use the same teaching methods involving these core concepts except with number 16, the most frequently missed question. I will spend more time discussing fitness. Although the biological species concept was stressed

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>in this course, students must not be grasping the concept since this question was missed so frequently. The wrong answer given was not consistent, showing they are perhaps guessing on the answer. I will include this concept in the writing assignment so that students will need to apply the concept and critically think about it. I will also highlight the concept in discussion/lecture more. The term was mentioned in the text and in the interactive tutorials.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>01/24/2012 - ANTH 126- The identification of bones exam was a test of memorization of terms. Memorizing terms is not something many of our students have been exposed to as I learned from discussions with some of them during office hours. Before the exam, I was very specific about which bones would need to be memorized. I think this accounts for the success rate overall. Most students did well on this exam, with many A's, few B's and C's. Those who did not put the effort into memorization did poorly on all of the questions tested for this SLO, scoring very low. Memorizing bones is something that is required of most basic physical anthropology labs. To aid students, interactive web sites with bones were assigned to work on as well as a lab assignment with an interactive CD Rom of the bones. A skeleton was available during office hours and in the learning center for tactile learners. I continue to use these resources as the</p>	<p>01/24/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>majority of students took advantage of them who were successful. I am brainstorming ways to address the few unsuccessful student scores. Action plan: conduct further assessment</p> <p>Result Type: Inconclusive Reporting Cycle: 2011 - 2012</p>	
			<p>12/17/2010 - 75% were successful. 10% were somewhat successful. and 15% were not successful.</p> <p>Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	<p>12/17/2010 - more time should be spent on the comparative approach as that was the part they were struggling with.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>03/04/2010 - 81% of students answered this successfully, 10% somewhat successfully, and 9% unsuccessfully.</p> <p>Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	<p>03/04/2010 - Overall the students were successful in the assessment of these SLOs. I do plan to spend more time on habitats of primates, as only 81% of students were successful with the assignment. Much of the learning for the essay was self driven. We discussed natural habitats in class, but they had to critically think and make connections at the zoo. I will continue to teach the taxonomic classification the same, but I feel since this is such a broad SLO theme that it can be tested multiple times through a variety of questions. The same for SLO 2. Evolutionary origins are being tested in this question, but only in the time aspect. Other questions would need to be asked to really see if a student understands the origins of our evolution.</p> <p>Action Plan Category: Develop new evaluation methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Anthropology - CAN ANTH 126 - Physical Anthro. Laboratory</p> <p>- Identify bones - SLO 1: Identify bones of the human skeleton. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: Assessments were based on the first 10 multiple choice questions on the Human Osteology Quiz. 29 studentstook the exam.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: Grades are calculated on a a 90/80/70/60 percentage scale.</p>	<p>02/06/2012 - The first ten multiple-choice questions on the Human Osteology Quiz given January 30 2012. Numbers on models of bones/photos of the human skeleton were labeled. The students had to correctly identify the bone from the list given.(for each question the majority of the students came up with the correct answer)</p> <p>Reflection: The identification of bones exam was a test of memorization of terms. In the syllabus I was very specific about which bones in which figures in the labs would need to be memorized. I think this accounts for the success rate overall. Most students did well on this exam, with many A?s, few B?s and C?s. Those who did not put the effort into memorization did poorly on all of the questions tested for this SLO, scoring very low overall (I had lots of A?s and lots of F?s, few C?s). Some students failed to take the exam at all. Memorizing bones is something that is required of most basic physical anthropology labs. To aid students, interactive web sites with bones were assigned to work on as well as a lab assignment with an interactive CD Rom of the bones. A skeleton was available during office hours and in the learning center for tactile learners. I continue to use these resources as the majority of students took advantage of them who were successful. I am brainstorming ways to have more students take the exam since many blew it off.</p>	<p>02/06/2012 - Conduct further assessment</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: Anth 126 sp12.docx</p>	
	<p>CAN Dept - Anthropology - CAN ANTH 200 - Ethnographic Film - film as tool - Evaluate the use of ethnographic film as an anthropological tool. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: essay assignment</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: At least 75% of the students will demonstrate mastery of this concept.</p>	<p>01/16/2012 - ANTH 200- Students that attended class and posted online did much better on their paper than those who did not. The discussion board involved critical thinking questions about synthesizing information from ethnographic films to understand cultures and social relationships. This helped them to develop skills to be successful on their essay. Other reasons that could account for the success rate on this SLO include many returning students that have taken other anthropology courses (and have knowledge to build upon particularly from ANTH 110) and the JSTOR library workshop. I plan to continue to use the discussion board method and have them attend a JSTOR workshop, since these things seem to be accounting for the success rate. More analysis would be needed to see if a student really understands the connection between cultures and social relationships, especially for those whom did not turn in an essay and therefore failed the SLO. Action plan: conduct further assessment</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>01/16/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>12/18/2010 - 80% of students demonstrated the use of using ethnographic films as an anthropological tool in an essay assignment.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>12/18/2010 - The percentage illustrates a high success rate as our discussions after films directly involve talking about them as anthropological tools. As for the 20% that didn't illustrate this, I either did not receive their paper or their attendance was very low so they didn't benefit from these discussions.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - Anthropology - CAN ANTH 200 - Ethnographic Film - use film info to reveal culture - Synthesize information from ethnographic films to understand cultures and social relationships. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: essay assignment</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: At least 75% of the students will demonstrate mastery of this concept.</p>	<p>02/05/2013 - Assignment: Essay 1. Select two films of a single filmmaker that have been assigned to watch on the ethnographic database and compare the films shown. Comment on changes you observed in the films in terms of theoretical orientation and techniques of filmmaking.</p> <p>Assessments were based on essay 1 to test the SLO. 20 students turned in an essay. 8 students did not turn in an essay. Out of 25 points, 4 students earned 25 points, 1 student earned 24 points, 1 student earned 23 points, 1 student earned 22 points, 2 students earned 21 points, 2 students earned 20 points, 5 students earned 17 points, 2 students earned 15 points, 1 student earned 13 points, and 1 student earned 12 points. 11 students out of 28 were successful synthesizing information from ethnographic films to understand cultures and social relationships.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle:</p>	<p>02/05/2013 - Further research will need to be conducted next year as a prereq of English has been added to the course. I am hoping that this will increase the retention and success of students who enroll in the course. Also, I hope they will then have the skills to write an essay due to the prereq when entering the course, as well critical thinking skills to compare and contrast films. Currently few students can write a thesis statement. Further research should be done once the prereq is enforced. I also would like to test this SLO using a different essay assignment to see if the results are similar or not.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2012 - 2013</p> <p>12/19/2012 - Assessments were based on essay 1 to test the SLO.</p> <p>15 students turned in an essay. 2 students earned a A, 8 students earned a B, 1 student earned a C, and 4 students earned an F.</p> <p>Essay 1 Due Sept. 5 at 1pm assignment: Select two films of a single filmmaker that have been assigned to watch on the ethnographic database and compare the films shown. Comment on changes you observed in the films in terms of theoretical orientation and techniques of filmmaking. Make sure to come up with a thesis statement.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>12/19/2012 - Most students did excellent or above average on this SLO or flunked. It would be interesting to see which students have taken English courses on writing essays. Those that earned F's on this essay struggled with critical thinking, grammar, spelling, a clear thesis, and overall structure of a college level essay. Also, it was clear they had not watched the films as none of those who earned F's mentioned any on the database. I plan to brainstorm on ways to make the film watching more interesting (review my selection and timing of the films), as well as asking students when they start the course if they have taken an English class to test this hypothesis.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>01/24/2012 - Reflections: ANTH 200- Students that attended class and posted online did much better on their paper than those who did not. The discussion board involved critical thinking questions about synthesizing information from ethnographic films to understand cultures and social relationships. This helped them to develop skills to be successful on their essay. Other reasons that could account for the success rate on this SLO include many returning students that have taken other anthropology courses (and have knowledge to build upon particularly from ANTH 110) and the JSTOR library workshop. I plan to continue to use the discussion board method and have them</p>	<p>01/24/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>attend a JSTOR workshop, since these things seem to be accounting for the success rate. More analysis would be needed to see if a student really understands the connection between cultures and social relationships, especially for those whom did not turn in an essay and therefore failed the SLO. Action plan: conduct further assessment</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>10/15/2011 - Success Criterion: Grades are calculated on a 90/80/70/60 percentage scale. Results: 17 students turned in essay 1. Thirty points was possible. Number of students/score 1/7, 1/10, 1/20, 4/23, 1/26, 2/27, 1/29, 6/30</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: ANTH 200 SLO results Fall 2011.msg</p>	
	CAN Dept - Anthropology - CAN ANTH 200 - Ethnographic Film - impact on studied culture - Assess the impact of ethnographic film on the culture being filmed. (Created By CAN Dept - Anthropology)	<p>Assessment Method: essay assignment</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: At least 75% of the students will demonstrate mastery of this concept.</p>	<p>01/24/2012 - Reflections: ANTH 200- Students that attended class and posted online did much better on their paper than those who did not. The discussion board involved critical thinking questions about synthesizing information from ethnographic films to understand cultures and social relationships. This helped them to</p>	<p>01/24/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>develop skills to be successful on their essay. Other reasons that could account for the success rate on this SLO include many returning students that have taken other anthropology courses (and have knowledge to build upon particularly from ANTH 110) and the JSTOR library workshop. I plan to continue to use the discussion board method and have them attend a JSTOR workshop, since these things seem to be accounting for the success rate. More analysis would be needed to see if a student really understands the connection between cultures and social relationships, especially for those whom did not turn in an essay and therefore failed the SLO. Action plan: conduct further assessment</p> <p>Result Type: Inconclusive Reporting Cycle: 2011 - 2012</p>	
	<p>CAN Dept - Anthropology - CAN ANTH 352 - Field Experience in Archaeology importance of context - Explain why context is important. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: This SLO is tested through an open - ended question, "Discuss why context is important." Answer: Provenience of artifacts, features, and ecofacts must be mentioned for them to get this correct. Rubric: Correct or not correct. Assessment Method Category: Essay Success Criterion: At least 80% of the students will answer correctly.</p>	<p>06/01/2010 - 90% of students were correct. Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	<p>03/07/2011 - Context is a central theme to the course, so I'll continue to teach this the same as the success rate on this question was high. Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Anthropology - CAN ANTH 352 - Field Experience in Archaeology catalog artifacts - Demonstrate an understanding of how to catalog an artifact. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: Demonstrate to the instructor how an artifact is cataloged (all stages: measurement, weight, numbering it). Rubric: Correct or incorrect. Assessment Method Category: Presentation/Performance Success Criterion: At least 80% of the students will correctly catalog an artifact.</p>	<p>06/01/2010 - 100% of students were correct. Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	<p>03/07/2011 - Students had to do this over and over throughout the course which is why they all got this correct. Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - Anthropology - CAN ANTH 352 - Field Experience in Archaeology excavation - Demonstrate how to excavate a level. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: demonstrate to the instructor how to excavate a level. Rubric: Correct or incorrect. Assessment Method Category: Presentation/Performance Success Criterion: At least 80% o the students will demonstrate correct technique.</p>	<p>09/26/2011 - ANTH 352 Spring 2011 (the course was over spring break at the Marsh House in Brentwood CA) SLO: Demonstrate how to excavate a level. This SLO is tested in class through demonstrating to the instructor how to excavate a level. Rubric: Correct or incorrect in technique. 100% of the students were able to excavate a level. One student went home early and did not demonstrate the skill. See pictures attached of excavation. Reflection on the results: When students began the excavation they did not know how to excavate a level. It was demonstrated, and then every student engaged in the process. Since excavation was the focus of the course and all students took turns, the high success rate is not surprising. Result Type: Criterion met Reporting Cycle: 2010 - 2011</p> <p>06/01/2010 - 85% of students were correct.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	<p>03/06/2011 - Have a place on campus that we can actually dig to practice the concepts and methods of Anthropology. Another idea would be to have fieldtrip money to go and see a real site, or be involved in the excavation of a site to apply the methods we use in class.</p> <p>Action Plan Category: Plan purchase of new equipment or supplies</p> <hr/> <p>03/06/2011 - This is a hands on lab course that is repetitive. The SLOs were tested the last day of the course in which they had been cataloging material all week. This explains the high rate of success. We only went over excavation briefly compared to context and cataloging, which could explain why not as many students did as well on SLO 3 compared to 1 and 2. Teaching methods can be adapted to spend more time on excavation techniques.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
	<p>CAN Dept - Anthropology - CAN ANTH 380 - Preparation for Travel Study in Anthropology - cultural elements - Identify key cultural elements of the culture discussed. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: Assessed through a writing assignment.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: At least 75% of students will answer correctly.</p>	<p>12/18/2010 - 96% of students were able to answer the question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>12/18/2010 - They are highly motivated since they must pass this course to go on the experience abroad. Next time, I should present more maps to improve an understanding of key elements.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Anthropology - CAN ANTH 380 - Preparation for Travel Study in Anthropology - cultural history - Understand a basic history of the culture discussed. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: Identify historic periods and their importance on an exam.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: At least 75% of students will answer correctly.</p>	<p>12/14/2010 - 82% of students identified the correct historic periods on the exam.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>12/18/2010 - More time should be spent discussing the historic periods in which they fill in a blank time line. Maybe writing it down would help them learn it.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
	<p>CAN Dept - Anthropology - CAN ANTH 380 - Preparation for Travel Study in Anthropology - location destination - Be able to identify where the culture is found on a map. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: On an exam, identify where the culture is found on a map.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: At least 75% of students will answer correctly.</p>	<p>12/18/2010 - 95% of students were able to identify on a blank map where Egypt is, as well as where large cities are located. Many of been reading on their own which might have led to this high success rate.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>12/18/2010 - Pass out more maps for them to color and label.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
	<p>CAN Dept - Anthropology - CAN ANTH 381 - Travel Study in ANthropology - ethnocentrism - Identify how their ethnocentrism is challenged. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: Assessed through a journal entry.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: Successfully covering all the course assignments in the journal</p>	<p>03/07/2011 - 92% of students correctly used the term ethnocentrism in a journal entry and discussed how their own ethnocentrism was challenged.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - Journaling was very powerful for the students. I will continue to use it as a teaching method.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Anthropology - CAN ANTH 381 - Travel Study in ANthropology - cultural comparison - Apply the comparative approach to a different culture than their own. (Created By CAN Dept - Anthropology)	Assessment Method: Assessed through a journal entry. Assessment Method Category: Other Success Criterion: Successfully completing all assignments in journal.	03/07/2011 - 98% of students correctly applied the comparative approach to Egypt. Result Type: Criterion met Reporting Cycle: 2010 - 2011	03/07/2011 - Comparing cultures comes naturally, but a high percentage did this using cultural relativism. Action Plan Category: Conduct Further Assessment
	CAN Dept - Anthropology - CAN ANTH 381 - Travel Study in ANthropology - culture and globalization - Explain how the culture has changed in recent years due to globalization. (Created By CAN Dept - Anthropology)	Assessment Method: Assessed through a journal entry. Assessment Method Category: Other Success Criterion: Successfully completing all assignments in journal	03/07/2011 - Only 42% of students directly mentioned globalization in their journals, and 38% of them used McDonalds to illustrate their point as an example. Most students did mention economics and the tourist trade in their journal entries, which is a factor of globalization. Result Type: Inconclusive Reporting Cycle: 2010 - 2011	03/07/2011 - Ask them to write an entry in their journals specifically on globalization. Action Plan Category: Conduct Further Assessment
	CAN Dept - Anthropology - CAN ANTH 670 - Cooperative Educ./Work Exp. - anthropology skills - Demonstrate a skill that an Anthropologist would use in their work. (Created By CAN Dept - Anthropology)	Assessment Method: Tested through a discussion with students, one on one. Assessment Method Category: Other Success Criterion: All students will demonstrate at least one skill used by anthropologists	03/07/2011 - All students were able to demonstrate at least one skill. Result Type: Criterion met Reporting Cycle: 2010 - 2011	03/07/2011 - Maybe I'll make this more specific to their interests in the future (sub field focus). Action Plan Category: Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
-----	-----------------	--	---------	--------------------

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>Students will be able to analyze social science concepts and theories.</p>	<p>CAN Dept - Anthropology - CAN ANTH 110 - Cultural Anthropology - ethnocentrism - Identify the important concept of ethnocentrism. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: multiple choice Assessment Method Category: Exam Success Criterion: at least 70% of students will answer correctly questions related to this SLO.</p>	<p>05/30/2014 - Means of Assessment: Assessments were based on 5 multiple choice questions. 1 question came from quiz 1, 3 of the questions came from quiz 2 and 1 question came from quiz 3 to test the SLO.</p> <p>Below are the results: Q1: 17 out of 27 answered this question correctly. Q2: 5 out of 28 students answered this question correctly. Q3: 23 out of 28 students answered this question correctly. Q4: 20 out of 28 answered this question correctly. Q5: 27 students out of 28 students answered this question correctly.</p> <p>Result Type: Criterion met Reporting Cycle: 2013 - 2014</p>	<p>05/30/2014 - This SLO was tested in a number of ways to see if students understand the concept. The results are pretty consistent, except with quiz 2 question 5. It was a basic concept of that particular article. I'm surprised at the results. The only explanation I can think of is that the majority of the class didn't do the reading. The question itself seems straightforward. However, overall the other questions indicate that most students seem to understand and be able to apply the concept. Perhaps this is because terms needed to be understood by students in multiple places in their studies for this course (the textbook, discussion board, tutorials, and readings). I plan to continue to have the terms in multiple places in reinforce this concept for students. The results are different than last semester even though the teaching methods are the same.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/18/2013 - Four (4) multiple choice questions given as an extra credit online quiz from 12/17/13 to 12/20/13.</p> <p>TABLE OF RESULTS # of students taking the exam 14 # incorrect % incorrect Number of incorrect answers Question 1 0% Question 2 4 28.5% Question 3 4 28.5% Question 4 1 7.1%</p> <p>Overall the students performed very well on all questions. Questions two and three</p>	<p>12/18/2013 - In future I will stress that it is the meaning of the GIFT of the ox that is the cause of Lee's misunderstanding, and not the meaning of oxen generally. Disappointingly several students got ethnocentrism and cultural relativity confused in question 3. In the future I will continue to stress the relationship between the two but will try to come up with some sort of mnemonic for making the difference easier to remember.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>garnered the most incorrect responses. In the case of number two the answer choices present very fine grained differences in concept and are testing at a detailed level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>12/18/2013 - Assessments were based on 5 multiple choice questions. 4 of the questions came from quiz 2 and 1 question came from quiz 3 to test the SLO (see questions in related documents)</p>	<p>12/18/2013 - I plan to continue to have the terms in multiple places in reinforce this concept for students. I would like to test this SLO again next semester to see if the results are consistent.</p>
			<p>Results (see below)</p>	<p>Action Plan Category: Conduct Further Assessment</p>
			<p>Q2Q5: The belief that people everywhere interpret the world in the same way is called: 24 out of 30 answered this question correctly.</p>	
			<p>Q2Q5: The cross-cultural misunderstanding experienced between Lee and the !Kung occurred over. 8 out of 30 students answered this question correctly.</p>	
			<p>Q2Q6: When anthropologists study other societies they need to suspend their own culture-based judgments. What is this kind of approach called? 25 out of 30 students answered this question correctly.</p>	
			<p>Q2Q9: Ethnocentrism refers to the fact that: Choose one answer. 22 out of 30 answered this question correctly.</p>	
			<p>Q3Q3: Which of the following</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>statements is true? Choose one answer. 26 students out of 31 students answered this question correctly.</p> <p>REFLECTION This SLO was tested in a number of ways to see if students understand the concept. The results are pretty consistent, but they should also be tested for an additional semester to see if the results are similar. Overall most students seem to understand and be able to apply the concept. Perhaps this is because terms needed to be understood by students in multiple places in their studies for this course (the textbook, discussion board, tutorials, and readings).</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <p>Related Documents: ANTH 110</p>	
			<p>05/22/2013 - Ten (10) multiple choice questions given twice throughout the semester.</p> <p>TABLE OF RESULTS W evening section (4/17/13) T/R section (4/9/13) Total</p> <p># of students taking the exam 10 22 32</p> <p># incorrect % incorrect # incorrect % incorrect # incorrect % incorrect</p> <p>Number of incorrect answers Question 1 2 20.00% 4 18.18% 6 18.75%</p> <p>Question 2 3 30.00% 15 68.18% 18 56.25%</p> <p>Question 3 1 10.00% 4 18.18% 5 15.63%</p> <p>Question 4 5 50.00% 9 40.90% 14 43.75%</p> <p>Question 5 3 30.00% 5 22.73% 8 25.00%</p> <p>Question 6 4 40.00% 9 40.90% 13 40.63%</p> <p>Question 7 2 20.00% 4 18.18% 6 18.75%</p>	<p>05/22/2013 - I devote several lectures, readings and films to the topic of gender and repeatedly emphasize that gender roles are socially assigned norms of behavior. I will look for an appropriate class activity that might add help reinforce this idea.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Question 8 4 40.00% 5 22.73% 9 28.13% Question 9 5 50.00% 13 59.09% 18 56.25% Question 10 2 20.00% 6 27.27% 8 25.00% Total Incorrect 31 31.00% 74 33.64% 105 32.81% Class Average (correct): 6.9 69.00% 6.6 66.00% 6.7 67.00%</p> <p>Several questions stand out for the high number of incorrect responses they elicited. Half or more of the responses to questions 2 and 9 were incorrect. Question 2 addresses a specific kinship and residence pattern. I presented specific forms of this pattern in addressing the notions of patrilocal and matrilineal residence patterns. In the future I will take more care to specify that this can also be called an "extended family. Question 9 is perhaps the most problematic.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>02/05/2013 - Assessments were based on 10 multiple choice questions on to test the SLO. 38 students took the exam 15 students missed number 1 (42% of students answered the question correctly) 2 students missed number 5 (92% of students answered the question correctly) 10 students missed number 6 (66% of students answered the question correctly) 12 students missed number 8 (63% of students answered the question correctly) 5 students missed number 10 (84% of</p>	<p>02/05/2013 - Students did well on some questions that were testing the SLO and did poor on others. I will re-test the SLO in the future with different questions to see if the success rate is the same. I also plan to assign an additional reading discussing what ethnography is since this is the most missed question.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>students answered the question correctly) 1 student missed number 14 (97% of students answered the question correctly) 7 students missed number 15 (82% of students answered the question correctly) 2 students missed number 17 (95% of students answered the question correctly) 5 students missed number 18 (82% of students answered the questions correctly) 5 students missed number 19 (87% of students answered the questions correctly)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: ANTH 110 Test questions_s2013</p>	
			<p>01/31/2013 - Total # of students taking the exam 16 20 36 # incorrect % incorrect # incorrect % incorrect # incorrect % incorrect Number of incorrect answers Question 1 3 18.75% 6 30% 9 25% Question 2 8 50% 12 60% 20 55.56% Question 3 2 12.5% 4 20% 6 16.67% Question 4 9 56.25% 13 65% 22 61.11% Question 5 7 43.75% 11 55% 18 50% Question 6 8 50% 5 25% 13 36.11% Question 7 7 43.75% 2 10% 9 25% Question 8 6 37.5% 3 15% 9 25% Question 9 12 75% 15 75% 27 75% Question 10 6 37.5% 5 25% 11 30.56% Total Incorrect 68 42.5% 76 38% 144 40% Class Average (correct): 5.7 57% 6.2 62% 6.0 60%</p>	<p>01/31/2013 - Several questions stand out for the high number of incorrect responses they elicited. Half or more of the responses to questions 2, 4, 5, and 9 were incorrect. Question 2 addresses a specific kinship and residence pattern. I presented specific forms of this pattern in addressing the notions of patrilocal and matrilineal residence patterns. In the future I will take more care to specify that this can also be called an "extended family". I am uncertain why so many students were mistaken about question 4 and 5. We addressed cultural ecology and subsistence patterns in detail both in lecture and with a class activity where groups tried to invent societies around each of the primary patterns of subsistence. I will try to change the</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: Report on SLOs for ANTH 110-FA2012.docx</p>	<p>class activity to put even greater emphasis on the connection between job specialization and subsistence patterns, and to devote more time in lecture to the notion of cultural ecology. Question 9 is perhaps the most problematic. I devote several lectures, readings and films to the topic of gender and repeatedly emphasize that gender roles are socially assigned norms of behavior. I will look for an appropriate class activity that might add help reinforce this idea.</p>
			<p>12/17/2012 - Section 1 results: Several questions stand out for the high number of incorrect responses they elicited. Half or more of the responses to questions 2, 4, 5, and 9 were incorrect. A further reflection of these questions is discussed in the action section.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: Report on SLOs for ANTH 110-FA2012.docx</p>	<p>12/17/2012 - Question 2 addresses a specific kinship and residence pattern. I presented specific forms of this pattern in addressing the notions of patrilocal and matrilineal residence patterns. In the future I will take more care to specify that this can also be called an "extended family". I am uncertain why so many students were mistaken about question 4 and 5. We addressed cultural ecology and subsistence patterns in detail both in lecture and with a class activity where groups tried to invent societies around each of the primary patterns of subsistence. I will try to change the class activity to put even greater emphasis on the connection between job specialization and subsistence patterns, and to devote more time in lecture to the notion of cultural ecology. Question 9 is perhaps the most problematic. I devote several lectures, readings and films to the topic of gender and repeatedly emphasize that gender roles are socially assigned norms of behavior. I will look for an appropriate class activity that might add help reinforce</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
				<p>this idea.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>04/24/2012 - Identify important anthropological concepts related to cultural anthropology. Means of Assessment: Ten (10) multiple choice questions given as a quiz on March 8, 2012 and March 12, 2012. (Once for each section of the class). Success Criterion: graded on a 90/80/70/60? percentage scale. Results: TABLE OF RESULTS M/W section (3/12/12) T/R section (3/8/12) Total # of students taking the exam 17 21 38 # incorrect % incorrect # incorrect % incorrect # incorrect % incorrect Number of incorrect answers Question 1 16 94% 19 90% 47% 92% Question 2 9 53% 9 43% 18 47% Question 3 2 12% 6 29% 8 21% Question 4 12 71% 15 71% 27 71% Question 5 3 18% 7 33% 10 26% Question 6 8 47% 6 29% 14 37% Question 7 5 29% 5 24% 10 26% Question 8 6 35% 8 38% 14 37% Question 9 8 47% 14 67% 22 58% Question 10 5 29% 6 29% 11 29% Total Incorrect 74 44% 95 45% 169 44% Class Average (correct): 5.6 56% 5.4 54% 5.6 56%</p> <p>Discussion of Results: Several questions stand out for the high number of incorrect responses they elicited. Both classes showed a significant number of incorrect responses to Q1 and Q4 as compared to the other questions. For Q1 I feel that</p>	<p>04/24/2012 - I will give greater attention to the difference between polygamy and polyandry/polygyny in the future.</p> <p>I need to pay closer attention to both the definition of job specialization and the connections between different types of specialization and different subsistence strategies.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>the culprit might be a difference of teaching styles and the wording of the question. In anthropology, "polygamy" as a catchall term for both polygyny and polyandry. That is, a polygamous society might be either polygynous or polyandrous. Polyandry and polygyny are both kinds of polygamy. With that in mind, the majority of the "wrong" answers for question 1 chose a) polygamy. While the more accurate answer is polygyny, students might have either confused the general term with the particular, or they might have assumed that polygamy was technically correct. In either case, I will give greater attention to the difference between polygamy and polyandry/polygyny in the future.</p> <p>I cannot explain exactly why Q4 garnered so many incorrect responses except to speculate that student responses were more likely to be randomly distributed. It seems that the correct answer in other questions was more easily inferred from the choices given, either due to a student's experiences outside of the anthropology class or due to the wording of the choices. It is unlikely that students would have come up against the notion of job specialization and subsistence strategies before this class. As a result, students were, I propose, more inclined to guess randomly. With random guesses we would expect 80% to answer the question incorrectly (4 out of 5 of the answers are incorrect). The MW class had a 71% incorrect rate on Q4 and the TR class had a 71% rate. Allowing that we are dealing with a relatively small n value in both cases (MW n=17; TR n=21) it seems appropriate to suggest</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>that students were more likely to guess randomly on this question. This indicates that I need to pay closer attention to both the definition of job specialization and the connetions between different types of specialization and differet subsistence strategies.</p> <p>The other outlier appears to be Q9. But this was only so in the TR class. I suspect the high rate of incorrect answers reflects the persistence of a common confusion about the relationship between sex and gender, though that does not explain why it was so much higher in one class than the other. This underlines the importance of teaching these concepts clearly and repeatedly to undergraduates. Different classes come into the classroom with different attitudes and experiences and so it is necessary to vary the degree to which certain topics are covered in depth, depending on the particular aptitudes of the class.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: Report on SLOs for ANTH 110.docx Sp12 Anth 110-Leitner scanned backup.pdf</p>	
			<p>01/16/2012 - Some of the questions supported that students were able to identify important anthropological concepts related to cultural anthropology, while other questions did not support this. For example, the question most missed on this assessment dealt with polygyny, mentioned several times in lecture/films/discussions/activities.</p>	<p>01/16/2012 - I plan to continue to assign this article and find one associated with polygyny to see if this increases the success rate for this SLO.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>However it was missed. The most common wrong answer was polygamy, which is the word commonly used in the English language to discuss multiple partners, although not specific to gender. Americans generally think of multiple spouses as many females and one male, though Anthropologists recognize this relationship and multiple males/1female as another type of marriage. Perhaps this has more to do with students' own ethnocentrism and use of English than with what was taught in the course. This is how I plan to stress this concept in the future, relating it back to their ethnocentrism to see if this has an impact on success rate. The least amount of students missed number 18 dealing with reciprocal exchange. This is surprising as the same amount of class instruction dealt with this concept as polygyny. The only difference was that reciprocal exchange was in an article that I assigned them to read by an anthropologist called Christmas in the Kalahari, which many of them enjoyed listening to the students discuss the article in class. Perhaps this led to a higher retention rate of the term, as they were able to associate the term with a story.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>10/28/2011 - Results: Assessments were based on 10 multiple choice questions on exam 1. In ANTH 110 Wed night section, the exam was given on Oct. 26. Twenty-seven students took the exam. In ANTH 110 TR morning section, the exam was given on Oct. 27. Twenty-</p>	<p>10/28/2012 - Further test data needs to be gathered and compared across semesters in order to ensure the exam is a reliable and valid instrument for assessing students learning in this course.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>seven people took the exam.</p> <p>ANTH 110 Wed night 6-9pm results: 17 people missed no. 13, 5 missed no. 15, 2 missed no. 18, 14 missed no. 19, 6 missed no. 24, 5 missed no. 32, 3 missed no. 33, 5 missed no. 40, 14 missed 82, 6 missed 85</p> <p>ANTH 110 TR 9:45-11am results: 14 people missed no. 13, 6 people missed no. 15, 1 missed no. 18, 16 missed no. 19, 4 missed 24, 3 missed 32, 2 missed 33, 2 missed no. 40, 12 missed 82, 1 missed 85.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: ANTH 110 SLO results.msg</p>	<p>Action Plan Category: Conduct Further Assessment</p>
			<p>03/06/2011 - 96% of students correctly identified the answer</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - By incorporating more discussions directly using this term in class, student success rate on this SLO improved.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/17/2010 - 91% answered this question correctly</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>12/17/2010 - This is a key concept throughout the course, mentioned every class. I would have expected more to get this one correct. I will embed more discussions around this term into my courses.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>04/15/2010 - 98% of the students answered this question correctly. The students overall really understand the concept of ethnocentrism, given it is a concept that is related to course material on a weekly basis. I plan to continue to teach about ethnocentrism and use the same teaching methods and assignments that I used this semester since they seem to be working.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	<p>04/15/2010 - To test this hypothesis again I will test the understanding of ethnocentrism in a different question to compare the results in the future. This is a major theme and concept throughout the course, so I will continue to make it a priority to teach about it in the classroom.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - Anthropology - CAN ANTH 125 - Physical Anthropology - micro and macro evolution - Explain the importance of micro and macro evolution to physical anthropologists. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: A multiple choice question embedded in the midterm. What is the importance of micro and macro evolution to physical anthropology?</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: At least 75% of students will answer correctly.</p>	<p>04/24/2012 - Overall, the students' performance was moderate. Forty six percent of the students did very well on the test, answering from 70 to 90 percent of the questions correctly. About 18% of the students answered 50 to 60 percent of questions correctly. Thirty five percent of the students gave the correct answers to less than 50% of the questions. The majority of the students passed the test.</p> <p>Out of all questions, question # 5 was the one that presented the most challenge as it was answered incorrectly more often than other questions by about 60% of students. Questions #3 and #10 were answered incorrectly by about 40% of students. Two out of three problematic questions are from the same chapter. In the future, I should pay more attention to the specific terminology and important names that students need to memorize from that chapter. As for question #3, I believe that even though the term was</p>	<p>04/24/2012 - In general, the results of this test have met my expectations. In my future work, I will take into consideration that I need to stress the importance of certain terms for memorization. I plan to develop series of questions on major concepts and terminology and include them in the review section that I have at the beginning of each class. The most important terms and concept will be reviewed several times during the course.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>mentioned during the lecture and presented on one of the Power Point slides, the importance of this term for memorization was not emphasized. Distribution of other incorrectly answered questions seems rather random.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: ANTH 125 SP 12 Bio Anthro SLO report.docx</p>	
			<p>01/16/2012 - ANTH 125-Overall, students were successful applying general principles of biology as it relates to physical anthropology. I will continue to use the same teaching methods involving these core concepts except with number 16, the most frequently missed question.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>01/16/2012 - I will spend more time discussing fitness. Although the biological species concept was stressed in this course, students must not be grasping the concept since this question was missed so frequently. The wrong answer given was not consistent, showing they are perhaps guessing on the answer. I will include this concept in the writing assignment so that students will need to apply the concept and critically think about it. I will also highlight the concept in discussion/lecture more. The term was mentioned in the text and in the interactive tutorials.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>03/07/2011 - 88% of students answered this question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - I will try and come up with different methods to present this information in class.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>12/14/2010 - 86% of students answered this question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>12/17/2010 - I designed an activity to address the importance of micro and macro evolution and more students answered this question correctly than before, but only by a few percentages. I will test the same question next semester to see if the impact is the same.</p> <p>Action Plan Category: Conduct Further Assessment</p> <hr/> <p>03/08/2010 - Microevolution needs to be stressed more in class, and its relation to the vocabulary presented in lecture and in the readings. Perhaps I will design an activity to address this connection to use in class. A lot of time was spent on cells in class, but the difference between types of cells needs to be stressed more. Both SLO 1 and 2 will be needed to be stressed more in the future to have greater success rates. Both SLO 1 and 2 should be tested again to see if the changes in lesson plans increase the success rates of these SLOs.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>03/08/2010 - Tested through a multiple choice question embedded on an exam: Which of the following is the only evolutionary force that can create brand-new genetic variation within a population?</p> <p>A. Mitosis. B. Natural Selection. C. Mutation.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>D. Recombination. 82% of students produced the correct answer Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Anthropology - CAN ANTH 125 - Physical Anthropology - origin of humans - Compare and contrast the models that explain the origins of the human species.</p>	<p>Assessment Method: A multiple choice question embedded in the midterm. The main difference in the models that explain the origins of the humans species is in..</p>	<p>05/30/2014 - Assessments were based on 4 multiple choice questions, 3 questions on quiz 12, one question on quiz 13 to test the SLO.</p> <p>The results are as follows: Q1: 13 out of 17 answered it correctly Q2: 11 out of 17 answered it correctly Q3: 16 out of 17 students answered it correctly Q4: 15 out of 16 answered it correctly Result Type: Criterion met Reporting Cycle: 2013 - 2014</p>	<p>05/30/2014 - The results overall are pretty consistent, with a similar number of students understanding the concept on each question tested. The results are improved from last semester. More emphasis was placed on these concepts using myanthrolab and I will continue with this technique.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>(Created By CAN Dept - Anthropology)</p>	<p>Assessment Method Category: Exam Success Criterion: At least 80% of the students will answer correctly.</p>		
			<p>12/18/2013 - Four (4) multiple choice questions given as an online extra credit quiz from 12/17/13 to 12/20/13. Two sections were assessed.</p> <p>TABLE OF RESULTS Total # of students taking the exam 10 14 24 # incorrect % incorrect # incorrect % incorrect # incorrect % incorrect Number of incorrect answers Question 1 0 0% 0 0% 0 0% Question 2 3 30% 6 42.8% 9 37.5% Question 3 2 20% 4 28.6% 6 25% Question 4 1 10% 4 28.6% 5 20.8%</p>	<p>12/18/2013 - I will continue to emphasize the differences between the genus Homo and the Australopithecines as well as addressing the multiple migrations out of Africa of H. erectus and subsequent "humans".</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>Overall student performance on the</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>questions was quite high. Of the questions Number 2 garnered the most incorrect answers. This might be due to the fact that “human” is not in fact a scientifically accurate term. We discussed at length the issues with the species concept, taxonomic classification and other issues that make categorizing fossils difficult and whether the term human could apply to species other than H. sapiens. Several of the dates given in the answers coincide with the appearance and dispersal of other members of the genus Homo and might have confused the students. All other questions showed strong performance.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>12/18/2013 - The results were based on 4 multiple choice questions, 3 questions on quiz 12, one question on quiz 13 to test the SLO.</p> <p>30 Students took quiz 12, and 30 students took quiz 13.</p> <p>The results are as follows:</p> <p>Quiz 12 question 11: 2 students missed the question, 28 answered it correctly.</p> <p>Quiz 12 question 13: 9 student missed the question, 21 answered it correctly</p> <p>Quiz 12, Question 15: 4 students missed the question, 26 answered it correctly</p> <p>Quiz 13, Question 19: 3 students answered the question incorrectly, 27 answered it correctly.</p>	<p>12/18/2013 - The results surprised me as the number of students that answered each question correctly and incorrectly is not consistent. It should be as the questions are asking for the same information if a student understands the models of hominid evolution.</p> <p>More testing needs to be done. Perhaps it is how the questions are phrased.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <p>Related Documents: ANTH 125</p>	
			<p>03/07/2011 - 88% of students answered this question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - I started talking about the models since the first day of class, instead of waiting until the end of the course when the models are presented in more detail. Tying information into the models as we have gone through the course has put greater importance on the concepts.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/14/2010 - 82% answered the question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>12/17/2010 - We didn't spend that much time discussing the models since theories have changed since last April with new evidence. This could explain why the success rate wasn't very high.</p> <p>Action Plan Category: Other</p>
			<p>03/08/2010 - Apply general principles of biology as it relates to physical anthropology.</p> <p>Tested through a multiple choice question embedded on an exam: A cell that has its DNA enclosed by a nucleus is called a -</p> <p>A. Karyote. B. Prokaryote. C. Eukaryote D. Prion.</p> <p>89% of students produced the correct</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>answer</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Anthropology - CAN ANTH 125 - Physical Anthropology - concept of race - Identify the concept of race as defined by the American Anthropological Association. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: A multiple choice question embedded in the midterm. The concept of race is defined as _____ by the American Anthropological Association.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: At least 80% of the students will correctly answer the question.</p>	<p>03/07/2011 - 95% answered this question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - I plan to continue to spend an entire class period on the concept of race as the success rate is high.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/14/2010 - 95% of students answered the question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>12/14/2010 - Since a whole class was spent on the biological race concept, it doesn't surprise me the high success rate by students of this assesment. Many are surprised that biological races don't exist, because it challenges many of their world views so the concept sticks with them.</p>
			<p>03/08/2010 - The consensus criterion for identifying a biological race is -</p> <p>A. at least 50% of the members of one population of a species must be physically distinguishable from those from another population.</p> <p>B. two populations of the same species are located in two different geographical areas.</p> <p>C. two populations have different vocalization or , in humans, languages.</p> <p>D. there are no established criteria for identifying races of plants and animals</p>	<p>Action Plan Category: Other</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>(including humans) today. 98% of students produced the correct answer. Since a whole class was spent on the biological race concept, it doesn't surprise me the high success rate by students of this assesment. Many are surprised that biological races don't exist, because it challenges many of their world views. This sticks with them, which is probably why so many got this correct on the assessment. This lesson plan won't change, and I won't be testing this SLO again.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Anthropology - CAN ANTH 125 - Physical Anthropology - SLO 1 General Principles - Apply general principles of biology as it relates to physical anthropology. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: Ten multiple-choice questions on exam.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of the students will earn a C or higher on the exam. Grades are calculated on a a 90/80/70/60 percentage scale.</p>	<p>02/05/2013 - 39 Students took the quiz. 0 students missed number 1 (100% got the answer right) 2 students missed number 2 (92% got the answer right) 4 students missed number 4 (85% got the answer right) 9 students missed number 5 (74% got the answer right) 3 students missed number 7 (92% got the answer right) 0 students missed number 8 (100% got the answer right) 5 students missed number 12 (85% got the answer right) 1 student missed number 13 (95% got the answer right) 4 students missed number 16 (87% got the answer right) 2 students missed number 20 (95% got the answer right)</p> <p>Result Type:</p>	<p>02/05/2013 - The overall success rate of students on quiz one is high, illustrating that they understand the general principles of biology as it relates to physical anthropology at the beginning of the course. This is good as physical anthropology builds as Math does. Students must understand the basic concepts of evolution in order to comprehend later chapters. I will continue to assign the same reading and tutorial exercises as most students are understanding the concepts. I plan to test this SLO in the future using different quiz questions to see if students continue to understand biology and its relationship to physical anthropology.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/31/2013 - TABLE OF RESULTS M/W section (12/5/12) # of students taking the exam 18 # incorrect % incorrect Number of incorrect answers Question 1 2 11.11% Question 2 3 16.67% Question 3 7 38.89% Question 4 11 61.11% Question 5 13 72.22% Question 6 5 27.78% Question 7 10 55.56% Question 8 4 22.22% Question 9 7 38.89% Question 10 13 72.22% Total Incorrect 75 41.67% Class Average (correct): 5.8 58%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: Report on SLOs for ANTH 125-FA2012.docx</p>	<p>01/31/2013 - Discussion of Results: Several questions stand out for the high number of incorrect responses they elicited. Questions 4, 5, 7, and 10 each elicited incorrect responses from more than half of the class. All four of those questions address topics that were covered in the first few weeks of the class. Because the final is comprehensive this is surprising. Students appear to have forgotten much of the earlier material in the course. I should review my lecture and exam structure and build in more opportunities for revision and making connections between earlier and later course material.</p> <hr/>
			<p>01/25/2013 - Overall, the students' performance was moderate. Forty six percent of the students did very well on the test, answering from 70 to 90 percent of the questions correctly. About 18% of the students answered 50 to 60 percent of questions correctly. Thirty five percent of the students gave the correct answers to less than 50% of the questions. The majority of the students passed the test.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>	<p>01/25/2013 - Out of all questions, question # 5 was the one that presented the most challenge as it was answered incorrectly more often than other questions by about 60% of students. Questions #3 and #10 were answered incorrectly by about 40% of students. Two out of three problematic questions are from the same chapter. In the future, I should pay more attention to the specific terminology and important names that students need to memorize from that chapter. As for question #3, I believe that even though the term was</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2011 - 2012</p> <p>Related Documents: Anthro 125 SP12 SLO report.docx</p>	<p>mentioned during the lecture and presented on one of the Power Point slides, I did not emphasize the importance of this term for memorization. I will take this into consideration in my future work. Distribution of other incorrectly answered questions seems rather random.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>01/25/2013 - Results: Assessment was based on 10 multiple choice questions on a Midterm Exam to test the SLO.</p> <p>28 students took the exam. 2 missed no.1, 4 missed no. 2, 7 missed no. 3, 2 missed no. 4, 5 missed no. 5, 3 missed no. 6, 9 missed no. 7, 3 missed no. 8, 3 missed no. 9, 1 missed no. 10</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: Anth 125 F12 results.doc</p>	<p>01/25/2013 - Reflection: The use of a study guide before the midterm seemed to influence a positive outcome on most questions. Peppered moths were presented as an example of evolution during review. Emphasis on some review of course topics throughout the first half of the semester in lectures also seemed helpful. Biographical questions seemed to be the weak point, most likely due to a lack of emphasis and time spent on the historical figures on my part. For a future course, I may redesign time spent on the historical figures or create a review session on the reading to increase retaining this knowledge.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>12/19/2012 - 28 students took the exam. 2 missed no.1, 4 missed no. 2, 7 missed no. 3, 2 missed no. 4, 5 missed no. 5, 3 missed no. 6, 9 missed no. 7, 3 missed no. 8, 3 missed no. 9, 1 missed no. 10</p>	<p>12/19/2012 - The use of a study guide before the midterm seemed to influence a positive outcome on most questions. Peppered moths were presented as an example of evolution during review. Emphasis on some review of course topics throughout the first half of the</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: ANTHRO Test</p>	<p>semester in lectures also seemed helpful. Biographical questions seemed to be the weak point, most likely due to a lack of emphasis and time spent on the historical figures on my part. For a future course, I may redesign time spent on the historical figures or create a review session on the reading to increase retaining this knowledge.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/17/2012 - ANTH 125, Fall 2012- Leitner-Discussion of Results: Several questions stand out for the high number of incorrect responses they elicited. Questions 4, 5, 7, and 10 each elicited incorrect responses from more than half of the class. All four of those questions address topics that were covered in the first few weeks of the class.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: Report on SLOs for ANTH 125-FA2012.docx</p>	<p>12/17/2012 - Because the final is comprehensive this is surprising. Students appear to have forgotten much of the earlier material in the course. I should review my lecture and exam structure and build in more opportunities for revision and making connections between earlier and later course material.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>09/17/2012 - Assessments were based on 10 multiple choice questions on quiz 1 to test the SLO.</p> <p>30 students took the exam. 2 missed no.1, 6 missed no.2, 8 missed no.4, 4 missed no.5, 3 missed no. 7, 1 missed no. 8, 0 missed no. 12, 1 missed no.13, 3 missed no. 16, 0 missed no. 20</p> <p>Result Type: Criterion met</p>	<p>09/17/2012 - Reflection: Students seem to be comprehended this early material better than the previous year. Perhaps this is because I'm trying a new format of weekly quizzes on the reading (so that they hopefully keep up with the reading instead of falling behind). Also, weekly tutorials online are assigned that also presents information found in the text in a more interactive format. This allows for</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: ANTH 125 results- Einhorn for Fall 2012.docx</p> <hr/> <p>05/04/2012 - Ten multiple-choice questions on the Midterm, administered on Wednesday, March 28th, 2012 from 11:10am-12:25pm. Success Criterion: The Midterm consists of 100 questions, each 1 point each. The class is based on a 500-point scale. The Midterm is 1/5th of the overall grade. Results: ? Assessments were based on 10 multiple choice questions on the Midterm to test the SLO. ? 29 students took the Midterm</p> <p>0 missed no. 3: 100% 0 missed no. 7: 100% 4 missed no. 13: 86% 7 missed no. 22: 76% 16 missed no. 23: 45% 8 missed no. 26: 72% 10 missed no. 27: 66% 6 missed no. 29: 80% 8 missed no. 33: 72% 12 missed no. 43: 59%</p> <p>Average success rate for all 10 questions: 75.6%</p> <p>The results of the assessment indicate that about 76% of the students are succeeding in this learning outcome by the midway point in the semester. All students have a basic understanding of a scientific hypothesis and the concept of biocultural evolution, as is shown by the</p>	<p>material presented in more learning styles than just lecture and group discussion.</p> <p>Action Plan Category: Conduct Further Assessment</p> <hr/>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>100% success rate in questions 3 and 7. The remaining questions, especially numbers 23, 27, and 43, will be reviewed and their content re-introduced throughout the latter portion of the semester by the instructor, with the goal of a 100% success rate in this SLO for all students. Methods of re-introduction will include connecting latter course subjects like hominid evolution, human variation and adaptation, to the terms and ideas missed below via lectures, activities, and assessments.</p> <p>As for assessments, in-class writing assignments and the Final exam will re-incorporate the missed concepts. In-class writing assignments will have prompts that assume a few of the initially tested Midterm concepts as a base for answering the prompts correctly. Examples of these assessments are as follows:</p> <p>1. In-Class Writing Assignment Prompt: What is a hominin? List two of the criteria that you would use to assess whether a fossil skeleton was hominin or not? Assume that the skeleton is relatively complete. This question is meant to partially address the missed concept of taxonomy (Question 43 on the Midterm). In order to understand the question, the student will have to know where ?hominid? falls in relation to other taxonomic categories.</p> <p>2. Questions on the Final</p> <p>1. The terms Sivapithecus, Proconsul, and Dryopithecus, applied to different groups of Miocene hominoids, refer to a distinction made at what taxonomic</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>level?</p> <ul style="list-style-type: none"> a. species b. genus c. subfamily d. family e. order <p>2. Which genus is found in the Fayum and is probably close to the ancestry of both major groups of living Old World anthropoids?</p> <ul style="list-style-type: none"> a. Apidium b. Sivapithecus c. Australopithecus d. Paranthropus e. Aegyptopithecus <p>3. The oldest possible hominin found to date has been given which genus name?</p> <ul style="list-style-type: none"> a. Australopithecus b. Sahelanthropus c. Zinjanthropus d. Ardipithecus e. Orrorin <p>These questions are also meant to address the missed Question 43 regarding Taxonomy on the Midterm</p> <p>When this course is taught again, the concepts missed by most of this present class will be focused on more diligently. Lectures that may have been unclearly presented to students, especially concerning the make-up of DNA, and the influences of Charles Darwin, as is evidenced by the results, will be reformatted. Perhaps a more interactive evolution/DNA/heredity section is needed rather than a traditional lecture/question approach. The missed question concerning Taxonomy was likely due to Instructor oversight. Taxonomy was not brought up as a discussion point during lecture, but was</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>instead relegated to reading. Taxonomy will be introduced in-person by the instructor upon next assignment to this course.</p> <p>Future activities may include making DNA out of Licorice and marshmallows as a fun and edible way of modeling the double helix with its sugars and phosphates (the licorice), and the bonded base pairs (colored marshmallows on toothpicks stuck into the licorice). A role-playing game may also be introduced with different people representing Ray, Lamarck, Linnaeus, Malthus, Lyell, Wallace, Cuvier, Erasmus Darwin, and Charles Darwin, with a future Mendel looking on as an observer of the past.</p> <p>Questions asked: (* is the correct answer)</p> <p>SLO for ANTH 125 Physical ANTH SLO: Apply general principles of biology as it relates to physical anthropology.</p> <p>Questions to test (10 in total, and numbered as encountered on the Midterm)</p> <p>3. The biological characteristics of humans enabled culture to develop and culture, in turn, influenced human biological development. This is called - *A. biocultural evolution. B. microevolution. C. quantum evolution. D. convergent evolution.</p> <p>7. A Scientific hypothesis - A. must always be a correct statement.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>B. is not a necessary part of the scientific method. C. is the same thing as a law. *D. must be testable.</p> <p>13. Which of the following is an example of binomial nomenclature? A. Vole B. Common Chimpanzee. C. Human *D. Homo Sapiens</p> <p>22. Those individuals that produce more offspring, relative to other individuals in the population, are said to have greater - *A. Fitness. B. Selective Pressure. C. Variation. D. Survival Potential.</p> <p>23. Which of the following historical figures did not influence Charles Darwin? A. Lamarck B. Malthus *C. Mendel D. Lyell</p> <p>26. A cell formed by the union of an egg and a sperm is called a - A. Gamete *B. Zygote C. Neuron D. Ovum</p> <p>27. The smallest unit of DNA consists of one sugar, one phosphate, and one of four bases. This unit is called a - A. Sperm *B. Nucleotide C. Nucleus D. Ribosome</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>29. The end result of DNA replication is -</p> <ul style="list-style-type: none"> *A. Two new double-strands of DNA. B. The fusion of the mother's DNA with the father's DNA. C. The formation of a mRNA molecule. D. The Production of an amino acid molecule. <p>33. How many chromosomes occur in a normal human somatic cell?</p> <ul style="list-style-type: none"> A.44 B. 48 *C. 46 D. 53 E. 50 <p>43. The discipline within biology that is concerned with the rules of classifying organisms on the basis of evolutionary relationships is -</p> <ul style="list-style-type: none"> A. Anatomy. B. Genetics. C. Ethology *D. Taxonomy <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: SLO results for Anth 125 Spring 2012 revised.doc ANTH 125 AB scantron back up Sp12-Schaefer.pdf</p>	
			<p>04/24/2012 - Overall, the students' performance was moderate. Forty six percent of the students did very well on the test, answering from 70 to 90 percent of the questions correctly. About 18% of the students answered 50 to 60 percent of questions correctly. Thirty five</p>	<p>04/24/2012 - Two out of three problematic questions are from the same chapter. In the future, I should pay more attention to the specific terminology and important names that students need to memorize from that</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>percent of the students gave the correct answers to less than 50% of the questions. The majority of the students passed the test.</p> <p>Out of all questions, question # 5 was the one that presented the most challenge as it was answered incorrectly more often than other questions by about 60% of students. Questions #3 and #10 were answered incorrectly by about 40% of students.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: Anthro 125 SP12 SLO report.docx</p>	<p>chapter. As for question #3, I believe that even though the term was mentioned during the lecture and presented on one of the Power Point slides, I did not emphasize the importance of this term for memorization. I will take this into consideration in my future work. Distribution of other incorrectly answered questions seems rather random.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>02/13/2012 - Ten multiple-choice questions on exam 1 on February 8 2012 for the accelerated Monday/Wednesdaynight 6-9:15pm section. Success Criterion: Grades are calculated on a 90/80/70/60 percentage scale.</p> <p>Results: Assessments were based on 10 multiple-choice questions on exam 1 to test the SLO. Number of students who took the exam: 18 (2 didn't show) 2 missed no. 2, 0 missed no.6, 1 missed no. 10, 8 missed no.16, 4 missed no.20, 3 missed no. 24, 1 missed no. 11, 6 missed no.27, 5 missed no.29, 5 missed 30 Questions asked: (* is the correct answer)</p> <p>Reflection: Overall, students were successful applying general principles of</p>	<p>02/13/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>biology as it relates to physical anthropology. I will continue to use the same teaching methods involving these core concepts. I changed my approach to teaching number 16, but it still remains the most frequently missed question. I spent a lot of time discussing the concept of fitness so am unclear why it was missed. The term was mentioned in the text and in the interactive tutorials too. The most common wrong answer was variation. I spoke a lot about this term too, so maybe they switched them up during the exam. I plan to ask the students.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: ANTH 125 Sp 12 results.docx</p> <p>10/15/2011 - Assessments were based on 10 multiple choice questions on exam 1 to test the SLO.</p> <p>Monday night section: 14 students took the exam. 1 missed no.2, 0 missed no.6, 2 missed no.10, 6 missed no.16, 4 missed no.20, 1 missed 24, 2 missed no.11, 2 missed no. 27, 4 missed 29, 4 missed 30</p> <p>Monday/Wednesday section: 26 students took the exam. 4 missed no. 2, 0 missed no.6, 2 missed no. 10, 12 missed no.16, 14 missed no.20, 4 missed no. 24, 5 missed no. 11, 3 missed no.27, 6 missed no.29, 11 missed 30</p> <p>Tuesday/Thursday section: 29 students took the exam. 4 missed no. 2, 0 missed no.6, 5 missed no.10, 24 missed no.16, 11 missed no. 20, 5 missed no. 24, 10</p>	<p>10/15/2012 - Further assessment of the effectiveness of the exam will be assessed over several semesters.</p> <hr/> <p>Action Plan Category: Conduct Further Assessment</p> <hr/>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
-----	-----------------	--	---------	--------------------

missed no.11, 8 missed no. 27, 6 missed no. 29, 14 missed no. 30.

Result Type:

Criterion met

Reporting Cycle:

2011 - 2012

Related Documents:

[SLOs ANTH 125 All 3 sections Fall 2011.msg](#)

[ANTH 125 scantrons Fall 2011.pdf](#)

Assessment Method:

Ten (10) multiple choice questions

Assessment Method Category:

Exam

Success Criterion:

At least 70% of the students passed the test with at least a C (70%).

05/30/2014 - Two sections were assessed. Ten (10) multiple choice questions were given as an extra credit quiz with the final exam.

The results are as follows:

TABLE OF RESULTS ANTH 125 AB
ANTH 125 AA Total

of students taking the exam 17 24 41
incorrect % incorrect # incorrect % incorrect # incorrect % incorrect
Number of incorrect answers
Question 1 3 (17.6%) 10 (41.7%) 13 (31.7%)
Question 2 3 (17.6%) 4 (16.7%) 7 (17.1%)
Question 3 2 (11.8%) 3 (12.5%) 5 (12.2%)
Question 4 1 (5.9%) 2 (8.3%) 3 (7.3%)
Question 5 4 (23.5%) 15 (62.5%) 19 (46.3%)
Question 6 4 (23.5%) 3 (12.5%) 7 (17.1%)
Question 7 5 (29.4%) 10 (41.7%) 15 (36.6%)
Question 8 4 (23.5%) 7 (29.2%) 11 (26.8%)
Question 9 3 (17.6%) 4 (16.7%) 7 (17.1%)
Question 10 14 (82.4%) 19 (79.2%) 33 (80.5%)

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
-----	-----------------	--	---------	--------------------

Result Type:

Criterion met

Reporting Cycle:

2013 - 2014

05/22/2013 - Ten multiple-choice questions were tested and repeated during the first, second and third midterm.

05/22/2013 - Continue testing and retesting the students on the 10 assessment questions.

Overall there was a marked decrease in the number of incorrect responses, ranging from a low of 6 percentage points to a high of 13 percentage points. The questions where students have the lower rise are associated with naming specific individuals and their associated accomplishments or contributions to science. The questions also showed that after the second testing all question tested above a 70% level, whereas initial testing returned 3 results below 70%.

Action Plan Category:

Conduct Further Assessment

Questions First Testing

Incorrect %

total (33) Second Testing

Incorrect %

total (33) % pt.

Difference

1 8 24 5 15 +9

2 6 18 4 12 +6

3 10 30 7 21 +9

4 12 36 8 24 +12

5 13 40 9 27 +13

6 8 24 4 12 +9

7 7 21 5 15 +5

8 6 18 4 12 +6

9 14 42 9 30 +12

10 7 21 5 15 +6

Result Type:

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>05/22/2013 - TABLE OF RESULTS</p> <p># of students taking the exam 24</p> <p># incorrect % incorrect</p> <p>Number of incorrect answers Question 1 3 12.50%</p> <p>Question 2 1 4.17%</p> <p>Question 3 7 29.17%</p> <p>Question 4 10 41.67%</p> <p>Question 5 13 54.17%</p> <p>Question 6 11 45.83%</p> <p>Question 7 10 41.67%</p> <p>Question 8 7 29.17%</p> <p>Question 9 8 33.33%</p> <p>Question 10 18 75.00%</p> <p>Total Incorrect 88 3 6.67%</p> <p>Class Average (correct): 6.33 63.33%</p> <p>Several questions stand out for the high number of incorrect responses they elicited. While only questions 5 and 10 each elicited incorrect responses from more than half of the class, questions 4, 6, 7 and 9 elicited incorrect answers from at least a third of the class. These seem to be better numbers than in previous semesters, yet are still not optimal. All of these questions address topics that were covered in the first few weeks of the class (history of evolutionary theory, cell structure and function, taxonomy and classification, natural selection).</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>05/22/2013 - Students appear to have forgotten much of the earlier material in the course. I should review my lecture and exam structure and build in more opportunities for revision and making connections between earlier and later course material.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Anthropology - CAN ANTH 126 - Physical Anthro. Laboratory - taxonomy of primates - SLO2-Classify primates and humans in a taxonomic relationship. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: labs; Question on a non-graded quiz: Humans evolved from monkeys. A. True B. False Rubric: Correct or incorrect. Assessment Method Category: Exam Success Criterion: At least 80% of students will answer correctly.</p>	<p>01/25/2013 - Results: Assessments were based on lab 5 to test the SLO. 13 of the 16 students who turned in Lab 5 successfully completed the SLO. Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	<p>01/25/2013 - Reflection: The lab involved attending the local zoo to do a primate observation and reflection to develop a better understanding of the classification of primates. Most students attended the SF zoo. Perhaps the success rate of this activity can be explained by the fact that the activity involved all learning styles and hit all senses (sound, smell, touch, sight). I will plan on continuing to have this assignment in the lab course. It is a typical assignment for the intro to physical lab throughout the state. For those who did not turn in the exercise, the most common reason was that they hadn't made time to go to the zoo. I will push the activity back a week next semester to allow more time for the activity.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>12/19/2012 - Assessments were based on lab 5 to test the SLO.</p> <p>19 students were enrolled in the course when this assessment was given. 7 earned 10/10 points, 3 earned 9/10 points, 4 earned 5/10 points, 2 earned 2/19 points, and 3 out of 19 students failed to turn in the assignment earning 0/10 points.</p> <p>Result Type: Criterion met</p>	<p>12/19/2012 - Students that went to the zoo and spent time on the histogram developed a better understanding of the classification primates than those who did not go to the zoo. Going to the zoo should continue to be part of this lab exercise as students are engaging all styles of learning in the process of going and seeing non-human primates. Those students that went through this practical at the zoo did very well on the lab assignment associated with the zoo. However, I wonder why the 3 out of 19 students did not turn in the assignment?</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2012 - 2013</p>	<p>It would be interesting to know if it was because they couldn't get to a zoo and if so, for what reasons? (for example, if transportation is an issue perhaps there could be an optional field trip with a campus van to get them there).</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>10/08/2012 - Fall 2012- Einhorn- Reflection SLO2: The lab involved attending the local zoo to do a primate observation and reflection to develop a better understanding of the classification of primates. Most students attended the SF zoo. Perhaps the success rate of this activity can be explained by the fact that the activity involved all learning styles and hit all senses (sound, smell, touch, sight). I will plan on continuing to have this assignment in the lab course. It is a typical assignment for the intro to physical lab throughout the state. For those who did not turn in the exercise, the most common reason was that they hadn't made time to go to the zoo.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>10/08/2012 - Action Plan: I will push the activity back a week next semester to allow more time for the activity.</p> <p>Action Plan Category: Revise course syllabus or outline</p>
			<p>01/16/2012 - ANTH 126- The identification of bones exam was a test of memorization of terms. Memorizing terms is not something many of our students have been exposed to as I learned from discussions with some of them during office hours. Before the exam, I was very specific about which bones would need to be memorized. I think this accounts for the success rate</p>	<p>01/16/2012 - Action plan: conduct further assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>overall. Most students did well on this exam, with many A's, few B's and C's. Those who did not put the effort into memorization did poorly on all of the questions tested for this SLO, scoring very low. Memorizing bones is something that is required of most basic physical anthropology labs. To aid students, interactive web sites with bones were assigned to work on as well as a lab assignment with an interactive CD Rom of the bones. A skeleton was available during office hours and in the learning center for tactile learners. I continue to use these resources as the majority of students took advantage of them who were successful. I am brainstorming ways to address the few unsuccessful student scores. Action plan: conduct further assessment</p> <p>Result Type: Inconclusive Reporting Cycle: 2011 - 2012</p>	
			<p>12/17/2010 - 90% of students answered this question correctly. Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	<p>12/14/2010 - I'll continue to assess this. I didn't mention this more than twice in class which could account for a lower success rate on this SLO.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>03/04/2010 - 95% of students answered this correctly. Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	<p>04/15/2010 - This is something that was repeated in the text and in class over and over, so the success rate makes sense.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Anthropology - CAN ANTH 126 - Physical Anthro. Laboratory - human evolution - Classify humans by their evolutionary origins. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: Question on a non-graded quiz: Humans A. have only been on earth for 10,000 years B. have only been on earth for 4,000 years C. are a relatively recent species on the planet D. bodies don't act on natural selection Rubric: Correct or incorrect. Assessment Method Category: Exam Success Criterion: At least 80% of students will answer correctly.</p>	<p>01/24/2012 - ANTH 125-Overall, students were successful applying general principles of biology as it relates to physical anthropology. I will continue to use the same teaching methods involving these core concepts except with number 16, the most frequently missed question. I will spend more time discussing fitness. Although the biological species concept was stressed in this course, students must not be grasping the concept since this question was missed so frequently. The wrong answer given was not consistent, showing they are perhaps guessing on the answer. I will include this concept in the writing assignment so that students will need to apply the concept and critically think about it. I will also highlight the concept in discussion/lecture more. The term was mentioned in the text and in the interactive tutorials. Result Type: Inconclusive Reporting Cycle: 2011 - 2012</p>	
			<p>01/24/2012 - ANTH 126- The identification of bones exam was a test of memorization of terms. Memorizing terms is not something many of our students have been exposed to as I learned from discussions with some of them during office hours. Before the exam, I was very specific about which bones would need to be memorized. I think this accounts for the success rate</p>	<p>01/24/2012 - Action plan: conduct further assessment Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>overall. Most students did well on this exam, with many A's, few B's and C's. Those who did not put the effort into memorization did poorly on all of the questions tested for this SLO, scoring very low. Memorizing bones is something that is required of most basic physical anthropology labs. To aid students, interactive web sites with bones were assigned to work on as well as a lab assignment with an interactive CD Rom of the bones. A skeleton was available during office hours and in the learning center for tactile learners. I continue to use these resources as the majority of students took advantage of them who were successful. I am brainstorming ways to address the few unsuccessful student scores. Action plan: conduct further assessment</p> <p>Result Type: Inconclusive Reporting Cycle: 2011 - 2012</p>	
			<p>12/17/2010 - 88% of students answered this question correctly. Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	<p>12/17/2010 - More time will be spent on the depth of time, emphasizing the dates. Action Plan Category: Conduct Further Assessment</p>
			<p>03/04/2010 - 92% of students answered this correctly. Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Anthropology - CAN ANTH 126 - Physical Anthro. Laboratory - primate behavior - Compare and contrast behavior of a primate in their natural habitat and in the zoo.</p> <p>(Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: The assessment is based on student success in writing a paper: Write a paper using the comparative method in anthropology to discuss how behavior of primates in the zoo differs from that in the wild. Be specific in your references to the primate you observed. Staple your zoo ticket and observation sheet to your paper. Going with others in the class is encouraged. Rubric: 1- Successful 2-Somewhat Successful 3-Not successful</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of the students will score at least "somewhat successful" on the assignment. Rubric: 1- Successful 2-Somewhat Successful 3-Not successful</p>	<p>05/30/2014 - Assessments were based on 4 multiple choice questions, 3 questions on quiz 12, one question on quiz 13 to test the SLO.</p> <p>The results are as follows: Q1: 15 out of 17 answered it correctly Q2: 9 out of 17 answered it correctly Q3: 15 out of 17 students answered it correctly Q4: 14 out of 16 answered it correctly</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>12/18/2013 - Assessments were based on lab 5 due on Oct. 10 2013. Students went to the zoo to conduct a 30 minute observation. They then compared the behavior at the zoo with that in the wild of the same primate. Results (see below): 13 students were successful on the lab earning over 90%; 7 students earned between 80-89%; 3 students earned between 70-79%; 9 students did not turn in the assignment.</p> <p>Students that did the assignment were generally successful on the SLO, and were able to complete the objective of the assignment. Unfortunately almost a third of students did not complete the assignment.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle:</p>	<p>05/30/2014 - The results overall are pretty consistent, with a similar number of students understanding the concept on each question tested. The results have gone up since last semester. More emphasis was placed on these concepts using myanthrolab and I will continue with this technique.</p> <hr/> <p>Action Plan Category: Conduct Further Assessment</p> <hr/> <p>01/02/2014 - More effort will be put in getting students motivated to go to the zoo. Perhaps a bus from the college to the zoo can be rented for the day to give an option to students who do not have a car (although public transportation does go directly to the zoo).</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2013 - 2014</p> <hr/> <p>02/20/2013 - SECTION 1: 19 out of 23 students turned in the assignment. Of those who turned in the assignment, 16 earned an A, 1 earned a B, 1 earned a C, and 1 earned a D.</p> <p>SECTION 2: 15 out of 24 students turned in the assignment. Of those who turned in the assignment, 13 earned an A and 2 earned a D.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>02/20/2013 - SECTION 1: Conduct further research/ move on to test another SLO, as this seems successfully tested (although testing it for just this year is not a great sample size)</p> <p>The high success rate could be because all senses were engaged, it involved a field trip to the zoo, and this lab was worth more points than others as it was more involved and included going to the zoo. Those who completed the assignment did very well overall. Those who earned less than full credit turned in short answers that focused on the zoo observation and didn't make a connection to the primate's natural habitat (failed to do the extra out of class research necessary to be successful on this assignment). The 4 students who did not turn in the assignment is about average compared to other assignments for the course that are not turned in. I therefore would not attribute the lack of turning in the assignment to the fact that they had to get to the zoo.</p> <p>SECTION 2: Conduct further research/ move on to test another SLO, as this seems successfully tested (although testing it for just this year is not a great sample size)</p> <p>The success rate on this lab is unusually high compared to the other lab assignments. Normally the grades and success are a bell curve. The high success rate could be because all senses</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
-----	-----------------	--	---------	--------------------

were engaged, it involved a field trip to the zoo, and this lab was worth more points than others as it was more involved and included going to the zoo. Those who completed the assignment did very well overall. Those who earned less than full credit did not fully complete the observation and had difficulty with the math involved. The 9 students who did not turn in this assignment is higher than on the other assignments. I therefore would perhaps attribute the lack of turning in the assignment to the fact that they had to get to the zoo and lack of planning involved to get there. Maybe there could be an optional bus/carpool in the future as a way to connect students and provide a ride to the zoo. Going to the zoo is a typical lab assignment in the state for Intro to Physical Lab so it should not change even if students are not going for some reason or another. Those that did go and completed the assignment were highly successful overall, and most likely this learning experience will stick with them.

Action Plan Category:
Conduct Further Assessment

01/24/2012 - ANTH 125-Overall, students were successful applying general principles of biology as it relates to physical anthropology. I will continue to use the same teaching methods involving these core concepts except with number 16, the most frequently missed question. I will spend more time discussing fitness. Although the biological species concept was stressed

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>in this course, students must not be grasping the concept since this question was missed so frequently. The wrong answer given was not consistent, showing they are perhaps guessing on the answer. I will include this concept in the writing assignment so that students will need to apply the concept and critically think about it. I will also highlight the concept in discussion/lecture more. The term was mentioned in the text and in the interactive tutorials.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>01/24/2012 - ANTH 126- The identification of bones exam was a test of memorization of terms. Memorizing terms is not something many of our students have been exposed to as I learned from discussions with some of them during office hours. Before the exam, I was very specific about which bones would need to be memorized. I think this accounts for the success rate overall. Most students did well on this exam, with many A's, few B's and C's. Those who did not put the effort into memorization did poorly on all of the questions tested for this SLO, scoring very low. Memorizing bones is something that is required of most basic physical anthropology labs. To aid students, interactive web sites with bones were assigned to work on as well as a lab assignment with an interactive CD Rom of the bones. A skeleton was available during office hours and in the learning center for tactile learners. I continue to use these resources as the</p>	<p>01/24/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>majority of students took advantage of them who were successful. I am brainstorming ways to address the few unsuccessful student scores. Action plan: conduct further assessment</p> <p>Result Type: Inconclusive Reporting Cycle: 2011 - 2012</p>	
			<p>12/17/2010 - 75% were successful. 10% were somewhat successful. and 15% were not successful. Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	<p>12/17/2010 - more time should be spent on the comparative approach as that was the part they were struggling with.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>03/04/2010 - 81% of students answered this successfully, 10% somewhat successfully, and 9% unsuccessfully. Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	<p>03/04/2010 - Overall the students were successful in the assessment of these SLOs. I do plan to spend more time on habitats of primates, as only 81% of students were successful with the assignment. Much of the learning for the essay was self driven. We discussed natural habitats in class, but they had to critically think and make connections at the zoo. I will continue to teach the taxonomic classification the same, but I feel since this is such a broad SLO theme that it can be tested multiple times through a variety of questions. The same for SLO 2. Evolutionary origins are being tested in this question, but only in the time aspect. Other questions would need to be asked to really see if a student understands the origins of our evolution.</p> <p>Action Plan Category: Develop new evaluation methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Anthropology - CAN ANTH 200 - Ethnographic Film - film as tool - Evaluate the use of ethnographic film as an anthropological tool. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: essay assignment Assessment Method Category: Essay Success Criterion: At least 75% of the students will demonstrate mastery of this concept.</p>	<p>01/16/2012 - ANTH 200- Students that attended class and posted online did much better on their paper than those who did not. The discussion board involved critical thinking questions about synthesizing information from ethnographic films to understand cultures and social relationships. This helped them to develop skills to be successful on their essay. Other reasons that could account for the success rate on this SLO include many returning students that have taken other anthropology courses (and have knowledge to build upon particularly from ANTH 110) and the JSTOR library workshop. I plan to continue to use the discussion board method and have them attend a JSTOR workshop, since these things seem to be accounting for the success rate. More analysis would be needed to see if a student really understands the connection between cultures and social relationships, especially for those whom did not turn in an essay and therefore failed the SLO. Action plan: conduct further assessment</p> <p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	<p>01/16/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Use New or Revised Teaching methods</p> <hr/> <p>12/18/2010 - 80% of students demonstrated the use of using ethnographic films as an anthropological tool in an essay assignment. Result Type:</p>
				<p>12/18/2010 - The percentage illustrates a high success rate as our discussions after films directly involve talking about them as anthropological tools. As for the 20% that didn't illustrate this, I</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>either did not receive their paper or their attendance was very low so they didn't benefit from these discussions.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - Anthropology - CAN ANTH 200 - Ethnographic Film - use film info to reveal culture - Synthesize information from ethnographic films to understand cultures and social relationships. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: essay assignment</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: At least 75% of the students will demonstrate mastery of this concept.</p>	<p>02/05/2013 - Assignment: Essay 1. Select two films of a single filmmaker that have been assigned to watch on the ethnographic database and compare the films shown. Comment on changes you observed in the films in terms of theoretical orientation and techniques of filmmaking.</p> <p>Assessments were based on essay 1 to test the SLO. 20 students turned in an essay. 8 students did not turn in an essay. Out of 25 points, 4 students earned 25 points, 1 student earned 24 points, 1 student earned 23 points, 1 student earned 22 points, 2 students earned 21 points, 2 students earned 20 points, 5 students earned 17 points, 2 students earned 15 points, 1 student earned 13 points, and 1 student earned 12 points. 11 students out of 28 were successful synthesizing information from ethnographic films to understand cultures and social relationships.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>02/05/2013 - Further research will need to be conducted next year as a prereq of English has been added to the course. I am hoping that this will increase the retention and success of students who enroll in the course. Also, I hope they will then have the skills to write an essay due to the prereq when entering the course, as well critical thinking skills to compare and contrast films. Currently few students can write a thesis statement. Further research should be done once the prereq is enforced. I also would like to test this SLO using a different essay assignment to see if the results are similar or not.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/19/2012 - Assessments were based on essay 1 to test the SLO.</p>	<p>12/19/2012 - Most students did excellent or above average on this SLO or flunked. It would be interesting to</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>15 students turned in an essay. 2 students earned a A, 8 students earned a B, 1 student earned a C, and 4 students earned an F.</p> <p>Essay 1 Due Sept. 5 at 1pm assignment: Select two films of a single filmmaker that have been assigned to watch on the ethnographic database and compare the films shown. Comment on changes you observed in the films in terms of theoretical orientation and techniques of filmmaking. Make sure to come up with a thesis statement.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>see which students have taken English courses on writing essays. Those that earned F's on this essay struggled with critical thinking, grammar, spelling, a clear thesis, and overall structure of a college level essay. Also, it was clear they had not watched the films as none of those who earned F's mentioned any on the database. I plan to brainstorm on ways to make the film watching more interesting (review my selection and timing of the films), as well as asking students when they start the course if they have taken an English class to test this hypothesis.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>01/24/2012 - Reflections: ANTH 200- Students that attended class and posted online did much better on their paper than those who did not. The discussion board involved critical thinking questions about synthesizing information from ethnographic films to understand cultures and social relationships. This helped them to develop skills to be successful on their essay. Other reasons that could account for the success rate on this SLO include many returning students that have taken other anthropology courses (and have knowledge to build upon particularly from ANTH 110) and the JSTOR library workshop. I plan to continue to use the discussion board method and have them attend a JSTOR workshop, since these things seem to be accounting for the success rate. More analysis would be needed to see if a student really understands the connection between</p>	<p>01/24/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>cultures and social relationships, especially for those whom did not turn in an essay and therefore failed the SLO. Action plan: conduct further assessment</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>10/15/2011 - Success Criterion: Grades are calculated on a 90/80/70/60 percentage scale. Results: 17 students turned in essay 1. Thirty points was possible. Number of students/score 1/7, 1/10, 1/20, 4/23, 1/26, 2/27, 1/29, 6/30</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: ANTH 200 SLO results Fall 2011.msg</p>	
	<p>CAN Dept - Anthropology - CAN ANTH 200 - Ethnographic Film - impact on studied culture - Assess the impact of ethnographic film on the culture being filmed. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: essay assignment</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: At least 75% of the students will demonstrate mastery of this concept.</p>	<p>01/24/2012 - Reflections: ANTH 200- Students that attended class and posted online did much better on their paper than those who did not. The discussion board involved critical thinking questions about synthesizing information from ethnographic films to understand cultures and social relationships. This helped them to develop skills to be successful on their essay. Other reasons that could account for the success rate on this SLO include many returning students that have taken other anthropology courses (and have</p>	<p>01/24/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>knowledge to build upon particularly from ANTH 110) and the JSTOR library workshop. I plan to continue to use the discussion board method and have them attend a JSTOR workshop, since these things seem to be accounting for the success rate. More analysis would be needed to see if a student really understands the connection between cultures and social relationships, especially for those whom did not turn in an essay and therefore failed the SLO. Action plan: conduct further assessment</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	
	<p>CAN Dept - Anthropology - CAN ANTH 352 - Field Experience in Archaeology importance of context - Explain why context is important.</p> <p>(Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: This SLO is tested through an open ended question, "Discuss why context is important." Answer: Provenience of artifacts, features, and ecofacts must be mentioned for them to get this correct. Rubric: Correct or not correct.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: At least 80% of the students will answer correctly.</p>	<p>06/01/2010 - 90% of students were correct.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	<p>03/07/2011 - Context is a central theme to the course, so I'll continue to teach this the same as the success rate on this question was high.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - Anthropology - CAN ANTH 380 - Preparation for Travel Study in Anthropology - cultural elements - Identify key cultural elements of the culture discussed.</p>	<p>Assessment Method: Assessed through a writing assignment.</p> <p>Assessment Method Category: Essay</p>	<p>12/18/2010 - 96% of students were able to answer the question correctly.</p> <p>Result Type: Criterion met</p>	<p>12/18/2010 - They are highly motivated since they must pass this course to go on the experience abroad. Next time, I should present more maps to improve</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	(Created By CAN Dept - Anthropology)	Success Criterion: At least 75% of students will answer correctly.	Reporting Cycle: 2010 - 2011	an understanding of key elements. Action Plan Category: Conduct Further Assessment
	CAN Dept - Anthropology - CAN ANTH 380 - Preparation for Travel Study in Anthropology - cultural history - Understand a basic history of the culture discussed. (Created By CAN Dept - Anthropology)	Assessment Method: Identify historic periods and their importance on an exam. Assessment Method Category: Exam Success Criterion: At least 75% of students will answer correctly.	12/14/2010 - 82% of students identified the correct historic periods on the exam. Result Type: Criterion met Reporting Cycle: 2010 - 2011	12/18/2010 - More time should be spent discussing the historic periods in which they fill in a blank time line. Maybe writing it down would help them learn it. Action Plan Category: Use New or Revised Teaching methods
	CAN Dept - Anthropology - CAN ANTH 381 - Travel Study in ANthropology - ethnocentrism - Identify how their ethnocentrism is challenged. (Created By CAN Dept - Anthropology)	Assessment Method: Assessed through a journal entry. Assessment Method Category: Other Success Criterion: Successfully covering all the course assignments in the journal	03/07/2011 - 92% of students correctly used the term ethnocentrism in a journal entry and discussed how their own ethnocentrism was challenged. Result Type: Criterion met Reporting Cycle: 2010 - 2011	03/07/2011 - Journaling was very powerful for the students. I will continue to use it as a teaching method. Action Plan Category: Conduct Further Assessment
	CAN Dept - Anthropology - CAN ANTH 381 - Travel Study in ANthropology - cultural comparison - Apply the comparative approach to a different culture than their own. (Created By CAN Dept - Anthropology)	Assessment Method: Assessed through a journal entry. Assessment Method Category: Other Success Criterion: Successfully completing all assignments in journal.	03/07/2011 - 98% of students correctly applied the comparative approach to Egypt. Result Type: Criterion met Reporting Cycle: 2010 - 2011	03/07/2011 - Comparing cultures comes naturally, but a high percentage did this using cultural relativism. Action Plan Category: Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Anthropology - CAN ANTH 381 - Travel Study in ANthropology - culture and globalization - Explain how the culture has changed in recent years due to globalization. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: Assessed through a journal entry. Assessment Method Category: Other Success Criterion: Successfully completing all assignments in journal</p>	<p>03/07/2011 - Only 42% of students directly mentioned globalization in their journals, and 38% of them used McDonalds to illustrate their point as an example. Most students did mention economics and the tourist trade in their journal entries, which is a factor of globalization. Result Type: Inconclusive Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - Ask them to write an entry in their journals specifically on globalization. Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - Anthropology - CAN ANTH 670 - Cooperative Educ./Work Exp. - paths to anthropologist - Describe paths that students can take to become an Anthropologist. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: Tested through a discussion with students, one on one. Assessment Method Category: Other Success Criterion: All students will describe steps needed to become an anthropologist</p>	<p>03/07/2011 - 88% of students were able to describe possible pathways to become an anthropologist. Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - The success rate was a little lower than i hoped because not everyone came to be assessed. Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - Anthropology - CAN ANTH 670 - Cooperative Educ./Work Exp. - anthropology skills - Demonstrate a skill that an Anthropologist would use in their work. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: Tested through a discussion with students, one on one. Assessment Method Category: Other Success Criterion: All students will demonstrate at least one skill used by anthropologists</p>	<p>03/07/2011 - All students were able to demonstrate at least one skill. Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - Maybe I'll make this more specific to their interests in the future (sub field focus). Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students will be able to evaluate diverse viewpoints related to the human experience.	CAN Dept - Anthropology - CAN ANTH 110 - Cultural Anthropology - ethnocentrism - Identify the important concept of ethnocentrism. (Created By CAN Dept - Anthropology)	Assessment Method: multiple choice Assessment Method Category: Exam Success Criterion: at least 70% of students will answer correctly questions related to this SLO.	<p>05/30/2014 - Means of Assessment: Assessments were based on 5 multiple choice questions. 1 question came from quiz 1, 3 of the questions came from quiz 2 and 1 question came from quiz 3 to test the SLO.</p> <p>Below are the results: Q1: 17 out of 27 answered this question correctly. Q2: 5 out of 28 students answered this question correctly. Q3: 23 out of 28 students answered this question correctly. Q4: 20 out of 28 answered this question correctly. Q5: 27 students out of 28 students answered this question correctly.</p> <p>Result Type: Criterion met Reporting Cycle: 2013 - 2014</p>	<p>05/30/2014 - This SLO was tested in a number of ways to see if students understand the concept. The results are pretty consistent, except with quiz 2 question 5. It was a basic concept of that particular article. I'm surprised at the results. The only explanation I can think of is that the majority of the class didn't do the reading. The question itself seems straightforward. However, overall the other questions indicate that most students seem to understand and be able to apply the concept. Perhaps this is because terms needed to be understood by students in multiple places in their studies for this course (the textbook, discussion board, tutorials, and readings). I plan to continue to have the terms in multiple places in reinforce this concept for students. The results are different than last semester even though the teaching methods are the same.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/18/2013 - Four (4) multiple choice questions given as an extra credit online quiz from 12/17/13 to 12/20/13.</p> <p>TABLE OF RESULTS # of students taking the exam 14 # incorrect % incorrect</p>	<p>12/18/2013 - In future I will stress that it is the meaning of the GIFT of the ox that is the cause of Lee's misunderstanding, and not the meaning of oxen generally. Disappointingly several students got ethnocentrism and cultural relativity confused in question</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Number of incorrect answers Question 1 0%</p> <p>Question 2 4 28.5%</p> <p>Question 3 4 28.5%</p> <p>Question 4 1 7.1%</p> <p>Overall the students performed very well on all questions. Questions two and three garnered the most incorrect responses. In the case of number two the answer choices present very fine grained differences in concept and are testing at a detailed level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	<p>3) In the future I will continue to stress the relationship between the two but will try to come up with some sort of mnemonic for making the difference easier to remember.</p>
			<p>12/18/2013 - Assessments were based on 5 multiple choice questions. 4 of the questions came from quiz 2 and 1 question came from quiz 3 to test the SLO (see questions in related documents)</p> <p>Results (see below)</p> <p>Q2Q5: The belief that people everywhere interpret the world in the same way is called: 24 out of 30 answered this question correctly.</p> <p>Q2Q5: The cross-cultural misunderstanding experienced between Lee and the !Kung occurred over. 8 out of 30 students answered this question correctly.</p> <p>Q2Q6: When anthropologists study other societies they need to suspend their own culture-based judgments. What is this kind of approach called? 25 out of 30</p>	<p>12/18/2013 - I plan to continue to have the terms in multiple places in reinforce this concept for students. I would like to test this SLO again next semester to see if the results are consistent.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>students answered this question correctly.</p> <p>Q2Q9: Ethnocentrism refers to the fact that: Choose one answer. 22 out of 30 answered this question correctly.</p> <p>Q3Q3: Which of the following statements is true? Choose one answer. 26 students out of 31 students answered this question correctly.</p> <p>REFLECTION This SLO was tested in a number of ways to see if students understand the concept. The results are pretty consistent, but they should also be tested for an additional semester to see if the results are similar. Overall most students seem to understand and be able to apply the concept. Perhaps this is because terms needed to be understood by students in multiple places in their studies for this course (the textbook, discussion board, tutorials, and readings).</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <p>Related Documents: ANTH 110</p>	
			<p>05/22/2013 - Ten (10) multiple choice questions given twice throughout the semester.</p> <p>TABLE OF RESULTS W evening section (4/17/13) T/R section (4/9/13)</p> <p>Total</p> <p># of students taking the exam 10 22 32</p> <p># incorrect % incorrect # incorrect % incorrect # incorrect % incorrect</p>	<p>05/22/2013 - I devote several lectures, readings and films to the topic of gender and repeatedly emphasize that gender roles are socially assigned norms of behavior. I will look for an appropriate class activity that might add help reinforce this idea.</p> <p>Action Plan Category:</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Number of incorrect answers Question 1 2 20.00% 4 18.18% 6 18.75%</p> <p>Question 2 3 30.00% 15 68.18% 18 56.25%</p> <p>Question 3 1 10.00% 4 18.18% 5 15.63%</p> <p>Question 4 5 50.00% 9 40.90% 14 43.75%</p> <p>Question 5 3 30.00% 5 22.73% 8 25.00%</p> <p>Question 6 4 40.00% 9 40.90% 13 40.63%</p> <p>Question 7 2 20.00% 4 18.18% 6 18.75%</p> <p>Question 8 4 40.00% 5 22.73% 9 28.13%</p> <p>Question 9 5 50.00% 13 59.09% 18 56.25%</p> <p>Question 10 2 20.00% 6 27.27% 8 25.00%</p> <p>Total Incorrect 31 31.00% 74 33.64% 105 32.81%</p> <p>Class Average (correct): 6.9 69.00% 6.6 66.00% 6.7 67.00%</p> <p>Several questions stand out for the high number of incorrect responses they elicited. Half or more of the responses to questions 2 and 9 were incorrect. Question 2 addresses a specific kinship and residence pattern. I presented specific forms of this pattern in addressing the notions of patrilocal and matrilineal residence patterns. In the future I will take more care to specify that this can also be called an "extended family. Question 9 is perhaps the most problematic.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>Conduct Further Assessment</p>
			<p>02/05/2013 - Assessments were based on 10 multiple choice questions on to test the SLO. 38 students took the exam 15 students missed number 1 (42% of students answered the question correctly) 2 students missed number 5 (92% of students answered the question</p>	<p>02/05/2013 - Students did well on some questions that were testing the SLO and did poor on others. I will re-test the SLO in the future with different questions to see if the success rate is the same. I also plan to assign an additional reading discussing what ethnography is since this is the most missed question.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>correctly) 10 students missed number 6 (66% of students answered the question correctly) 12 students missed number 8 (63% of students answered the question correctly) 5 students missed number 10 (84% of students answered the question correctly) 1 student missed number 14 (97% of students answered the question correctly) 7 students missed number 15 (82% of students answered the question correctly) 2 students missed number 17 (95% of students answered the question correctly) 5 students missed number 18 (82% of students answered the questions correctly) 5 students missed number 19 (87% of students answered the questions correctly)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: ANTH 110 Test questions_s2013</p>	<p>Action Plan Category: Conduct Further Assessment</p>
			<p>01/31/2013 - Total # of students taking the exam 16 20 36 # incorrect % incorrect # incorrect % incorrect # incorrect % incorrect Number of incorrect answers Question 1 3 18.75% 6 30% 9 25% Question 2 8 50% 12 60% 20 55.56% Question 3 2 12.5% 4 20% 6 16.67% Question 4 9 56.25% 13 65% 22 61.11% Question 5 7 43.75% 11 55% 18 50% Question 6 8 50% 5 25% 13 36.11%</p>	<p>01/31/2013 - Several questions stand out for the high number of incorrect responses they elicited. Half or more of the responses to questions 2, 4, 5, and 9 were incorrect. Question 2 addresses a specific kinship and residence pattern. I presented specific forms of this pattern in addressing the notions of patrilocal and matrilineal residence patterns. In the future I will take more care to specify that this can also be called an "extended</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Question 7 7 43.75% 2 10% 9 25% Question 8 6 37.5% 3 15% 9 25% Question 9 12 75% 15 75% 27 75% Question 10 6 37.5% 5 25% 11 30.56% Total Incorrect 68 42.5% 76 38% 144 40% Class Average (correct): 5.7 57% 6.2 62% 6.0 60%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: Report on SLOs for ANTH 110-FA2012.docx</p>	<p>family”. I am uncertain why so many students were mistaken about question 4 and 5. We addressed cultural ecology and subsistence patterns in detail both in lecture and with a class activity where groups tried to invent societies around each of the primary patterns of subsistence. I will try to change the class activity to put even greater emphasis on the connection between job specialization and subsistence patterns, and to devote more time in lecture to the notion of cultural ecology. Question 9 is perhaps the most problematic. I devote several lectures, readings and films to the topic of gender and repeatedly emphasize that gender roles are socially assigned norms of behavior. I will look for an appropriate class activity that might add help reinforce this idea.</p>
			<p>12/17/2012 - Section 1 results: Several questions stand out for the high number of incorrect responses they elicited. Half or more of the responses to questions 2, 4, 5, and 9 were incorrect. A further reflection of these questions is discussed in the action section.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: Report on SLOs for ANTH 110-FA2012.docx</p>	<p>12/17/2012 - Question 2 addresses a specific kinship and residence pattern. I presented specific forms of this pattern in addressing the notions of patrilocal and matrilineal residence patterns. In the future I will take more care to specify that this can also be called an “extended family”. I am uncertain why so many students were mistaken about question 4 and 5. We addressed cultural ecology and subsistence patterns in detail both in lecture and with a class activity where groups tried to invent societies around each of the primary patterns of subsistence. I will try to change the class activity to put even greater emphasis on the connection between job specialization and subsistence patterns, and to devote more time in lecture to</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
				<p>the notion of cultural ecology. Question 9 is perhaps the most problematic. I devote several lectures, readings and films to the topic of gender and repeatedly emphasize that gender roles are socially assigned norms of behavior. I will look for an appropriate class activity that might add help reinforce this idea.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>04/24/2012 - Identify important anthropological concepts related to cultural anthropology. Means of Assessment: Ten (10) multiple choice questions given as a quiz on March 8, 2012 and March 12, 2012. (Once for each section of the class). Success Criterion: graded on a 90/80/70/60? percentage scale. Results: TABLE OF RESULTS M/W section (3/12/12) T/R section (3/8/12) Total # of students taking the exam 17 21 38 # incorrect % incorrect # incorrect % incorrect # incorrect % incorrect Number of incorrect answers Question 1 16 94% 19 90% 47 92% Question 2 9 53% 9 43% 18 47% Question 3 2 12% 6 29% 8 21% Question 4 12 71% 15 71% 27 71% Question 5 3 18% 7 33% 10 26% Question 6 8 47% 6 29% 14 37% Question 7 5 29% 5 24% 10 26% Question 8 6 35% 8 38% 14 37% Question 9 8 47% 14 67% 22 58% Question 10 5 29% 6 29% 11 29% Total Incorrect 74 44% 95 45% 169 44% Class Average (correct): 5.6 56% 5.4 54% 5.6 56%</p>	<p>04/24/2012 - I will give greater attention to the difference between polygamy and polyandry/polygyny in the future.</p> <p>I need to pay closer attention to both the definition of job specialization and the connections between different types of specialization and different subsistence strategies.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
-----	-----------------	--	---------	--------------------

Discussion of Results:
Several questions stand out for the high number of incorrect responses they elicited. Both classes showed a significant number of incorrect responses to Q1 and Q4 as compared to the other questions. For Q1 I feel that the culprit might be a difference of teaching styles and the wording of the question. In anthropology, "polygamy" as a catchall term for both polygyny and polyandry. That is, a polygamous society might be either polygynous or polyandrous. Polyandry and polygyny are both kinds of polygamy. With that in mind, the majority of the "wrong" answers for question 1 chose a) polygamy. While the more accurate answer is polygyny, students might have either confused the general term with the particular, or they might have assumed that polygamy was technically correct. In either case, I will give greater attention to the difference between polygamy and polyandry/polygyny in the future.

I cannot explain exactly why Q4 garnered so many incorrect responses except to speculate that student responses were more likely to be randomly distributed. It seems that the correct answer in other questions was more easily inferred from the choices given, either due to a student's experiences outside of the anthropology class or due to the wording of the choices. It is unlikely that students would have come up against the notion of job specialization and subsistence strategies before this class. As a result, students were, I propose, more inclined to guess randomly. With random guesses

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>we would expect 80% to answer the question incorrectly (4 out of 5 of the answers are incorrect). The MW class had a 71% incorrect rate on Q4 and the TR class had a 71% rate. Allowing that we are dealing with a relatively small n value in both cases (MW n=17; TR n=21) it seems appropriate to suggest that students were more likely to guess randomly on this question. This indicates that I need to pay closer attention to both the definition of job specialization and the connections between different types of specialization and different subsistence strategies.</p> <p>The other outlier appears to be Q9. But this was only so in the TR class. I suspect the high rate of incorrect answers reflects the persistence of a common confusion about the relationship between sex and gender, though that does not explain why it was so much higher in one class than the other. This underlines the importance of teaching these concepts clearly and repeatedly to undergraduates. Different classes come into the classroom with different attitudes and experiences and so it is necessary to vary the degree to which certain topics are covered in depth, depending on the particular aptitudes of the class.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: Report on SLOs for ANTH 110.docx Sp12 Anth 110-Leitner scanned backup.pdf</p>	
			<p>01/16/2012 - Some of the questions supported that students were able to</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>identify important anthropological concepts related to cultural anthropology, while other questions did not support this. For example, the question most missed on this assessment dealt with polygyny, mentioned several times in lecture/films/discussions/activities. However it was missed. The most common wrong answer was polygamy, which is the word commonly used in the English language to discuss multiple partners, although not specific to gender. Americans generally think of multiple spouses as many females and one male, though Anthropologists recognize this relationship and multiple males/1female as another type of marriage. Perhaps this has more to do with students' own ethnocentrism and use of English than with what was taught in the course. This is how I plan to stress this concept in the future, relating it back to their ethnocentrism to see if this has an impact on success rate. The least amount of students missed number 18 dealing with reciprocal exchange. This is surprising as the same amount of class instruction dealt with this concept as polygyny. The only difference was that reciprocal exchange was in an article that I assigned them to read by an anthropologist called Christmas in the Kalahari, which many of them enjoyed listening to the students discuss the article in class. Perhaps this led to a higher retention rate of the term, as they were able to associate the term with a story.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>01/16/2012 - I plan to continue to assign this article and find one associated with polygyny to see if this increases the success rate for this SLO.</p> <hr/> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>10/28/2011 - Results: Assessments were based on 10 multiple choice questions on exam 1. In ANTH 110 Wed night section, the exam was given on Oct. 26. Twenty-seven students took the exam. In ANTH 110 TR morning section, the exam was given on Oct. 27. Twenty-seven people took the exam.</p> <p>ANTH 110 Wed night 6-9pm results: 17 people missed no. 13, 5 missed no. 15, 2 missed no. 18, 14 missed no. 19, 6 missed no. 24, 5 missed no. 32, 3 missed no. 33, 5 missed no. 40, 14 missed 82, 6 missed 85</p> <p>ANTH 110 TR 9:45-11am results: 14 people missed no. 13, 6 people missed no. 15, 1 missed no. 18, 16 missed no. 19, 4 missed 24, 3 missed 32, 2 missed 33, 2 missed no. 40, 12 missed 82, 1 missed 85.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: ANTH 110 SLO results.msg</p>	<p>10/28/2012 - Further test data needs to be gathered and compared across semesters in order to ensure the exam is a reliable and valid instrument for assessing students learning in this course.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>03/06/2011 - 96% of students correctly identified the answer</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - By incorporating more discussions directly using this term in class, student success rate on this SLO improved.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/17/2010 - 91% answered this question correctly</p> <p>Result Type:</p>	<p>12/17/2010 - This is a key concept throughout the course, mentioned every class. I would have expected more to</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met Reporting Cycle: 2010 - 2011</p>	<p>get this one correct. I will embed more discussions around this term into my courses.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>04/15/2010 - 98% of the students answered this question correctly. The students overall really understand the concept of ethnocentrism, given it is a concept that is related to course material on a weekly basis. I plan to continue to teach about ethnocentrism and use the same teaching methods and assignments that I used this semester since they seem to be working.</p> <p>Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	<p>04/15/2010 - To test this hypothesis again I will test the understanding of ethnocentrism in a different question to compare the results in the future. This is a major theme and concept throughout the course, so I will continue to make it a priority to teach about it in the classroom.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - Anthropology - CAN ANTH 125 - Physical Anthropology - micro and macro evolution - Explain the importance of micro and macro evolution to physical anthropologists. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: A multiple choice question embedded in the midterm. What is the importance of micro and macro evolution to physical anthropology?</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: At least 75% of students will answer correctly.</p>	<p>04/24/2012 - Overall, the students' performance was moderate. Forty six percent of the students did very well on the test, answering from 70 to 90 percent of the questions correctly. About 18% of the students answered 50 to 60 percent of questions correctly. Thirty five percent of the students gave the correct answers to less than 50% of the questions. The majority of the students passed the test.</p> <p>Out of all questions, question # 5 was the one that presented the most challenge as it was answered incorrectly more often than other questions by about 60% of students. Questions #3 and #10 were</p>	<p>04/24/2012 - In general, the results of this test have met my expectations. In my future work, I will take into consideration that I need to stress the importance of certain terms for memorization. I plan to develop series of questions on major concepts and terminology and include them in the review section that I have at the beginning of each class. The most important terms and concept will be reviewed several times during the course.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>answered incorrectly by about 40% of students. Two out of three problematic questions are from the same chapter. In the future, I should pay more attention to the specific terminology and important names that students need to memorize from that chapter. As for question #3, I believe that even though the term was mentioned during the lecture and presented on one of the Power Point slides, the importance of this term for memorization was not emphasized. Distribution of other incorrectly answered questions seems rather random.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: ANTH 125 SP 12 Bio Anthro SLO report.docx</p>	
			<p>01/16/2012 - ANTH 125-Overall, students were successful applying general principles of biology as it relates to physical anthropology. I will continue to use the same teaching methods involving these core concepts except with number 16, the most frequently missed question.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>01/16/2012 - I will spend more time discussing fitness. Although the biological species concept was stressed in this course, students must not be grasping the concept since this question was missed so frequently. The wrong answer given was not consistent, showing they are perhaps guessing on the answer. I will include this concept in the writing assignment so that students will need to apply the concept and critically think about it. I will also highlight the concept in discussion/lecture more. The term was mentioned in the text and in the interactive tutorials.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>03/07/2011 - 88% of students answered this question correctly. Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - I will try and come up with different methods to present this information in class. Action Plan Category: Conduct Further Assessment</p>
			<p>12/14/2010 - 86% of students answered this question correctly. Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	<p>12/17/2010 - I designed an activity to address the importance of micro and macro evolution and more students answered this question correctly than before, but only by a few percentages. I will test the same question next semester to see if the impact is the same. Action Plan Category: Conduct Further Assessment</p>
				<p>03/08/2010 - Microevolution needs to be stressed more in class, and its relation to the vocabulary presented in lecture and in the readings. Perhaps I will design an activity to address this connection to use in class. A lot of time was spent on cells in class, but the difference between types of cells needs to be stressed more. Both SLO 1 and 2 will be needed to be stressed more in the future to have greater success rates. Both SLO 1 and 2 should be tested again to see if the changes in lesson plans increase the success rates of these SLOs. Action Plan Category: Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>03/08/2010 - Tested through a multiple choice question embedded on an exam: Which of the following is the only evolutionary force that can create brand-new genetic variation within a population? A. Mitosis. B. Natural Selection. C. Mutation. D. Recombination. 82% of students produced the correct answer Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Anthropology - CAN ANTH 125 - Physical Anthropology - origin of humans - Compare and contrast the models that explain the origins of the human species. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: A multiple choice question embedded in the midterm. The main difference in the models that explain the origins of the humans species is in..</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: At least 80% of the students will answer correctly.</p>	<p>05/30/2014 - Assessments were based on 4 multiple choice questions, 3 questions on quiz 12, one question on quiz 13 to test the SLO.</p> <p>The results are as follows: Q1: 13 out of 17 answered it correctly Q2: 11 out of 17 answered it correctly Q3: 16 out of 17 students answered it correctly Q4: 15 out of 16 answered it correctly Result Type: Criterion met Reporting Cycle: 2013 - 2014</p>	<p>05/30/2014 - The results overall are pretty consistent, with a similar number of students understanding the concept on each question tested. The results are improved from last semester. More emphasis was placed on these concepts using myanthrolab and I will continue with this technique.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/18/2013 - Four (4) multiple choice questions given as an online extra credit quiz from 12/17/13 to 12/20/13. Two sections were assessed.</p> <p>TABLE OF RESULTS Total # of students taking the exam 10 14 24</p>	<p>12/18/2013 - I will continue to emphasize the differences between the genus Homo and the Australopithecines as well as addressing the multiple migrations out of Africa of H. erectus and subsequent "humans".</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p># incorrect % incorrect # incorrect % incorrect % incorrect # incorrect % incorrect Number of incorrect answers Question 1 0 0% 0 0% 0 0% Question 2 3 30% 6 42.8% 9 37.5% Question 3 2 20% 4 28.6% 6 25% Question 4 1 10% 4 28.6% 5 20.8%</p> <p>Overall student performance on the questions was quite high. Of the questions Number 2 garnered the most incorrect answers. This might be due to the fact that “human” is not in fact a scientifically accurate term. We discussed at length the issues with the species concept, taxonomic classification and other issues that make categorizing fossils difficult and whether the term human could apply to species other than H. sapiens. Several of the dates given in the answers coincide with the appearance and dispersal of other members of the genus Homo and might have confused the students. All other questions showed strong performance.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	<p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/18/2013 - The results were based on 4 multiple choice questions, 3 questions on quiz 12, one question on quiz 13 to test the SLO.</p> <p>30 Students took quiz 12, and 30 students took quiz 13.</p> <p>The results are as follows:</p> <p>Quiz 12 question 11: 2 students missed the question, 28 answered it correctly.</p>	<p>12/18/2013 - The results surprised me as the number of students that answered each question correctly and incorrectly is not consistent. It should be as the questions are asking for the same information if a student understands the models of hominid evolution. More testing needs to be done. Perhaps it is how the questions are phrased.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Quiz 12 question 13: 9 student missed the question, 21 answered it correctly</p> <p>Quiz 12, Question 15: 4 students missed the question, 26 answered it correctly</p> <p>Quiz 13, Question 19: 3 students answered the question incorrectly, 27 answered it correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <p>Related Documents: ANTH 125</p>	<p>Action Plan Category: Conduct Further Assessment</p>
			<p>03/07/2011 - 88% of students answered this question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - I started talking about the models since the first day of class, instead of waiting until the end of the course when the models are presented in more detail. Tying information into the models as we have gone through the course has put greater importance on the concepts.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/14/2010 - 82% answered the question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>12/17/2010 - We didn't spend that much time discussing the models since theories have changed since last April with new evidence. This could explain why the success rate wasn't very high.</p> <p>Action Plan Category: Other</p>
			<p>03/08/2010 - Apply general principles of biology as it relates to physical anthropology.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Tested through a multiple choice question embedded on an exam: A cell that has its DNA enclosed by a nucleus is called a - A. Karyote. B. Prokaryote. C. Eukaryote D. Prion. 89% of students produced the correct answer Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Anthropology - CAN ANTH 125 - Physical Anthropology - concept of race - Identify the concept of race as defined by the American Anthropological Association. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: A multiple choice question embedded in the midterm. The concept of race is defined as _____ by the American Anthropological Association. Assessment Method Category: Exam Success Criterion: At least 80% of the students will correctly answer the question.</p>	<p>03/07/2011 - 95% answered this question correctly. Result Type: Criterion met Reporting Cycle: 2010 - 2011</p> <hr/> <p>12/14/2010 - 95% of students answered the question correctly. Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - I plan to continue to spend an entire class period on the concept of race as the success rate is high. Action Plan Category: Conduct Further Assessment</p> <hr/> <p>12/14/2010 - Since a whole class was spent on the biological race concept, it doesn't surprise me the high success rate by students of this assesment. Many are surprised that biological races don't exist, because it challenges many of their world views so the concept sticks with them. Action Plan Category: Other</p>
			<p>03/08/2010 - The consensus criterion for identifying a biological race is - A. at least 50% of the members of one population of a species must be</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>physically distinguishable from those from another population. B. two populations of the same species are located in two different geographical areas. C. two populations have different vocalization or , in humans, languages. D. there are no established criteria for identifying races of plants and animals (including humans) today.</p> <p>98% of students produced the correct answer. Since a whole class was spent on the biological race concept, it doesn't surprise me the high success rate by students of this assesment. Many are surprised that biological races don't exist, because it challenges many of their world views. This sticks with them, which is probably why so many got this correct on the assessment. This lesson plan won't change, and I won't be testing this SLO again.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Anthropology - CAN ANTH 125 - Physical Anthropology - SLO 1 General Principles - Apply general principles of biology as it relates to physical anthropology. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: Ten multiple-choice questions on exam.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of the students will earn a C or higher on the exam. Grades are calculated on a a 90/80/70/60 percentage scale.</p>	<p>02/05/2013 - 39 Students took the quiz. 0 students missed number 1 (100% got the answer right) 2 students missed number 2 (92% got the answer right) 4 students missed number 4 (85% got the answer right) 9 students missed number 5 (74% got the answer right) 3 students missed number 7 (92% got the answer right) 0 students missed number 8 (100% got the answer right)</p>	<p>02/05/2013 - The overall success rate of students on quiz one is high, illustrating that they understand the general principles of biology as it relates to physical anthropology at the beginning of the course. This is good as physical anthropology builds as Math does. Students must understand the basic concepts of evolution in order to comprehend later chapters. I will continue to assign the same reading and tutorial exercises as most students are understanding the concepts. I plan to</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>5 students missed number 12 (85% got the answer right) 1 student missed number 13 (95% got the answer right) 4 students missed number 16 (87% got the answer right) 2 students missed number 20 (95% got the answer right)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>test this SLO in the future using different quiz questions to see if students continue to understand biology and its relationship to physical anthropology.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>01/31/2013 - TABLE OF RESULTS M/W section (12/5/12) # of students taking the exam 18 # incorrect % incorrect Number of incorrect answers Question 1 2 11.11% Question 2 3 16.67% Question 3 7 38.89% Question 4 11 61.11% Question 5 13 72.22% Question 6 5 27.78% Question 7 10 55.56% Question 8 4 22.22% Question 9 7 38.89% Question 10 13 72.22% Total Incorrect 75 41.67% Class Average (correct): 5.8 58%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: Report on SLOs for ANTH 125-FA2012.docx</p>	<p>01/31/2013 - Discussion of Results: Several questions stand out for the high number of incorrect responses they elicited. Questions 4, 5, 7, and 10 each elicited incorrect responses from more than half of the class. All four of those questions address topics that were covered in the first few weeks of the class. Because the final is comprehensive this is surprising. Students appear to have forgotten much of the earlier material in the course. I should review my lecture and exam structure and build in more opportunities for revision and making connections between earlier and later course material.</p>
			<p>01/25/2013 - Overall, the students' performance was moderate. Forty six percent of the students did very well on the test, answering from 70 to 90 percent of the questions correctly. About 18% of</p>	<p>01/25/2013 - Out of all questions, question # 5 was the one that presented the most challenge as it was answered incorrectly more often than other questions by about 60% of students.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>the students answered 50 to 60 percent of questions correctly. Thirty five percent of the students gave the correct answers to less than 50% of the questions. The majority of the students passed the test.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: Anthro 125 SP12 SLO report.docx</p>	<p>Questions #3 and #10 were answered incorrectly by about 40% of students. Two out of three problematic questions are from the same chapter. In the future, I should pay more attention to the specific terminology and important names that students need to memorize from that chapter. As for question #3, I believe that even though the term was mentioned during the lecture and presented on one of the Power Point slides, I did not emphasize the importance of this term for memorization. I will take this into consideration in my future work. Distribution of other incorrectly answered questions seems rather random.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>01/25/2013 - Results: Assessment was based on 10 multiple choice questions on a Midterm Exam to test the SLO.</p> <p>28 students took the exam. 2 missed no.1, 4 missed no. 2, 7 missed no. 3, 2 missed no. 4, 5 missed no. 5, 3 missed no. 6, 9 missed no. 7, 3 missed no. 8, 3 missed no. 9, 1 missed no. 10</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: Anth 125 F12 results.doc</p>	<p>01/25/2013 - Reflection: The use of a study guide before the midterm seemed to influence a positive outcome on most questions. Peppered moths were presented as an example of evolution during review. Emphasis on some review of course topics throughout the first half of the semester in lectures also seemed helpful. Biographical questions seemed to be the weak point, most likely due to a lack of emphasis and time spent on the historical figures on my part. For a future course, I may redesign time spent on the historical figures or create a review session on the reading to increase retaining this knowledge.</p> <p>Action Plan Category:</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>12/19/2012 - 28 students took the exam. 2 missed no.1, 4 missed no. 2, 7 missed no. 3, 2 missed no. 4, 5 missed no. 5, 3 missed no. 6, 9 missed no. 7, 3 missed no. 8, 3 missed no. 9, 1 missed no. 10</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: ANTHRO Test</p>	<p>Use New or Revised Teaching methods</p> <hr/> <p>12/19/2012 - The use of a study guide before the midterm seemed to influence a positive outcome on most questions. Pepered moths were presented as an example of evolution during review. Emphasis on some review of course topics throughout the first half of the semester in lectures also seemed helpful. Biographical questions seemed to be the weak point, most likely due to a lack of emphasis and time spent on the historical figures on my part. For a future course, I may redesign time spent on the historical figures or create a review session on the reading to increase retaining this knowledge.</p> <p>Action Plan Category: Conduct Further Assessment</p> <hr/>
			<p>12/17/2012 - ANTH 125, Fall 2012- Leitner-Discussion of Results: Several questions stand out for the high number of incorrect responses they elicited. Questions 4, 5, 7, and 10 each elicited incorrect responses from more than half of the class. All four of those questions address topics that were covered in the first few weeks of the class.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: Report on SLOs for ANTH 125-FA2012.docx</p>	<p>12/17/2012 - Because the final is comprehensive this is surprising. Students appear to have forgotten much of the earlier material in the course. I should review my lecture and exam structure and build in more opportunities for revision and making connections between earlier and later course material.</p> <p>Action Plan Category: Conduct Further Assessment</p> <hr/>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>09/17/2012 - Assessments were based on 10 multiple choice questions on quiz 1 to test the SLO.</p> <p>30 students took the exam. 2 missed no.1, 6 missed no.2, 8 missed no.4, 4 missed no.5, 3 missed no. 7, 1 missed no. 8, 0 missed no. 12, 1 missed no.13, 3 missed no. 16, 0 missed no. 20</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <p>Related Documents: ANTH 125 results- Einhorn for Fall 2012.docx</p>	<p>09/17/2012 - Reflection: Students seem to be comprehended this early material better than the previous year. Perhaps this is because I'm trying a new format of weekly quizzes on the reading (so that they hopefully keep up with the reading instead of falling behind). Also, weekly tutorials online are assigned that also presents information found in the text in a more interactive format. This allows for material presented in more learning styles than just lecture and group discussion.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>05/04/2012 - Ten multiple-choice questions on the Midterm, administered on Wednesday, March 28th, 2012 from 11:10am-12:25pm.</p> <p>Success Criterion: The Midterm consists of 100 questions, each 1 point each. The class is based on a 500-point scale. The Midterm is 1/5th of the overall grade.</p> <p>Results: ? Assessments were based on 10 multiple choice questions on the Midterm to test the SLO. ? 29 students took the Midterm</p> <p>0 missed no. 3: 100% 0 missed no. 7: 100% 4 missed no. 13: 86% 7 missed no. 22: 76% 16 missed no. 23: 45% 8 missed no. 26: 72% 10 missed no. 27: 66% 6 missed no. 29: 80% 8 missed no. 33: 72% 12 missed no. 43: 59%</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
-----	-----------------	--	---------	--------------------

Average success rate for all 10 questions: 75.6%

The results of the assessment indicate that about 76% of the students are succeeding in this learning outcome by the midway point in the semester. All students have a basic understanding of a scientific hypothesis and the concept of biocultural evolution, as is shown by the 100% success rate in questions 3 and 7. The remaining questions, especially numbers 23, 27, and 43, will be reviewed and their content re-introduced throughout the latter portion of the semester by the instructor, with the goal of a 100% success rate in this SLO for all students. Methods of re-introduction will include connecting latter course subjects like hominid evolution, human variation and adaptation, to the terms and ideas missed below via lectures, activities, and assessments.

As for assessments, in-class writing assignments and the Final exam will re-incorporate the missed concepts. In-class writing assignments will have prompts that assume a few of the initially tested Midterm concepts as a base for answering the prompts correctly. Examples of these assessments are as follows:

1. In-Class Writing Assignment Prompt: What is a hominin? List two of the criteria that you would use to assess whether a fossil skeleton was hominin or not? Assume that the skeleton is relatively complete. This question is meant to partially address the missed concept of taxonomy

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>(Question 43 on the Midterm). In order to understand the question, the student will have to know where ?hominid? falls in relation to other taxonomic categories.</p> <p>2. Questions on the Final</p> <p>1. The terms Sivapithecus, Proconsul, and Dryopithecus, applied to different groups of Miocene hominoids, refer to a distinction made at what taxonomic level?</p> <ol style="list-style-type: none"> species genus subfamily family order <p>2. Which genus is found in the Fayum and is probably close to the ancestry of both major groups of living Old World anthropoids?</p> <ol style="list-style-type: none"> Apidium Sivapithecus Australopithecus Paranthropus Aegyptopithecus <p>3. The oldest possible hominin found to date has been given which genus name?</p> <ol style="list-style-type: none"> Australopithecus Sahelanthropus Zinjanthropus Ardipithecus Orrorin <p>These questions are also meant to address the missed Question 43 regarding Taxonomy on the Midterm</p> <p>When this course is taught again, the concepts missed by most of this present class will be focused on more diligently. Lectures that may have been unclearly presented to students, especially</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>concerning the make-up of DNA, and the influences of Charles Darwin, as is evidenced by the results, will be reformatted. Perhaps a more interactive evolution/DNA/heredity section is needed rather than a traditional lecture/question approach. The missed question concerning Taxonomy was likely due to Instructor oversight. Taxonomy was not brought up as a discussion point during lecture, but was instead relegated to reading. Taxonomy will be introduced in-person by the instructor upon next assignment to this course.</p> <p>Future activities may include making DNA out of Licorice and marshmallows as a fun and edible way of modeling the double helix with its sugars and phosphates (the licorice), and the bonded base pairs (colored marshmallows on toothpicks stuck into the licorice). A role-playing game may also be introduced with different people representing Ray, Lamarck, Linnaeus, Malthus, Lyell, Wallace, Cuvier, Erasmus Darwin, and Charles Darwin, with a future Mendel looking on as an observer of the past.</p> <p>Questions asked: (* is the correct answer)</p> <p>SLO for ANTH 125 Physical ANTH SLO: Apply general principles of biology as it relates to physical anthropology.</p> <p>Questions to test (10 in total, and numbered as encountered on the Midterm)</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>3. The biological characteristics of humans enabled culture to develop and culture, in turn, influenced human biological development. This is called -</p> <ul style="list-style-type: none"> *A. biocultural evolution. B. microevolution. C. quantum evolution. D. convergent evolution. <p>7. A Scientific hypothesis -</p> <ul style="list-style-type: none"> A. must always be a correct statement. B. is not a necessary part of the scientific method. C. is the same thing as a law. *D. must be testable. <p>13. Which of the following is an example of binomial nomenclature?</p> <ul style="list-style-type: none"> A. Vole B. Common Chimpanzee. C. Human *D. Homo Sapiens <p>22. Those individuals that produce more offspring, relative to other individuals in the population, are said to have greater -</p> <ul style="list-style-type: none"> *A. Fitness. B. Selective Pressure. C. Variation. D. Survival Potential. <p>23. Which of the following historical figures did not influence Charles Darwin?</p> <ul style="list-style-type: none"> A. Lamarck B. Malthus *C. Mendel D. Lyell <p>26. A cell formed by the union of an egg and a sperm is called a -</p> <ul style="list-style-type: none"> A. Gamete *B. Zygote 	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>C. Neuron D. Ovum</p> <p>27. The smallest unit of DNA consists of one sugar, one phosphate, and one of four bases. This unit is called a - A. Sperm *B. Nucleotide C. Nucleus D. Ribosome</p> <p>29. The end result of DNA replication is - - *A. Two new double-strands of DNA. B. The fusion of the mother's DNA with the father's DNA. C. The formation of a mRNA molecule. D. The Production of an amino acid molecule.</p> <p>33. How many chromosomes occur in a normal human somatic cell? A.44 B. 48 *C. 46 D. 53 E. 50</p> <p>43. The discipline within biology that is concerned with the rules of classifying organisms on the basis of evolutionary relationships is - A. Anatomy. B. Genetics. C. Ethology *D. Taxonomy</p> <p>Result Type: Inconclusive Reporting Cycle: 2012 - 2013 Related Documents:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>SLO results for Anth 125 Spring 2012 revised.doc ANTH 125 AB scantron back up Sp12-Schaefers.pdf</p> <hr/> <p>04/24/2012 - Overall, the students' performance was moderate. Forty six percent of the students did very well on the test, answering from 70 to 90 percent of the questions correctly. About 18% of the students answered 50 to 60 percent of questions correctly. Thirty five percent of the students gave the correct answers to less than 50% of the questions. The majority of the students passed the test.</p> <p>Out of all questions, question # 5 was the one that presented the most challenge as it was answered incorrectly more often than other questions by about 60% of students. Questions #3 and #10 were answered incorrectly by about 40% of students.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: Anthro 125 SP12 SLO report.docx</p> <hr/> <p>02/13/2012 - Ten multiple-choice questions on exam 1 on February 8 2012 for the accelerated Monday/Wednesdaynight 6-9:15pm section. Success Criterion: Grades are calculated on a 90/80/70/60 percentage scale.</p> <p>Results: Assessments were based on 10 multiple-choice questions on exam 1 to test the SLO.</p>	<p>04/24/2012 - Two out of three problematic questions are from the same chapter. In the future, I should pay more attention to the specific terminology and important names that students need to memorize from that chapter. As for question #3, I believe that even though the term was mentioned during the lecture and presented on one of the Power Point slides, I did not emphasize the importance of this term for memorization. I will take this into consideration in my future work. Distribution of other incorrectly answered questions seems rather random.</p> <p>Action Plan Category: Conduct Further Assessment</p> <hr/> <p>02/13/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Number of students who took the exam: 18 (2 didn't show) 2 missed no. 2, 0 missed no.6, 1 missed no. 10, 8 missed no.16, 4 missed no.20, 3 missed no. 24, 1 missed no. 11, 6 missed no.27, 5 missed no.29, 5 missed 30</p> <p>Questions asked: (* is the correct answer)</p> <p>Reflection: Overall, students were successful applying general principles of biology as it relates to physical anthropology. I will continue to use the same teaching methods involving these core concepts. I changed my approach to teaching number 16, but it still remains the most frequently missed question. I spent a lot of time discussing the concept of fitness so am unclear why it was missed. The term was mentioned in the text and in the interactive tutorials too. The most common wrong answer was variation. I spoke a lot about this term too, so maybe they switched them up during the exam. I plan to ask the students.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: ANTH 125 Sp 12 results.docx</p>	
			<p>10/15/2011 - Assessments were based on 10 multiple choice questions on exam 1 to test the SLO.</p> <p>Monday night section: 14 students took the exam. 1 missed no.2, 0 missed no.6, 2 missed no.10, 6 missed no.16, 4 missed no.20, 1 missed 24, 2 missed no.11, 2 missed no. 27, 4 missed 29, 4 missed 30</p>	<p>10/15/2012 - Further assessment of the effectiveness of the exam will be assessed over several semesters.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
-----	-----------------	--	---------	--------------------

Monday/Wednesday section: 26 students took the exam. 4 missed no. 2, 0 missed no.6, 2 missed no. 10, 12 missed no.16, 14 missed no.20, 4 missed no. 24, 5 missed no. 11, 3 missed no.27, 6 missed no.29, 11 missed 30

Tuesday/Thursday section: 29 students took the exam. 4 missed no. 2, 0 missed no.6, 5 missed no.10, 24 missed no.16, 11 missed no. 20, 5 missed no. 24, 10 missed no.11, 8 missed no. 27, 6 missed no. 29, 14 missed no. 30.

Result Type:
Criterion met
Reporting Cycle:
2011 - 2012

Related Documents:
[SLOs ANTH 125 All 3 sections Fall 2011.msg](#)
[ANTH 125 scantrons Fall 2011.pdf](#)

Assessment Method:
Ten (10) multiple choice questions
Assessment Method Category:
Exam
Success Criterion:
At least 70% of the students passed the test with at least a C (70%).

05/30/2014 - Two sections were assessed. Ten (10) multiple choice questions were given as an extra credit quiz with the final exam.

The results are as follows:
TABLE OF RESULTS ANTH 125 AB
ANTH 125 AA Total
of students taking the exam 17 24 41
incorrect % incorrect # incorrect % incorrect # incorrect % incorrect
Number of incorrect answers
Question 1 3 (17.6%) 10 (41.7%) 13 (31.7%)
Question 2 3 (17.6%) 4 (16.7%) 7 (17.1%)
Question 3 2 (11.8%) 3 (12.5%) 5 (12.2%)

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Question 4 1 (5.9%) 2 (8.3%) 3 (7.3%) Question 5 4 (23.5%) 15 (62.5%) 19 (46.3%) Question 6 4 (23.5%) 3 (12.5%) 7 (17.1%) Question 7 5 (29.4%) 10 (41.7%) 15 (36.6%) Question 8 4 (23.5%) 7 (29.2%) 11 (26.8%) Question 9 3 (17.6%) 4 (16.7%) 7 (17.1%) Question 10 14 (82.4%) 19 (79.2%) 33 (80.5%)</p>	
			<p>Result Type: Criterion met Reporting Cycle: 2013 - 2014</p>	
			<p>05/22/2013 - Ten multiple-choice questions were tested and repeated during the first, second and third midterm.</p>	<p>05/22/2013 - Continue testing and retesting the students on the 10 assessment questions.</p>
			<p>Overall there was a marked decrease in the number of incorrect responses, ranging from a low of 6 percentage points to a high of 13 percentage points. The questions where students have the lower rise are associated with naming specific individuals and their associated accomplishments or contributions to science. The questions also showed that after the second testing all question tested above a 70% level, whereas initial testing returned 3 results below 70%.</p>	<p>Action Plan Category: Conduct Further Assessment</p>
			<p>Questions First Testing Incorrect % total (33) Second Testing Incorrect % total (33) % pt.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Difference 1 8 24 5 15 +9 2 6 18 4 12 +6 3 10 30 7 21 +9 4 12 36 8 24 +12 5 13 40 9 27 +13 6 8 24 4 12 +9 7 7 21 5 15 +5 8 6 18 4 12 +6 9 14 42 9 30 +12 10 7 21 5 15 +6</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>05/22/2013 - TABLE OF RESULTS # of students taking the exam 24 # incorrect % incorrect Number of incorrect answers Question 1 3 12.50% Question 2 1 4.17% Question 3 7 29.17% Question 4 10 41.67% Question 5 13 54.17% Question 6 11 45.83% Question 7 10 41.67% Question 8 7 29.17% Question 9 8 33.33% Question 10 18 75.00% Total Incorrect 88 3 6.67% Class Average (correct): 6.33 63.33%</p>	<p>05/22/2013 - Students appear to have forgotten much of the earlier material in the course. I should review my lecture and exam structure and build in more opportunities for revision and making connections between earlier and later course material.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>Several questions stand out for the high number of incorrect responses they elicited. While only questions 5 and 10 each elicited incorrect responses from more than half of the class, questions 4, 6, 7 and 9 elicited incorrect answers from at least a third of the class. These seem to be better numbers than in previous semesters, yet are still not</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>optimal. All of these questions address topics that were covered in the first few weeks of the class (history of evolutionary theory, cell structure and function, taxonomy and classification, natural selection).</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2012 - 2013</p>	
	<p>CAN Dept - Anthropology - CAN ANTH 126 - Physical Anthro. Laboratory - taxonomy of primates - SLO2-Classify primates and humans in a taxonomic relationship. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: labs; Question on a non-graded quiz: Humans evolved from monkeys. A. True B. False Rubric: Correct or incorrect.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: At least 80% of students will answer correctly.</p>	<p>01/25/2013 - Results: Assessments were based on lab 5 to test the SLO. 13 of the 16 students who turned in Lab 5 successfully completed the SLO.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>01/25/2013 - Reflection: The lab involved attending the local zoo to do a primate observation and reflection to develop a better understanding of the classification of primates. Most students attended the SF zoo. Perhaps the success rate of this activity can be explained by the fact that the activity involved all learning styles and hit all senses (sound, smell, touch, sight). I will plan on continuing to have this assignment in the lab course. It is a typical assignment for the intro to physical lab throughout the state. For those who did not turn in the exercise, the most common reason was that they hadn't made time to go to the zoo. I will push the activity back a week next semester to allow more time for the activity.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>12/19/2012 - Assessments were based on lab 5 to test the SLO.</p>	<p>12/19/2012 - Students that went to the zoo and spent time on the histogram developed a better understanding of the</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>19 students were enrolled in the course when this assessment was given. 7 earned 10/10 points, 3 earned 9/10 points, 4 earned 5/10 points, 2 earned 2/19 points, and 3 out of 19 students failed to turn in the assignment earning 0/10 points.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>classification primates than those who did not go to the zoo. Going to the zoo should continue to be part of this lab exercise as students are engaging all styles of learning in the process of going and seeing non-human primates. Those students that went through this practical at the zoo did very well on the lab assignment associated with the zoo. However, I wonder why the 3 out of 19 students did not turn in the assignment? It would be interesting to know if it was because they couldn't get to a zoo and if so, for what reasons? (for example, if transportation is an issue perhaps there could be an optional field trip with a campus van to get them there).</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>10/08/2012 - Fall 2012- Einhorn-Reflection SLO2: The lab involved attending the local zoo to do a primate observation and reflection to develop a better understanding of the classification of primates. Most students attended the SF zoo. Perhaps the success rate of this activity can be explained by the fact that the activity involved all learning styles and hit all senses (sound, smell, touch, sight). I will plan on continuing to have this assignment in the lab course. It is a typical assignment for the intro to physical lab throughout the state. For those who did not turn in the exercise, the most common reason was that they hadn't made time to go to the zoo.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>10/08/2012 - Action Plan: I will push the activity back a week next semester to allow more time for the activity.</p> <p>Action Plan Category: Revise course syllabus or outline</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>01/16/2012 - ANTH 126- The identification of bones exam was a test of memorization of terms. Memorizing terms is not something many of our students have been exposed to as I learned from discussions with some of them during office hours. Before the exam, I was very specific about which bones would need to be memorized. I think this accounts for the success rate overall. Most students did well on this exam, with many A's, few B's and C's. Those who did not put the effort into memorization did poorly on all of the questions tested for this SLO, scoring very low. Memorizing bones is something that is required of most basic physical anthropology labs. To aid students, interactive web sites with bones were assigned to work on as well as a lab assignment with an interactive CD Rom of the bones. A skeleton was available during office hours and in the learning center for tactile learners. I continue to use these resources as the majority of students took advantage of them who were successful. I am brainstorming ways to address the few unsuccessful student scores.</p> <p>Action plan: conduct further assessment</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>01/16/2012 - Action plan: conduct further assessment</p>
			<p>12/17/2010 - 90% of students answered this question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>12/14/2010 - I'll continue to assess this. I didn't mention this more than twice in class which could account for a lower success rate on this SLO.</p> <p>Action Plan Category:</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
				Conduct Further Assessment
			03/04/2010 - 95% of students answered this correctly.	04/15/2010 - This is something that was repeated in the text and in class over and over, so the success rate makes sense.
			Result Type: Criterion met	
			Reporting Cycle: 2009 - 2010	Action Plan Category: Conduct Further Assessment
	CAN Dept - Anthropology - CAN ANTH 126 - Physical Anthro. Laboratory - human evolution - Classify humans by their evolutionary origins. (Created By CAN Dept - Anthropology)	Assessment Method: Question on a non-graded quiz: Humans A. have only been on earth for 10,000 years B. have only been on earth for 4,000 years C. are a relatively recent species on the planet D. bodies don't act on natural selection Rubric: Correct or incorrect. Assessment Method Category: Exam Success Criterion: At least 80% of students will answer correctly.	01/24/2012 - ANTH 125-Overall, students were successful applying general principles of biology as it relates to physical anthropology. I will continue to use the same teaching methods involving these core concepts except with number 16, the most frequently missed question. I will spend more time discussing fitness. Although the biological species concept was stressed in this course, students must not be grasping the concept since this question was missed so frequently. The wrong answer given was not consistent, showing they are perhaps guessing on the answer. I will include this concept in the writing assignment so that students will need to apply the concept and critically think about it. I will also highlight the concept in discussion/lecture more. The term was mentioned in the text and in the interactive tutorials.	
			Result Type: Inconclusive	
			Reporting Cycle: 2011 - 2012	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>01/24/2012 - ANTH 126- The identification of bones exam was a test of memorization of terms. Memorizing terms is not something many of our students have been exposed to as I learned from discussions with some of them during office hours. Before the exam, I was very specific about which bones would need to be memorized. I think this accounts for the success rate overall. Most students did well on this exam, with many A's, few B's and C's. Those who did not put the effort into memorization did poorly on all of the questions tested for this SLO, scoring very low. Memorizing bones is something that is required of most basic physical anthropology labs. To aid students, interactive web sites with bones were assigned to work on as well as a lab assignment with an interactive CD Rom of the bones. A skeleton was available during office hours and in the learning center for tactile learners. I continue to use these resources as the majority of students took advantage of them who were successful. I am brainstorming ways to address the few unsuccessful student scores.</p> <p>Action plan: conduct further assessment</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>01/24/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/17/2010 - 88% of students answered this question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>12/17/2010 - More time will be spent on the depth of time, emphasizing the dates.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>03/04/2010 - 92% of students answered this correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Anthropology - CAN ANTH 126 - Physical Anthro. Laboratory - primate behavior - Compare and contrast behavior of a primate in their natural habitat and in the zoo.</p> <p>(Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: The assessment is based on student success in writing a paper: Write a paper using the comparative method in anthropology to discuss how behavior of primates in the zoo differs from that in the wild. Be specific in your references to the primate you observed. Staple your zoo ticket and observation sheet to your paper. Going with others in the class is encouraged. Rubric: 1- Successful 2-Somewhat Successful 3-Not successful</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of the students will score at least "somewhat successful" on the assignment. Rubric: 1- Successful 2-Somewhat Successful 3-Not successful</p>	<p>05/30/2014 - Assessments were based on 4 multiple choice questions, 3 questions on quiz 12, one question on quiz 13 to test the SLO.</p> <p>The results are as follows: Q1: 15 out of 17 answered it correctly Q2: 9 out of 17 answered it correctly Q3: 15 out of 17 students answered it correctly Q4: 14 out of 16 answered it correctly</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>12/18/2013 - Assessments were based on lab 5 due on Oct. 10 2013. Students went to the zoo to conduct a 30 minute observation. They then compared the behavior at the zoo with that in the wild of the same primate. Results (see below): 13 students were successful on the lab earning over 90%; 7 students earned between 80-89%; 3 students earned between 70-79%; 9 students did not turn in the assignment.</p> <p>Students that did the assignment were generally successful on the SLO, and were able to complete the objective of</p>	<p>05/30/2014 - The results overall are pretty consistent, with a similar number of students understanding the concept on each question tested. The results have gone up since last semester. More emphasis was placed on these concepts using myanthrolab and I will continue with this technique.</p> <p>Action Plan Category: Conduct Further Assessment</p> <hr/> <p>01/02/2014 - More effort will be put in getting students motivated to go to the zoo. Perhaps a bus from the college to the zoo can be rented for the day to give an option to students who do not have a car (although public transportation does go directly to the zoo).</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>the assignment. Unfortunately almost a third of students did not complete the assignment.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>02/20/2013 - SECTION 1: 19 out of 23 students turned in the assignment. Of those who turned in the assignment, 16 earned an A, 1 earned a B, 1 earned a C, and 1 earned a D.</p> <p>SECTION 2: 15 out of 24 students turned in the assignment. Of those who turned in the assignment, 13 earned an A and 2 earned a D.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>02/20/2013 - SECTION 1: Conduct further research/ move on to test another SLO, as this seems successfully tested (although testing it for just this year is not a great sample size)</p> <p>The high success rate could be because all senses were engaged, it involved a field trip to the zoo, and this lab was worth more points than others as it was more involved and included going to the zoo. Those who completed the assignment did very well overall. Those who earned less than full credit turned in short answers that focused on the zoo observation and didn't make a connection to the primate's natural habitat (failed to do the extra out of class research necessary to be successful on this assignment). The 4 students who did not turn in the assignment is about average compared to other assignments for the course that are not turned in. I therefore would not attribute the lack of turning in the assignment to the fact that they had to get to the zoo.</p> <p>SECTION 2: Conduct further research/ move on to test another SLO, as this seems successfully tested (although testing it for just this year is not a great sample</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
-----	-----------------	--	---------	--------------------

size)

The success rate on this lab is unusually high compared to the other lab assignments. Normally the grades and success are a bell curve. The high success rate could be because all senses were engaged, it involved a field trip to the zoo, and this lab was worth more points than others as it was more involved and included going to the zoo. Those who completed the assignment did very well overall. Those who earned less than full credit did not fully complete the observation and had difficulty with the math involved. The 9 students who did not turn in this assignment is higher than on the other assignments. I therefore would perhaps attribute the lack of turning in the assignment to the fact that they had to get to the zoo and lack of planning involved to get there. Maybe there could be an optional bus/carpool in the future as a way to connect students and provide a ride to the zoo. Going to the zoo is a typical lab assignment in the state for Intro to Physical Lab so it should not change even if students are not going for some reason or another. Those that did go and completed the assignment were highly successful overall, and most likely this learning experience will stick with them.

Action Plan Category:
Conduct Further Assessment

01/24/2012 - ANTH 125-Overall, students were successful applying general principles of biology as it relates

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>to physical anthropology. I will continue to use the same teaching methods involving these core concepts except with number 16, the most frequently missed question. I will spend more time discussing fitness. Although the biological species concept was stressed in this course, students must not be grasping the concept since this question was missed so frequently. The wrong answer given was not consistent, showing they are perhaps guessing on the answer. I will include this concept in the writing assignment so that students will need to apply the concept and critically think about it. I will also highlight the concept in discussion/lecture more. The term was mentioned in the text and in the interactive tutorials.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>01/24/2012 - ANTH 126- The identification of bones exam was a test of memorization of terms. Memorizing terms is not something many of our students have been exposed to as I learned from discussions with some of them during office hours. Before the exam, I was very specific about which bones would need to be memorized. I think this accounts for the success rate overall. Most students did well on this exam, with many A?s, few B?s and C?s. Those who did not put the effort into memorization did poorly on all of the questions tested for this SLO, scoring very low. Memorizing bones is something that is required of most basic physical anthropology labs. To aid</p>	<p>01/24/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>students, interactive web sites with bones were assigned to work on as well as a lab assignment with an interactive CD Rom of the bones. A skeleton was available during office hours and in the learning center for tactile learners. I continue to use these resources as the majority of students took advantage of them who were successful. I am brainstorming ways to address the few unsuccessful student scores. Action plan: conduct further assessment</p> <p>Result Type: Inconclusive Reporting Cycle: 2011 - 2012</p>	
			<p>12/17/2010 - 75% were successful. 10% were somewhat successful. and 15% were not successful. Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	<p>12/17/2010 - more time should be spent on the comparative approach as that was the part they were struggling with.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>03/04/2010 - 81% of students answered this successfully, 10% somewhat successfully, and 9% unsuccessfully. Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	<p>03/04/2010 - Overall the students were successful in the assessment of these SLOs. I do plan to spend more time on habitats of primates, as only 81% of students were successful with the assignment. Much of the learning for the essay was self driven. We discussed natural habitats in class, but they had to critically think and make connections at the zoo. I will continue to teach the taxonomic classification the same, but I feel since this is such a broad SLO theme that it can be tested multiple times through a variety of questions. The same for SLO 2. Evolutionary origins are being tested in this question, but only in the time aspect. Other</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
				<p>questions would need to be asked to really see if a student understands the origins of our evolution.</p> <p>Action Plan Category: Develop new evaluation methods</p>
	<p>CAN Dept - Anthropology - CAN ANTH 126 - Physical Anthro. Laboratory - Identify bones - SLO 1: Identify bones of the human skeleton. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: Assessments were based on the first 10 multiple choice questions on the Human Osteology Quiz. 29 studentstook the exam.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: Grades are calculated on a a 90/80/70/60 percentage scale.</p>	<p>02/06/2012 - The first ten multiple-choice questions on the Human Osteology Quiz given January 30 2012. Numbers on models of bones/photos of the human skeleton were labeled. The students had to correctly identify the bone from the list given.(for each question the majority of the students came up with the correct answer)</p> <p>Reflection: The identification of bones exam was a test of memorization of terms. In the syllabus I was very specific about which bones in which figures in the labs would need to be memorized. I think this accounts for the success rate overall. Most students did well on this exam, with many A?s, few B?s and C?s. Those who did not put the effort into memorization did poorly on all of the questions tested for this SLO, scoring very low overall (I had lots of A?s and lots of F?s, few C?s). Some students failed to take the exam at all. Memorizing bones is something that is required of most basic physical anthropology labs. To aid students, interactive web sites with bones were assigned to work on as well as a lab assignment with an interactive CD Rom of the bones. A skeleton was available during office hours and in the learning</p>	<p>02/06/2012 - Conduct further assessment</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>center for tactile learners. I continue to use these resources as the majority of students took advantage of them who were successful. I am brainstorming ways to have more students take the exam since many blew it off.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: Anth 126 sp12.docx</p>	
	<p>CAN Dept - Anthropology - CAN ANTH 200 - Ethnographic Film - film as tool - Evaluate the use of ethnographic film as an anthropological tool. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: essay assignment</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: At least 75% of the students will demonstrate mastery of this concept.</p>	<p>01/16/2012 - ANTH 200- Students that attended class and posted online did much better on their paper than those who did not. The discussion board involved critical thinking questions about synthesizing information from ethnographic films to understand cultures and social relationships. This helped them to develop skills to be successful on their essay. Other reasons that could account for the success rate on this SLO include many returning students that have taken other anthropology courses (and have knowledge to build upon particularly from ANTH 110) and the JSTOR library workshop. I plan to continue to use the discussion board method and have them attend a JSTOR workshop, since these things seem to be accounting for the success rate. More analysis would be needed to see if a student really understands the connection between cultures and social relationships, especially for those whom did not turn in an essay and therefore failed the SLO.</p>	<p>01/16/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Action plan: conduct further assessment</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/18/2010 - 80% of students demonstrated the use of using ethnographic films as an anthropological tool in an essay assignment.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>12/18/2010 - The percentage illustrates a high success rate as our discussions after films directly involve talking about them as anthropological tools. As for the 20% that didn't illustrate this, I either did not receive their paper or their attendance was very low so they didn't benefit from these discussions.</p> <p>Action Plan Category: Conduct Further Assessment</p> <hr/>
	<p>CAN Dept - Anthropology - CAN ANTH 200 - Ethnographic Film - use film info to reveal culture - Synthesize information from ethnographic films to understand cultures and social relationships. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: essay assignment</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: At least 75% of the students will demonstrate mastery of this concept.</p>	<p>02/05/2013 - Assignment: Essay 1. Select two films of a single filmmaker that have been assigned to watch on the ethnographic database and compare the films shown. Comment on changes you observed in the films in terms of theoretical orientation and techniques of filmmaking.</p> <p>Assessments were based on essay 1 to test the SLO. 20 students turned in an essay. 8 students did not turn in an essay. Out of 25 points, 4 students earned 25 points, 1 student earned 24 points, 1 student earned 23 points, 1 student earned 22 points, 2 students earned 20 points, 5 students earned 17 points, 2 students earned 15 points, 1 student earned 13 points, and 1 student earned 12 points.</p>	<p>02/05/2013 - Further research will need to be conducted next year as a prereq of English has been added to the course. I am hoping that this will increase the retention and success of students who enroll in the course. Also, I hope they will then have the skills to write an essay due to the prereq when entering the course, as well critical thinking skills to compare and contrast films. Currently few students can write a thesis statement. Further research should be done once the prereq is enforced. I also would like to test this SLO using a different essay assignment to see if the results are similar or not.</p> <p>Action Plan Category: Conduct Further Assessment</p> <hr/>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>11 students out of 28 were successful synthesizing information from ethnographic films to understand cultures and social relationships.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>12/19/2012 - Assessments were based on essay 1 to test the SLO.</p> <p>15 students turned in an essay. 2 students earned a A, 8 students earned a B, 1 student earned a C, and 4 students earned an F.</p> <p>Essay 1 Due Sept. 5 at 1pm assignment: Select two films of a single filmmaker that have been assigned to watch on the ethnographic database and compare the films shown. Comment on changes you observed in the films in terms of theoretical orientation and techniques of filmmaking. Make sure to come up with a thesis statement.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>12/19/2012 - Most students did excellent or above average on this SLO or flunked. It would be interesting to see which students have taken English courses on writing essays. Those that earned F's on this essay struggled with critical thinking, grammar, spelling, a clear thesis, and overall structure of a college level essay. Also, it was clear they had not watched the films as none of those who earned F's mentioned any on the database. I plan to brainstorm on ways to make the film watching more interesting (review my selection and timing of the films), as well as asking students when they start the course if they have taken an English class to test this hypothesis.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>01/24/2012 - Reflections: ANTH 200- Students that attended class and posted online did much better on their paper than those who did not. The discussion board involved critical thinking questions about synthesizing information from ethnographic films to understand cultures and social relationships. This helped them to develop skills to be successful on their essay. Other reasons that could account</p>	<p>01/24/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>for the success rate on this SLO include many returning students that have taken other anthropology courses (and have knowledge to build upon particularly from ANTH 110) and the JSTOR library workshop. I plan to continue to use the discussion board method and have them attend a JSTOR workshop, since these things seem to be accounting for the success rate. More analysis would be needed to see if a student really understands the connection between cultures and social relationships, especially for those whom did not turn in an essay and therefore failed the SLO. Action plan: conduct further assessment</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>10/15/2011 - Success Criterion: Grades are calculated on a a 90/80/70/60 percentage scale. Results: 17 students turned in essay 1. Thirty points was possible. Number of students/score 1/7, 1/10, 1/20, 4/23, 1/26, 2/27, 1/29, 6/30</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Related Documents: ANTH 200 SLO results Fall 2011.msg</p>	

CAN Dept - Anthropology - CAN
 ANTH 200 - Ethnographic Film

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>- impact on studied culture - Assess the impact of ethnographic film on the culture being filmed. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: essay assignment</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: At least 75% of the students will demonstrate mastery of this concept.</p>	<p>01/24/2012 - Reflections: ANTH 200- Students that attended class and posted online did much better on their paper than those who did not. The discussion board involved critical thinking questions about synthesizing information from ethnographic films to understand cultures and social relationships. This helped them to develop skills to be successful on their essay. Other reasons that could account for the success rate on this SLO include many returning students that have taken other anthropology courses (and have knowledge to build upon particularly from ANTH 110) and the JSTOR library workshop. I plan to continue to use the discussion board method and have them attend a JSTOR workshop, since these things seem to be accounting for the success rate. More analysis would be needed to see if a student really understands the connection between cultures and social relationships, especially for those whom did not turn in an essay and therefore failed the SLO. Action plan: conduct further assessment</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>01/24/2012 - Action plan: conduct further assessment</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
	<p>CAN Dept - Anthropology - CAN ANTH 352 - Field Experience in Archaeology</p> <p>importance of context - Explain why context is important.</p> <p>(Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: This SLO is tested through an open ended question, "Discuss why context is important." Answer: Provenience of artifacts, features, and ecofacts must be mentioned for them to get this correct.</p>	<p>06/01/2010 - 90% of students were correct.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	<p>03/07/2011 - Context is a central theme to the course, so I'll continue to teach this the same as the success rate on this question was high.</p> <p>Action Plan Category:</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		Rubric: Correct or not correct. Assessment Method Category: Essay Success Criterion: At least 80% of the students will answer correctly.		Conduct Further Assessment
	CAN Dept - Anthropology - CAN ANTH 380 - Preparation for Travel Study in Anthropology - cultural elements - Identify key cultural elements of the culture discussed. (Created By CAN Dept - Anthropology)	Assessment Method: Assessed through a writing assignment. Assessment Method Category: Essay Success Criterion: At least 75% of students will answer correctly.	12/18/2010 - 96% of students were able to answer the question correctly. Result Type: Criterion met Reporting Cycle: 2010 - 2011	12/18/2010 - They are highly motivated since they must pass this course to go on the experience abroad. Next time, I should present more maps to improve an understanding of key elements. Action Plan Category: Conduct Further Assessment
	CAN Dept - Anthropology - CAN ANTH 380 - Preparation for Travel Study in Anthropology - cultural history - Understand a basic history of the culture discussed. (Created By CAN Dept - Anthropology)	Assessment Method: Identify historic periods and their importance on an exam. Assessment Method Category: Exam Success Criterion: At least 75% of students will answer correctly.	12/14/2010 - 82% of students identified the correct historic periods on the exam. Result Type: Criterion met Reporting Cycle: 2010 - 2011	12/18/2010 - More time should be spent discussing the historic periods in which they fill in a blank time line. Maybe writing it down would help them learn it. Action Plan Category: Use New or Revised Teaching methods
	CAN Dept - Anthropology - CAN ANTH 381 - Travel Study in Anthropology - ethnocentrism - Identify how their ethnocentrism is challenged. (Created By CAN Dept - Anthropology)	Assessment Method: Assessed through a journal entry. Assessment Method Category: Other Success Criterion: Successfully covering all the course	03/07/2011 - 92% of students correctly used the term ethnocentrism in a journal entry and discussed how their own ethnocentrism was challenged. Result Type: Criterion met	03/07/2011 - Journaling was very powerful for the students. I will continue to use it as a teaching method. Action Plan Category:

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		assignments in the journal	Reporting Cycle: 2010 - 2011	Conduct Further Assessment
	CAN Dept - Anthropology - CAN ANTH 381 - Travel Study in ANthropology - cultural comparison - Apply the comparative approach to a different culture than their own. (Created By CAN Dept - Anthropology)	Assessment Method: Assessed through a journal entry. Assessment Method Category: Other Success Criterion: Successfully completing all assignments in journal.	03/07/2011 - 98% of students correctly applied the comparative approach to Egypt. Result Type: Criterion met Reporting Cycle: 2010 - 2011	03/07/2011 - Comparing cultures comes naturally, but a high percentage did this using cultural relativism. Action Plan Category: Conduct Further Assessment
	CAN Dept - Anthropology - CAN ANTH 381 - Travel Study in ANthropology - culture and globalization - Explain how the culture has changed in recent years due to globalization. (Created By CAN Dept - Anthropology)	Assessment Method: Assessed through a journal entry. Assessment Method Category: Other Success Criterion: Successfully completing all assignments in journal	03/07/2011 - Only 42% of students directly mentioned globalization in their journals, and 38% of them used McDonalds to illustrate their point as an example. Most students did mention economics and the tourist trade in their journal entries, which is a factor of globalization. Result Type: Inconclusive Reporting Cycle: 2010 - 2011	03/07/2011 - Ask them to write an entry in their journals specifically on globalization. Action Plan Category: Conduct Further Assessment
	CAN Dept - Anthropology - CAN ANTH 670 - Cooperative Educ./Work Exp. - paths to anthropologist - Describe paths that students can take to become an Anthropologist. (Created By CAN Dept - Anthropology)	Assessment Method: Tested through a discussion with students, one on one. Assessment Method Category: Other Success Criterion: All students will describe steps needed to become an anthropologist	03/07/2011 - 88% of students were able to describe possible pathways to become an anthropologist. Result Type: Criterion met Reporting Cycle: 2010 - 2011	03/07/2011 - The success rate was a little lower than i hoped because not everyone came to be assessed. Action Plan Category: Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Anthropology - CAN ANTH 670 - Cooperative Educ./Work Exp. - Anthropology careers - Understand the variety of careers that are available for Anthropology majors. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: Students produce a list of examples through their own research online, at the library, and talking to anthropologists.</p> <p>Assessment Method Category: Capstone Assignment/Project</p> <p>Success Criterion: All students will include at least 5 examples of careers available to anthropologists</p>	<p>03/07/2011 - 98% of students were able to produce a list</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - This was a very straight forward assignment. All are very interested in Anthropology so many were producing this out of interest and not just for a grade.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - Anthropology - CAN ANTH 670 - Cooperative Educ./Work Exp. - anthropology skills - Demonstrate a skill that an Anthropologist would use in their work. (Created By CAN Dept - Anthropology)</p>	<p>Assessment Method: Tested through a discussion with students, one on one.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: All students will demonstrate at least one skill used by anthropologists</p>	<p>03/07/2011 - All students were able to demonstrate at least one skill.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>03/07/2011 - Maybe I'll make this more specific to their interests in the future (sub field focus).</p> <p>Action Plan Category: Conduct Further Assessment</p>