

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 2018

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 seven 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?)

76.7% of students scored 80% or higher on the essay assessment of SLO 1, which was tailored to the first Student Learning Outcome. (N = 189) The percentage of students demonstrating mastery of SLO 2 was 67.7%. Finally, 77.7% of students demonstrated mastery of SLO 3. While the percentage of students demonstrating mastery of the Student Learning Outcomes has changed somewhat from 2016-2017, no statistically significant change is evident.

	2017	2018	Change
SLO1	80%	76.7%	-1.04%

SLO2	74.6%	67.7%	-1.1%
SLO 3	77%	77.7%	+.99%

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 sections submitted essays than in late-start and online sections.

Revisions are in process that will hopefully increase student engagement and improve outcomes. We will be piloting a new textbook FA18 and will be revising lecture, Moodle, and assessment materials accordingly.

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

No additional resources are necessary.