

## Course Outcomes Guide

**Directions:** Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

**Course/Program Title:** ANT-201 Cultural Anthropology

**Date:** Spring 2013

**Course/Program Team:** Suzannah Moran

### **Expected Learning Outcomes:**

1. Compare diverse cultural solutions to social, economic and environmental issues affecting the US and the broader world today.
2. Critically analyze the impact of culture upon the development of the students' world view.
3. Assess the relationship between culture and individual behavior

**Assessment** (How do or will students demonstrate achievement of each outcome?)

Students will be assessed via a variety of written essays

**Validation** (What methods have you used or will you use to validate your assessment?)

Rubrics have been developed and implemented to assess the degree to which students are meeting the expected learning outcomes. The primary instructor has collaborated with LuAnn Fisher, Adjunct Professor of Anthropology, to develop these assessments and rubrics. Results have been compared and the assessments and rubrics have been revised based upon our findings.

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

78% of students scored 80% or higher on the essay rubric, which was tailored to the learning outcomes. The greatest weakness emerged in Outcome 2: critically analyze the impact of culture upon the development of the students' world view. It was felt that some students were not adequately assessing and articulating an understanding of the impact of culture upon their own perceptions and behaviors, and at times, their statements were ethnocentric in nature and lacked the cultural relativity that should be evident in the writings of anthropology students.

**Follow-up** (How have you used or how will you use the data to improve student learning?)

The data have been collected by the instructor and will be used to revise lecture materials to further enhance student understanding of diversity and diffusion, with a particular emphasis upon the development of the students' world view. The essay assignment descriptions and rubrics have been revised and aligned with the annotated bibliography and presentation

assignment to foster more profound critical thinking. Classroom lectures and discussions have been revised to put greater emphasis upon the need to comprehend and accurately articulate the enormous role that culture plays upon one's own perceptions and behaviors. Subsequent student submissions have shown greater articulation of cultural concepts and a greater appreciation of the wide array of cultural solutions to common human problems.

Effective Fall 2013, Cultural Anthropology will no longer be a Behavioral and Social Science General Education course and will instead fall under the new Diversity category of General Education. As a result, the General Education Outcomes have been revised. Course content and assessments will be revised to align with the new General Education Diversity Outcomes.

**Budget Justification** (What resources are necessary to improve student learning?)

No additional resources are necessary.