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 2017

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 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, Suzannah Moran, has collaborated with LuAnn Fisher, Adjunct Professor of Anthropology, to develop these assessments and rubrics. Some of the assessments and rubrics have also been shared with the six member General Education Diversity team. Assessments and rubrics have been revised based upon faculty feedback and outcomes assessment data.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)
90% of students who completed the essay based assessment of SLO 1 scored 80% or higher on the essay assessment of SLO 1, which was tailored to the first Student Learning Outcome. (N = 99) This was a significant improvement over the previous year, but the improvement vanishes when factoring in the high proportion of students who did not complete the assessment. When counting all students, including those who did not submit the assignment, the percentage of students who scored above 80% drops to 84%, which is nearly identical to FY 16. The percentage of students demonstrating mastery of SLO 2 similarly varies from 84.6% to 74.6% depending on whether one factors in the students who did not submit the essay on which the assessment was based. The gap is even greater for the data on SLO3, with the percentage demonstrating mastery ranging from 94% to 77% based on a high proportion of non-completion.

Follow-up (How have you used or how will you use the data to improve student learning?)
In an effort to determine the reasons for the high rate of non-completion, factors such as the method of delivery and whether the course starts at the traditional beginning of the semester or is "late-start" course seem to play a role. A higher proportion of students in the lecture-based 15-week courses submitted essays (94%) than in late-start and online sections (as low as 70% in one second-7.5 week online section).

Spring 2017 was the first time that this course was run in a fully online format. Revisions are in process to hopefully increase student engagement and improve outcomes. It should be stated that 10% of the students in this 7.5 week online course ended the course with class averages of 0% and several others had extremely low course and assessment scores. They were enrolled in the course, but they were never full participants, and therefore their scores are neither an accurate reflection of their mastery of (or lack of) course outcomes, nor an accurate reflection of the course. An online section of the course will run FA 17 in a ten week format. While, there are many variables at play, it will be interesting to compare the outcomes.

Budget Justification (What resources are necessary to improve student learning?)
No additional resources are necessary.