



Course Assessment - Part B: Your Results & Analysis

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ATH103-Introduction to Cultural Anthropology-Leslie Berry-Part B-Winter 2026

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.

Outcome Achievement Data

1. Identify the basic conceptual framework of anthropological study, including the crucial distinction between ethnocentrism and the practice of cultural relativism.
In order to measure success, I had an outcome expectation of 80% of students successfully being able to evaluate the conceptual framework in at least one forum discussion with a minimum of 85% of points possible. Students successfully achieved this goal in multiple instances.

2. Define the key methodological practices of cultural anthropology with a major focus on the pursuit of ethnographic research via fieldwork.
In order to measure success, I had an outcome expectation of 80% of students being able to define key methodological practices in at least one written research assignment with a minimum of 85% of points possible. Students successfully achieved this goal in multiple instances.

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

In order to measure success, I had an outcome expectation of 80% of students being able to demonstrate understanding of adaptive cultural strategies with a cumulative score of 85% or better in a web-based research assignment. Students successfully achieved this goal in multiple instances.

2. Report the percentage of students who successfully achieved the outcome at a C or above. (Outcome #1, #2, #3 can be copied/pasted from question 1 of Part A)

Outcome #1:

Define the key methodological practices of cultural anthropology with a major focus on the pursuit of ethnographic research via fieldwork.

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

Results exceeded expectations with 100% of participating students successfully achieving the goal of C or above.

Outcome #2

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

societies.

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

Results exceeded expectations with 100% of participating students successfully achieving the goal of C or above.

Outcome #3

Assess the dynamics of culture change in order to understand the complexity of culturally heterogeneous societies.

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

Results exceeded expectations with 100% of participating students successfully achieving the goal of C or above.

Analysis

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

Student success is improved when learners are engaged with course materials, and become invested in an exchange of information. Providing opportunities to explore topics that interest the student on a personal level contributes to an increased level of interest and excitement - which creates more intense interactions with course materials and peers. Students in this course are inherently familiar with cultural concepts which offer them a point of connection right from the start. Introducing new course concepts as we progress through the quarter allows students to build on their pre-existing knowledge and incorporate unknown or unfamiliar materials as they progress. Regular interaction and feedback from the instructor – along with opportunities to re-submit revised work – improve student performance. Lack of success is most notable with students who fail to utilize the course resources, rely on generative AI for completion of assignments, and do not read feedback nor respond to peers.

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.

Outcome #1 - Identify the basic conceptual framework of anthropological study, including the crucial distinction between ethnocentrism and the practice of cultural relativism.

Student survey results indicate growth with course content. At the start of class 93% of students identified “beginning or developing” understanding of this outcome. By the end of the course 80% felt “proficient or expert” in their comprehension and the remaining 20% solidly in the “developing” range.

Outcome #2 - Define the key methodological practices of cultural anthropology with a major focus on the pursuit of ethnographic research via fieldwork.

Student survey results indicate growth with course content. At the start of class 93% of students identified “beginning or developing” understanding of this outcome. By the end of the course 80% felt “proficient or expert” in their comprehension and the remaining 20% solidly in the “developing” range.

Outcome #3 - Analyze how cultural systems operate as adaptive strategies in response to physical and social environments.

Student survey results indicate growth with course content. At the start of class 87% of students identified “beginning or developing” understanding of this outcome. By the end of the course 80% felt “proficient or expert” in their comprehension and the remaining 20% solidly in the “developing” range.

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

Yes. Because I have taught this course many times, it is not difficult to predict student success with course materials.

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

I have supplemented the OER textbook used in the course with a multitude of linked resources. Students are able to click through when reading the chapters for real-world examples and explanations, as well as visuals, which help them to comprehend course materials as they progress through the modules. This method offers enriched content and provides additional perspectives and voices within the curriculum.

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

I would like to incorporate more multimedia content in the course but current limitations result from a lack of products on the market rather than a lack of access for department materials. There are no new resources required or 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.

I revise my courses every time they are taught, building on student feedback and offering new information about changes in the field, in particular topics that students may feel impacted by. Since the prior review cycle I have implemented specific tasks as a measure of achievement instead of cumulative results in order to reduce the process of crunching numbers as this is already a very time-consuming process.

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

Course outcomes are explained as the larger over-arching goals of the class. Course objectives and module-level objectives are built into the design of the course so that students can see how the assignments and learning materials they are working through, and how they are designed to address these concepts and ideas. In this way, students better understand the goals of the course and are able to track their progress through successful completion of tasks.

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: "Content Development"and/or Control of Syntax and Mechanics"
 - and
 - ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving).
 - ILO #4: Intercultural Knowledge and Competence. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others")
 - ILO #5: Community and Environmental Responsibility.
 - ILO#3 - Quantitative Literacy - "Assumptions"

Each of the following ILOs are addressed in some fashion in the context of this class.

ILO #1 - Students are encouraged to present research using appropriate materials and to document their submissions using appropriate research materials, connecting to course materials, and providing resource evidence with proper citation, organization and presentation of work.

ILO #2 - Critical thinking and problem solving are regularly addressed in research activities and interaction within discussion forums. The focus is on providing evidence of critical thinking about topics, as well as

providing relevant research content.

ILO #3 - unsure this applies... Students do address social assumptions and address reflective responses.

ILO #4 - Since cultural anthropology is an exploration of culture systems around the globe, we address how to ask deeper questions about other cultures and seek out answers to these questions as a part of our investigations into expressions of culture.

ILO #5 - Students regularly apply their existing knowledge to contemporary cultural contexts when exploring similarities and differences in behavior and culture systems. This requires a greater understanding of the way cultures operate and interact both on local and global scales, including social interactions and environmental pressures.