**LA HARBOR COLLEGE**

**Student Learning Outcomes (SLOs) Assessment Report**

**Course Assessment**

**Division: Social and Behavioral Sciences Discipline/Program: Anthropology**

**Course Number and Name: ANTHRO 102** Human Ways of Life

**Program Contact Person:** Sasha David  **Phone:** \_(310) 233-4577

**Note:** The following SLOs were newly revised during Fall 2013, based on a collaborative department effort. These are the SLOs currently in use effective Fall 2014. The SLOs that were not assessed during Spring 2014 will be assessed during Fall 2014.

**Reviewed by: Date:**

**Attach additional pages as necessary.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Institutional Learning Outcomes** | **Course Intended Outcomes** | **Means of Assessment and Criteria for Success** | **Summary of Data Collected** | **Use of Results** |
| **3** | 1. Apply the ethnographic research method and typical themes of anthropological inquiry.  (Aligns with PLO #3: “Students will identify field-specific theories/perspectives and apply the theories to new information or situations.”) | Means: Students will practice taking fieldnotes on the “Inponderabilia of everyday life” found in the classroom.    Criteria for success: 70% of students should score a C or better. | Spring 2014:  N=251  95% of students scored 70% or higher  Spring 2015:  N=132  95% of students scored 70% or higher | Continue technique of delivery and instruction. |
| **1** | 2. Define the term “culture” and explain how it impacts the lives of individuals.  (Aligns with PLO #5: “Students will describe how different cultures have contributed to the workforce, community, and the world.”) | Means: Short essay asking students to define “culture” and describe how their experience has been impacted by their cultural context.  Criteria for success: 70% of students should score a C or better. | Fall 2014:  N=258  83% of students scored 70% or higher  Fall 2015:  N=165  84% of students scored 70% or higher | Continue technique of delivery and instruction. |
| **1** | 3. Compare and contrast the differing subsistence strategies, and/or attitudes towards work, that are found among varying societies.  (Aligns with PLO #5: “Students will describe how different cultures have contributed to the workforce, community, and the world.”) | Means: Short essay asking students to explain differing subsistence strategies and/or attitudes towards work among at least two societies.  Criteria for success: 70% of students should score a C or better. | Fall 2014:  N=230  83% scored 70% or higher  Fall 2015:  N=114  87% of students scored 70% or higher | Continue technique of delivery and instruction. |
| **3** | 4. Apply the key concepts and methods of anthropology to appraise how ideals of sex and gender are shaped by cultural context.  (Aligns with PLO #5: “Students will describe how different cultures have contributed to the workforce, community, and the world.”) | Means: Students will practice taking fieldnotes on the cultural construction of gender among students’ classmates in the classroom.  Criteria for success: 70% of students should score a C or better. | Spring 2014:  N=201  83% scored 70% or higher  Spring 2015:  N=125  94% of students scored 70% or higher | Continue technique of delivery and instruction. |
| **1** | 5. Compare, contrast and critically assess the effect of globalization and consumerism on the environment.  (Aligns with PLO #5: “Students will describe how different cultures have contributed to the workforce, community, and the world.”) | Means: Short essay asking students to evaluate the impact of varying subsistence strategies on the surrounding environment.  Criteria for success: 70% of students should score a C or better. | Fall 2014:  N=184  93% scored 70% or higher  Fall 2015:  N=143  92% of students scored 70% or higher | Continue technique of delivery and instruction. |
| **2** | 6. Compare and contrast different kinship and lineage systems, and explain how each affects lifeways in various cultures.  (Aligns with PLO #5: “Students will describe how different cultures have contributed to the workforce, community, and the world.”) | Means: Short essay asking students to compare and contrast two societies with different kinship systems, and explain how the variations affect cultural institutions such as marriage, residence and family.  Criteria for success: 70% of students should score a C or better. | Spring 2014:  N=201  83% scored 70% or higher  Spring 2015:  N=132  86% of students scored 70% or higher | Continue technique of delivery and instruction. |
| **2** | 7. Apply the fundamentals of linguistic anthropology to explain how language is an integral part of human culture.  (Aligns with PLO #5: “Students will describe how different cultures have contributed to the workforce, community, and the world.”) | Means: Short essay asking students to identify how language both shapes our perception of the world, and how culture shapes our language.  Criteria for success: 70% of students should score a C or better. | Fall 2014:  N=233  93% of students scored 70% or higher  Fall 2015:  N=157  94% of students scored 70% or higher | Continue technique of delivery and instruction. |