

Assessment Report - Comprehensive Review

Program Assessment

Department:	Behavioral Sciences
Program:	Anthropology
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A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

- 1 demonstrate an understanding of the biocultural nature
- 2 describe the origins and history of the discipline of American
- 3 critically evaluate information about human societies and
- 4

B. How did your outcomes assessment results during the past three years inform your program planning? Use the bullet points below to organize your response.

- * Need to develop a lab component for Anth B1
- * need to continue to expand critical thinking exercises
- * need to expand use of SI/tutoring

* need to continue to expand critical thinking exercises

C. Describe how the program monitors and evaluates its effectiveness.

The program continuously engages in reflexivity with quantitative and qualitative data. The program utilizes data provided by the college on success, retention, demographics, etc., and balances this with classroom conversations, discussions with majors on campus and after transfer, assessment, and faculty conversations.

D. Describe how the program engages all unit members in the self-evaluation dialog and process.

In the last three years there was one full-time faculty member. Adjuncts were invited to participate in the program review and curriculum processes.

E. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of findings.

The SLOs for all anthropology courses have been mapped to the PLOs, so course assessment informs on program assessment. In the 2016-2017 academic year the program initiated a new assessment system that used written essays to assess all SLOs and PLOs. Last year this was done on one course.

The data revealed that students continue to struggle with critical theory; and had decreased retention with time (i.e. material learned early in the course was not retained as much). However,

F. How do you engage in collegial dialog about student learning outcomes?

In the last three years, adjuncts were invited to work with the single full-time faculty member to discuss and participate in developing SLOs. The single full-time faculty member also engaged in discussions with full-time faculty in other community colleges, including those in the same district.

Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

G. What have the program's PLOs/AUOs revealed or confirmed in the past three years?

They have revealed students are passionate about learning about diversity and science; and they have confirmed that students enter college underprepared, particularly with writing and critical thinking.

H. If applicable, list other information, data feedback or metrics to assess the program's effectiveness (e.g., surveys, job placement, transfer rates, output measurements).**I. a. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions I and J for one response (SLO/PLO/ILO). b. How do the program learning outcomes align with Institutional Learning Outcomes?**

Course SLOs/PLOs/ILOs have been mapped, with some courses currently undergoing curriculum updates to increase alignment.

J. Include the activities your program is planning to close the achievement gaps during the next three years and the impact you expect from them.

Continue to engage majors at the start of the academic year to build relationships that foster success. Participate in Pathways Completion Team to help better prepare students for college and encourage students to stay involved on the campus and seek campus support services.

