

Course Assessment– Part B: Your Results & Analysis

#203

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ATH 103 – Introduction to Cultural Anthropology – Leslie Berry – Winter 2017

Part B: Your Results

Directions

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. *

Outcome #1 – students successfully met goals through quizzes, forums, and/or exams.

Outcome #2 – students successfully met goals through participation in discussion forums.

Outcome #3 – students successfully met goals through the completion of written essays.

Outcome #1

*

Identify the basic conceptual framework of anthropological study, including the crucial distinction between ethnocentrism and the practice of cultural relativism.

% of students who successfully achieved the outcome (C or above) *

90%

Outcome #2 *

Analyze how cultural systems operate as adaptive strategies in response to physical and social environments.

% of students who successfully achieved the outcome (C or above) *

100%

Outcome #3 *

Evaluate the diversity of human cultures by comparing ethnographic information from a variety of world societies.

% of students who successfully achieved the outcome (C or above) *

100%

ANALYSIS

3. What contributed to student success and/or lack of success? *

Overall, students who completed the class achieved success in learning the course materials. This course has a small rate of attrition, I believe because students are inherently familiar with cultural concepts they find the subject matter easier to process than some other anthropology courses. Students indicated that the work load was neither too light nor too heavy, which supports my impression after having taught the subject matter many times. One challenge some students continue to struggle with is time management. Procrastination and lack of preparation impacts student success and for students who have difficulty committing to setting aside time in their schedules for studying and classwork, this is a continuing issue. Students continue to indicate support for low- or no-cost instructional materials and I continue to search for OER and zero-cost supplemental materials but so far success has been limited. OER materials just don't meet the standard of quality I would like to see.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to

Student engagement with course materials continues to be the strongest measure of student success. When learners are intrigued with the subject, interested in exploring content and completing exercises, the learning process is smooth and exciting. In this sense, continuing to develop activities and exercises that impart the desired content while appealing to student learning preferences is important to me. I constantly evaluate if the assignments and measures used in a course continue to offer the insight students need in order to learn content.

your assessment (above) of student achievement of the three outcomes. *

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

Yes

6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *

I continue to believe it's increasingly important to find ways to reduce the financial strain on learning by locating no-cost or low-cost resources. Also, I would like to find a method to encourage more students to participate in the end-of-course survey. While the students who take the time to complete the exercise offer helpful insight, I suspect they also tend to be the students who have experienced the best results in the course because they are conscientious enough to participate when there is no end-result that impacts them.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *

There are no budget implications resulting from this analysis.

8. Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments? *

Assessment methods were accurate indicators of student learning. Course assignments and activities are designed to work with the course materials so that students have the ability to process information and apply it. There are always changes, modifications, and improvements to be made but no major flaws in the course design were revealed by this process. I will consider adjusting measures on the achievement of outcomes on single assignments rather than an aggregate because it can inflate the numbers when multiple assignments are used as a measure.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

Since the last assessment cycle I changed the way some course materials were presented and had students apply the concepts to their own lives during research for forum discussions. As a result, they successfully demonstrated bridging the academic information with real-world settings and resolved the gap I identified last time with being able to identify connections between ethnocentrism and cultural misunderstanding.

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