Course Assessment- Part B: Your Results & Analysis COMPLETE #503

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ATH 102- Introduction to Archaeology & Prehistory- 1096708 - Leslie Berry- Spring 2021

* **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. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.**

In outcome #1 I had a goal of 90% of students earning a score of 85% or higher. The results met these expectations with approximately 91% of the class successfully achieving the goal of 85% or higher. These numbers are assessed through a simulation activity where students are asked to study and make observations about a mock Mortuary Analysis. This requires them to utilize skills learned in the class to make observations and reach conclusions about what artifacts are found in place, and what the data might represent culturally and/or behaviorally. Since this is a culminating exercise in the course, students are well-versed in a variety of methods to employ. They find it challenging, and sometimes overwhelming, but also exciting to see that they have a process to follow to reach conclusions that can be substantiated by facts.

In outcome #2 I had a goal of 90% of students earning a score of 90% or higher. Results met expectations because these numbers are assessed through completion of a weekly discussion forum exercise that addresses archaeological methods and approaches. Since these discussions take place each week, students generally meet goal expectations throughout the entire course, but certainly on a single assignment. It might prove a stronger measure of success to identify a specific exercise to evaluate this kind of success rather than averaging an entire quarter of content.

In outcome #3 I had a goal of 90% of students completing at least one activity with a minimum of 90% of the points possible. With five of these assignments during the session, high completion rates are common. Students enjoy actively applying their learning from class with examples drawn from prehistoric sites around the globe. In each of these activities students who submitted work, typically earned 90% or more of the points possible. Of those who self-identified their success in the course survey, a larger percentage of students felt they started at a higher point but there was still marked improvement, with the majority claiming their understanding at the end of the course was “proficient” and “expert.”

* **Outcome #1**

Outcome #1 – Apply archaeological research, survey, and excavation methods.

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

Of those who self-identified their success in the course survey, 95% felt they had improved, more than 80% claiming their understanding at the end of the course had exceeded their starting point.

* **Outcome #2**

Identify ongoing ethical issues in archaeology.

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

Of those who self-identified their success in the course survey, more than 90% of students indicated they had improved their understanding at the end of the course by at least one or more levels from the starting point.

* **Outcome #3**

Appreciate the range and diversity of past human societies.

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

In order to measure success, 90% of students will earn score of 90% or higher on a written site report that addresses dating methods and techniques.

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

Students who complete the course materials generally achieve success because they have worked through a dense curation of learning materials and exercises. In related results, students who stop participating with course materials negatively impact overall class statistics. Early performance rates, which include all student participation, can decline as students drop out or lose momentum. I selected specific assignments as benchmarks in this assessment cycle to try and achieve a more accurate reflection of student success, but it is still affected by overall participation and enrollment attrition.

Students indicated that the work load was on-target, which again supports my impression after having taught the subject matter many times. Time management remains an ongoing challenge for most students. Encouraging students who fall behind to catch up and providing accommodations for scheduling issues improves success and assists students in maintaining enrollment. I have incorporated weekly tips and announcements to offer insight and suggestions for how students can address procrastination, commitment overload, and time management issues. Addressing these topics throughout the session often results in improvements. After implementing OERs in several classes I have found that it is essential to use class materials which can be made available free of cost but also be obtained in print formats. Although many students indicate they like no-coast materials in a course, there are some students who use print materials as a structured part of their learning process. This makes it more challenging to implement quality OERs that are available in both formats.

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

Student engagement with course materials continues to be the strongest measure of student success. Being able to view the before and after measures in the course survey is pretty satisfying because it visually demonstrates how students self-recorded their progress and improvement. When students can recognize they came into the class knowing a little and going out they feel they understand so much more, reflects that the course design works. When learners are intrigued by a subject and are interested in exploring the content, they become more deeply engaged with exercises. Learning should be interesting and exciting. In each of the three outcomes assessed in this cycle, students demonstrated considerable growth. This was especially true with the first two outcomes where more than 80% of students rated themselves as having “none” or “beginning” knowledge at the start of the course and by the end marked themselves as having “developing, proficient, or expert” knowledge – a substantial increase in an introductory course. The third outcome students showed marked increases as well but they started with a stronger knowledge base at the beginning.

*** 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.)?**

In addition to reducing the financial strain on students by locating no-cost or low-cost resources, I find myself trying to create engaging content that assists learners in understanding the course but also applies to how this information will be encountered outside the classroom. Future goals include building additional interactive content that continues to require critical thinking and analysis, which challenges students but also gets them excited about meeting those goals.

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

There are no materials, training, or equipment needed to continue improving the course. There are no budget implications resulting from this analysis.

*** 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

After completing several assessment cycles with outcomes for this course, it becomes more challenging to approach the learning process without having some preconceived ideas of what I will learn. By selecting specific assignments or tasks for student success, I get a snapshot of how students' progress through the curriculum rather than an overview. At times this process feels more formulaic than I would like because I want to learn something tangible and useful to improve things for students by going through the effort. Compared to the previous assessment cycle I focused on individual tasks to gain a better reflection of student performance with a specific goal. Rather than a generalized overview, as result of crunching numbers from many assignments, I was able to view student performance with specific goals based on a single outcome. The downside to this is that if student performance was poor on that particular exercise, it did not reflect their overall performance in the course.

9. Describe how you explain information about course outcomes and their relevance to your students.

Course outcomes are included on the syllabus and built into the course design. Students are presented with a list of module-level objectives each week and reminded how these tie back to the course-level objectives for the course. I've incorporated a Course Map which identifies how each assignment and activity in the course is designed to assess an objective at those levels. Feedback announcements are posted after each week to offer insights and commentary on class progress. In some cases, I also share how feedback from previous courses has been used to improve things for their class. Encouragement to respond to the course survey and offer their honest insights is a way for their voices to be heard by the institution.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" - Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 -Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

ILO #1 – I have supported institutional efforts in this area by requiring students to include source information on discussion forum posts and submitted written assignments. I remind students who omit "source and evidence" notations that it is best practices to always include this information even if it is not required. By the end of the class, the majority of students habitually include sources and many actively click-through links on peer posts to check out their sources. Formatting examples are provided for students which give them a model to emulate in organizing and presenting assignment results. I also utilize rubrics on some assignments so that students can see how their work will be assessed and what value "organization and presentation" has on their potential scores.

ILO #2 – I have supported institutional efforts in this are by incorporating critical thinking and problem solving into exercises so that
students can demonstrate how to apply what they are learning. This is an important aspect of critical skill-building in learning how to research and present information, how to sift through data to find the evidence to support conclusions. Without that ability, the study of archaeology lacks context to human behavior. In some exercises, students are asked take a position or stance on an issue,
other times they are asked to reflect on ethical concerns or situations as they are presented in course materials. These reflect actual field practices in the subject area.

ILO#3 – I have supported institutional efforts in this area by encouraging students to apply knowledge learned through course materials to pre-existing assumptions they may have brought with them in relation to prehistory, the ancient world, and the manner in which data is mined from archaeological contexts. This requires recognition of culturally differentiated attitudes about the past and who should/does have access to material goods from the ancient world.

ILO #4 – I have supported institutional efforts in this area. This course connects strongly with cultural awareness, inciting students to explore areas of interest through both geographical location and spatial/time awareness. Because it addresses prehistory on a global level, and the place of people in the landscape throughout time, students often are excited to focus on their personal areas of interest.

ILO #5 - I have supported institutional efforts in this area by encouraging students to apply content from the course to examples in their communities or personal experience.