

# Course and Program Assessment Summary

Division: Social Sciences

Program: Anthropology

Course(s): ANTH 221

Date: 02-19-2013

## Program Core/Required Courses:

Faculty involved with the assessment and analysis: Lise Mifsud

Course to program outcome mapping document\*\* is completed Yes X No \_\_\_\_\_

1	<b>Student Learning Outcome Statements</b> <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	<ol style="list-style-type: none"> <li>1. I am able to identify the major culture areas in North America.</li> <li>2. I am able to list the major prehistoric cultures in North America.</li> <li>3. I am able to discuss three challenges facing Native Americans.</li> </ol>
2	<b>Assessment Methods Plan (attach any assessment instruments, scoring rubrics, SLO mapping diagrams)</b>	The goal for this semester was a direct assessment of the first SLO: I am able to identify the major culture areas in North America.
3	<b>Assessment Administration Plan (date(s), sample size and selection of course sections, scoring procedures, etc.)</b>	Student map test administered Fall, 2012. Thirty-five students assessed using culture areas map quiz. It was determined that a score of 90-100% was sufficient to demonstrate an understanding of the major culture areas. Scores of 89% and below failed to demonstrate an understanding of the major culture areas.
4	<b>Assessment Results Summary (attach any Data/Statistical Reports)</b>	35 students assessed: 94% of students scored between 90-100% 6% of students scored 89% or less
5	<b>Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans</b>	This method of direct student assessment gives the instructor a measurable means of assessing current student understanding. The previous testing method (self-reflective-assessment with a likert scale) can be confusing for students and is asking about information covered at the beginning of the semester in terms that students may or may not recognize.
6	<b>Recommended Changes &amp; Plans for Implementation of Improvements</b>	For the next assessment cycle, I plan direct assessment of the students' ability to list the major prehistoric cultures in North America (SLO #2)
7	<b>Description or evidence of</b>	The sole full-time Anthropology Program faculty member met on multiple occasions with faculty in other disciplines to discuss the results of the assessment cycle and to decide on a plan for continuing improvement of course and

	<b>dialog among course or program-level faculty about assessment plan and results</b>	Program SLOs. The sole full-time Anthropology faculty member attends annual conferences with other community college Anthropology teachers, including part-time Cuesta College Anthropology faculty, to discuss SLOs and assessment. The Program and course SLOs, assessment cycle and plans for improvement have also been discussed with the part-time instructors, who have been encouraged to conduct assessments and incorporate the improvement plan in their courses when possible.
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# Course and Program Assessment Summary

Division: Social Sciences

Program: Anthropology

Course(s): ANTH 220

Date: 02-01-2014

## Program Core/Required Courses:

Faculty involved with the assessment and analysis: Lise Mifsud

Course to program outcome mapping document\*\* is completed Yes X No \_\_\_\_\_

1	<b>Student Learning Outcome Statements</b> <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	<ol style="list-style-type: none"> <li>1. I am able to identify the major culture areas in North America.</li> <li>2. I am able to identify California Indian cultures.</li> <li>3. I am able to analyze the effects of the Mission System.</li> <li>4. I am able to analyze the impact of the gold rush on California Indians.</li> </ol>
2	<b>Assessment Methods Plan (attach any assessment instruments, scoring rubrics, SLO mapping diagrams)</b>	The goal for this semester was a direct assessment of the first SLO: I am able to identify the major culture areas in North America.
3	<b>Assessment Administration Plan (date(s), sample size and selection of course sections, scoring procedures, etc.)</b>	Student map test administered Fall, 2012. Thirty-five students assessed using culture areas map quiz. It was determined that a score of 90-100% was sufficient to demonstrate an understanding of the major culture areas. Scores of 89% and below failed to demonstrate an understanding of the major culture areas.
4	<b>Assessment Results Summary (attach any Data/Statistical Reports)</b>	Thirty-two students assessed: 94% of the class had a grade of 70%, or higher.
5	<b>Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans</b>	This method of direct student assessment gives the instructor a measurable means of assessing current student understanding. The previous testing method (self-reflective-assessment with a likert scale) can be confusing for students. Previous testing was conducted at the end of the semester, rather than upon completion of course material.
6	<b>Recommended Changes &amp; Plans for Implementation of Improvements</b>	During the next assessment cycle, I plan to test student's ability to identify California Indian cultures.
7	<b>Description or evidence of</b>	The sole full-time Anthropology Program faculty member met on multiple occasions with faculty in other disciplines

	<b>dialog among course or program-level faculty about assessment plan and results</b>	to discuss the results of the assessment cycle and to decide on a plan for continuing improvement of course and Program SLOs. The sole full-time Anthropology faculty member attends annual conferences with other community college Anthropology teachers, including part-time Cuesta College Anthropology faculty, to discuss SLOs and assessment. The Program and course SLOs, assessment cycle and plans for improvement have also been discussed with the part-time instructors, who have been encouraged to conduct assessments and incorporate the improvement plan in their courses when possible.
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# Course and Program Assessment Summary

Division: Social Sciences

Program: Anthropology

Course(s): ANTH 201L

Date: February 2014

## Program Core/Required Courses:

Faculty involved with the assessment and analysis: Lise Mifsud

Course to program outcome mapping document\*\* is completed Yes X No \_\_\_\_\_

1	<b>Student Learning Outcome Statements</b> <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	<ol style="list-style-type: none"> <li>1. I am able to identify the major elements and features on the human skeleton.</li> <li>2. I am able to identify the major cranial features.</li> <li>3. I am able to analyze captive primate behavior.</li> <li>4. I am able to demonstrate the steps utilized by a forensic osteologist in recovery and analysis.</li> </ol>
2	<b>Assessment Methods Plan (attach any assessment instruments, scoring rubrics, SLO mapping diagrams)</b>	The goal for this semester was a direct assessment of the first SLO: I am able to identify the major elements and features on the human skeleton.
3	<b>Assessment Administration Plan (date(s), sample size and selection of course sections, scoring procedures, etc.)</b>	A quiz on the human skeletal elements was administered in Spring 2014. Students were asked to label skeletal elements and received full-credit for correct identification and spelling. Twenty-one students took the quiz.
4	<b>Assessment Results Summary (attach any Data/Statistical Reports)</b>	Of the twenty-one students who completed the quiz, 90% of the class passed the quiz with a grade of 70%, or higher.
5	<b>Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans</b>	This method of direct student assessment gives the instructor a measurable means of assessing current student understanding. The previous testing method (self-reflective-assessment with a likert scale) can be confusing for students. Previous testing was conducted at the end of the semester, rather than upon completion of course material.
6	<b>Recommended Changes &amp; Plans for Implementation of Improvements</b>	During the next assessment cycle, I plan to test SLO 2: I am able to identify the major cranial features.
7	<b>Description or evidence of</b>	The sole full-time Anthropology Program faculty member met on multiple occasions with faculty in other disciplines

<b>dialog among course or program-level faculty about assessment plan and results</b>	to discuss the results of the assessment cycle and to decide on a plan for continuing improvement of course and Program SLOs. The sole full-time Anthropology faculty member attends annual conferences with other community college Anthropology teachers, including part-time Cuesta College Anthropology faculty, to discuss SLOs and assessment. The Program and course SLOs, assessment cycle and plans for improvement have also been discussed with the part-time instructors, who have been encouraged to conduct assessments and incorporate the improvement plan in their courses when possible.
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# Course or Program Assessment Summary [http://academic.cuesta.edu/sloa/docs/Course\\_and\\_Program\\_Assessment\\_Summary\\_F\\_2011.docx](http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx)

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: *Social Sciences*

Program: *Anthropology*

Date: *updated February 2014*

v. 4 2014

Courses in program, or course: *Anth 201, 201L, 202, 203, 220, 221, 225*

Faculty involved with the assessment and analysis: *Lise Mifsud (CPAS prepared by Lise Mifsud)*

Course-to-program outcome mapping document\*\* is completed Yes No

1	<p>Student Learning Outcome Statements</p> <p><input checked="" type="checkbox"/> Program</p> <p><input type="checkbox"/> Course</p>	<p>1. Provide students with the core knowledge and skills necessary for transfer to baccalaureate program in anthropology at a four-year institution.</p> <p>2. Provide students with an anthropological approach to assess human cultural and biological variation.</p> <p>3. Provide students with an anthropological approach to human cultural and biological adaptation.</p>
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>The Anthropology Program has adopted direct assessment for student learning outcomes (SLOs) for all Program and course SLOs (on file in MyCuesta Group/Anthropology). Direct assessment is administered upon completion of corresponding course material.</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>Assessments occurred in the spring 2010 at the San Luis Campus for sections of Anth 201 Physical Anthropology (35 students), Anth 202 Archaeology (31 students), Anth 203 Cultural Anthropology (54 students in multiple sections), and Anth 225 Contemporary Cultures of the World (unknown – data missing. Course reassessed spring 2012 – analysis pending). Anth 221 North American Indians (35 students) was assessed in the fall 2013. In spring 2014, two courses were assessed- Anth 220 California Indians (32 students) and 201L Physical Anthropology Lab (21 students).</p>
4	<p>Assessment Results Summary (summarize Data)</p>	<p>Statistical summaries for each section and aggregated data are on file in MyCuesta Group/Anthropology. The Program and course SLO assessments indicate high levels (90% of students scoring 70% or higher on direct assessment) of student achievement across all SLOs.</p>
5	<p>Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans</p>	<p>The high levels of student achievement (90% of students scoring 70% or higher on direct assessment) across all SLOs indicate that the courses successfully prepare students for advanced coursework in anthropology.</p>
6	<p>Recommended Changes &amp; Plans for Implementation of Improvements</p>	<p>Faculty should continue to list SLOs on the syllabi and discuss them with their students. Additional consideration of the Program and course SLOs should be made when creating new assignments, exams and other course materials in order to focus student learning on the various SLOs that have been identified for the course and Program.</p>
7	<p>Description or evidence of dialog among course or program-level faculty about assessment plan and results</p>	<p>The anthropology program at Cuesta consists of one full-time instructor (Lise Mifsud) and one adjunct instructor (Ethan Bertrando). The anthropology department met on February 13, 2014 to assess the anthropology program and course specific student learning. Student responses to specific questions were analyzed and discussed by anthropology faculty and plans for implementation were discussed.</p>

\*\*Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>

Program Assessment Cycle Calendar

CYCLE STAGE	Spring-13	Fall-13	Spring-14	Fall-14	Spring-15			
SLO Assessment	Anth 220	Anth 221	Anth 201L	<u>Anth 201,</u>	Anth 202, 203			
Analyze Results & Plan Improvements	Anth 202, 203	Anth 220	Anth 221	<u>Anth 201 L</u>	Anth 202, 203			
Plan Implementation	<u>Anth 201,</u> <u>201L</u>	Anth 202, 203	Anth 220	Anth 221	<u>Anth 201,</u> <u>201L</u>			
Post-Implementation SLO Assessment		<u>Anth 201,</u> <u>201L</u>	Anth 202, 203	Anth 221	Anth 220			

Notes for developing the calendar:

Start with realistic goals. The assessment cycle calendar should have reachable timelines, considering faculty workload, classroom time needed for assessment, and the inevitable adjustments and improvements in assessment tools and methodology.

Not all SLOs have to be assessed every semester.

Assessment activities don't need to occur every semester.

All courses, degrees and programs do need to be assessed on a regular cycle.