**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

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**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.**

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| **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=25195% of students scored 70% or higherSpring 2015:N=13295% 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=25883% of students scored 70% or higherFall 2015:N=16584% 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=23083% scored 70% or higherFall 2015:N=11487% 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=20183% scored 70% or higherSpring 2015:N=12594% 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=18493% scored 70% or higherFall 2015:N=14392% 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=20183% scored 70% or higherSpring 2015:N=13286% 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=23393% of students scored 70% or higherFall 2015:N=15794% of students scored 70% or higher | Continue technique of delivery and instruction. |