Assessment: Course Four Column

ADT - ANT: Anthropology

Program Description: The Associate in Arts in Anthropology for Transfer Degree is designed to prepare the student for transfer to institutions of higher education and specifically intended to satisfy the lower division requirements for the Baccalaureate Degree in Anthropology at a California State University. It will also provide the student with a sufficient academic basis from which to pursue a career in the social science professions. The student will be afforded the opportunity to study the nature of human diversity from a genetic, archeological, linguistic and cultural basis. The breadth of Anthropology will be examined to include the historical and contemporary theory and research as the basis from which to gain an in-depth awareness and understanding of humans and the world in which we live.

ANT-1:Physical Anthropology

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Apply classical and modern genetic approaches to the study of taxonomy and evolution. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Pre-Post Test -** Questions were embedded both in exam form and in response clicker questions **Benchmark:** 70%		
SLO 2 - Analyze non-human primate and hominid behavior, social organization, and morphology. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** Questions were embedded both in exams and in response clicker questions **Benchmark:** 70%		
SLO 3 - Integrate biological and social perspectives in the description and explanation of human diversity. **SLO Status:** Active **Approval Date:** 09/09/2013			
SLO 4 - Explain the development of modern evolutionary theory. **SLO Status:** Active **Approval Date:** 09/09/2013			
SLO 5 - Integrate biological,			

SLOs	Assessment Methods	Results	Changes Made
geological, and archaeological evidence within the framework of the scientific method, in order to formulate interpretations of human evolution. **SLO Status:** Active **Approval Date:** 09/09/2013			
SLO 6 - Assess current debates in human biological evolution and diversity. **SLO Status:** Active **Approval Date:** 09/09/2013			

ANT-10:Forensic Anthropology

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Identify the bones of the human skeleton and distinguish them from animal bone. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** SLO 1. Objective: The bones of the hand of a human were displayed and a matching question was used. (38-47) This question was given at the midterm and then again at the final. During the final, a non human "hand" was also used to determine which bones were human (73-75). 81% responded correctly. Question 38-47 n Correct Percentage of students Midterm 36 19 53 Final 34 29 85 Interpretation: In the previous assessment of this course (In 2011), The learning gain was not as significant. I changed the way the hand was taught to include physical objects rather than drawings and this time, I separated the components of the hand to make sure that the bones were learned individually.	**Semester Assessed:** 2012-13 (Spring 2013) **Benchmark Met:** N/A Closing the Loop: There was a 32% gain from the midterm to the final. This is a larger gain than before. In my next iteration of the class, I will be changing textbooks to one that features photographs instead of only line drawings to see if further gains can be reached. Subjective: The students were given a lab project and asked to separate human from non human bone after being given a hands on project to clean and identify the remains of 27 individuals recovered from an ancient cemetery. Some of the remains were comingled with animal remains. Discussion: I had hypothesized that the cleaning of remains would require fine attention to morphological detail that would result in better retention and identification of morphology. This method replaced flash cards and articulated remains. (06/13/2013)	
SLO 2 - Apply basic techniques for the recovery and analysis of human remains. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** SLO 2: Objective: Match the evidence type to its classification a. Verbal Evidence c. Direct Evidence	**Semester Assessed:** 2012-13 (Spring 2013) **Benchmark Met:** N/A Question 1 n Correct Percentage of students Midterm 36 22 61 Final 34 33 97	

SLOs	Assessment Methods	Results	Changes Made
	b. Physical Evidence d. Indirect Evidence ____ 23. Proves something by inference or deduction (also called circumstantial) ____ 24. Tangible evidence that can be substantial or trace. ____ 25. Oral or written testimony form a witness about his or her own observation or knowledge. ____ 26. Capable of proving something on its own and needs no further interpretation. When recovering skeletal material and evidence, your goal is to connect: a. The victim to the suspect d. The scene to the object b. The suspect to the scene e. All of the above c. The victim to the object The difference between Frye and Daubert rulings is that: a. Frye determines if the testimony is that of an expert, while Daubert allows for new science to be admitted, provided the research was performed according to proper scientific method. b. Daubert determines if the testimony is that of an expert, while Frye allows for new science to be admitted, provided the research was	Question 2 n Correct Percentage of students Midterm 36 30 83 Final 34 31 91 Question 3 n Correct Percentage of students Midterm 36 12 33 Final 34 27 79 While gains were reached on all questions, I am still concerned at the relatively low level of gains reached on Question 3. Clearly, more instructional time is needed on that question. I am considering having them produce a more rigorous mock report as their final project to underscore the point. Subjective: We set up a mock crime scene and considered the recording for context as a legal document. After the report was submitted, I gave them back the remains and asked them to put them back where they found them according to the information on their reports. Immediately, it became clear to them that their reports were insufficient and what would be required to actually perform this task. No secondary assessment was conducted. Closing the loop: The next time this course is given, a follow up assignment will be given to measure the subjective gains of their knowledge after it has been tested. (06/13/2013)	

SLOs	Assessment Methods	Results	Changes Made
	performed according to proper scientific method. c. There is no difference as they both fall under the FRE (Federal Rules of Evidence) d. Frye is no longer used. e. Daubert is no longer used.		
SLO 3 - Apply objective and subjective techniques to the analysis of human bones to determine age, sex, ancestry, and stature. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** SLO 3: This SLO is tied to SLO one but requires interpretation of the remains. The exercise above also tested this SLO but with additional components of establishing the minimum number of individuals, not just through the numbers of rights and lefts but through the anthropometric data of each (that was the subjective component specifically). Objective: Identify specific phases using pubis symphysis . The questions above illustrate the student's knowledge of aging and sexing techniques.	**Semester Assessed:** 2012-13 (Spring 2013) **Benchmark Met:** N/A Question 1 n Correct Percentage of students Midterm 36 35 97 Final 34 33 97 Question 2 n Correct Percentage of students Midterm 36 28 78 Final 34 29 85 Question 3 n Correct Percentage of students Midterm 36 21 58 Final 34 29 85 They showed no change in the first question as they had already learned that material by the midterm, the only fluctuation between Question 1 and question 2 was level of difficulty. I do not think these numbers are significant, nor do I think we learned anything about their learning gains from those two questions because of the timing of the exams. Question 3 was surprising because they had already learned this material by the time of the midterm but did far better on the final. I considered this question much easier than the previous two and, in order to get the previous two questions correct, this question should be mastered first.	

SLOs	Assessment Methods	Results	Changes Made
		For the next iteration, I will try a pretest right after the material is lectured on and then compare that pretest with the midterm and final exams. I do have them record their impressions on that first day but I do not collect that data as I do not want them to worry that they will be graded on material that soon. Subjective: They are given fragments of remains and casts to identify for age, sex and stature and multiple in class exercises are performed daily to reinforce this material. While no data is specifically collected, I am aware of how the students are performing these tasks as I circle the room, observing their activities. At the end of the day's activities, they anonymously place their answers on the white board and we go through them. Clearly, not all students can master this material as it takes a specialized set of skills that cannot all be taught (much like in Art), a student can either "see" it or not. The processes and definitions of traits are specific, however and I do check to see if the student is applying those techniques, whether or not they have the correct answer. It is my overall impression that the definition and understanding of the techniques improve over time (that is evidenced by the scores under the objective section) with about 25-30% of the class understanding the techniques when we begin instruction on the methods and much closer to 90% when we finish. Individuals are not evaluated at this time, though, so it is difficult to follow a specific student's learning gain. Closing the loop: From my previous assessments in the last iteration of the class, I felt that more structured lecture time before the kinetic learning began would aid in really driving home the technique and definitions (the part they are evaluated on) before the practical component began. I recognized that the class was being taught at a higher level than an intro class and needed to be scaled back. I also changed the examination structure from half objective and half practicum to 90% objective and 10% practicum. This	

SLOs	Assessment Methods	Results	Changes Made
		reduced student stress levels for sure and produced better test results. That would suggest an achievement of higher learning gains. I would not say that my students from this semester learned more than previous semesters (In fact their working knowledge of osteology is much less but their understanding of other components of the field is better) but I would say that the material for the course was more level appropriate and that they mastered that with exceptions being notable. The end of term scores were much higher than they have been in the past as a whole, with 70% passing the final exam with an 80% or better. (06/13/2013)	
SLO 4 - Relate forensic data to practical medicolegal applications. **SLO Status:** Active **Approval Date:** 09/09/2013	**Mixed Methods -** SLO 4 This SLO is difficult to assess objectively. It required actual applications of methods that were theoretical before. I set up two mock crime scenes, one skeletal scatter and one burial. Again, because the resource was limited, the students were broken up in groups. They worked on their task (either excavation or mapping) and then switched the next day. At the end of the exercise, they were asked to produce two case reports. These case reports were scored on a rubric: Additionally, I asked the students to grade each other as to participation and grade themselves (self reported gains). In the self-reported gains area, I felt that the majority of students were fairly realistic about their own gains but overly optimistic about the gains of others. Each section was worth 20 points. If a 4 was achieved in a section, 20		

SLOs	Assessment Methods	Results	Changes Made
	points were given. If a 3, 15 points etc. (Each score was multiplied by 5). Below is a scatter plot of the distribution of total scores (the average was 75.92).		

ANT-2:Cultural Anthropology

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Distinguish the unique characteristics of the discipline of anthropology, as evidenced through the study of subjects such as gender, ethnicity, political and economic systems, kinship, ritual, and belief systems. **SLO Status:** Active **Approval Date:** 09/09/2013	**Directly related to Objective**	**Semester Assessed:** 2014-15 (Fall 2014) **Benchmark Met:** Yes Instructor FALL 2014 Mode Correct Responses Gray (37837) Face to Face 95% Mejia (37836) Face to Face 96.36 Mejia (37838) Face to Face 87.10 Gray 37839 Online 94.86 (05/04/2015) **Related Documents:** Ant 2 2013-2014	
		Semester Assessed: 2014-15 (Fall 2014) **Benchmark Met:** No Instructor Fall 2014 Mode Correct Responses Gray (37837) Face to Face 16.67% Mejia (37836) Face to Face 20 Mejia (37838) Face to Face 32.26 Gray 37839 Online 60.72 (05/04/2015) **Related Documents:** Ant 2 2013-2014	**Changes Made:** Must distinguish between three closely related terms better. (05/04/2015) **COR/SLO modification recommended:** No
		Semester Assessed: 2014-15 (Fall 2014) **Benchmark Met:** Yes Instructor Fall 2014 Mode Correct Responses Gray (37837) Face to Face 86.67% Mejia (37836) Face to Face 74.55 Mejia (37838) Face to Face 83.87 Gray 37839 Online 82.15 (05/04/2015) **Related Documents:** Ant 2 2013-2014	
		Semester Assessed: 2014-15 (Fall 2014) **Benchmark Met:** Yes Instructor Fall 2014 Mode Correct Responses Gray (37837) Face to Face 91.67%	

SLOs	Assessment Methods	Results	Changes Made
	Directly related to Objective	Mejia (37836) Face to Face 81.82 Mejia (37838) Face to Face 81.61 Gray 37839 Online 92.86 (05/04/2015) **Related Documents:** Ant 2 2013-2014	
	Exam/Quiz - Pre-Post Test - Questions were embedded in exams and response clicker questions. **Benchmark:** 70%		
SLO 2 - Define the anthropological concept of culture, emphasizing the universal characteristics of culture, the significance of culture as the human means of adaptation, and the processes of acquiring and transmitting culture. **SLO Status:** Active **Approval Date:** 09/09/2013	**Directly related to Objective**	**Semester Assessed:** 2014-15 (Fall 2014) **Benchmark Met:** No Gray (37837) Face to Face 65% Mejia (37836) Face to Face 62.73 Mejia (37838) Face to Face 58.71 Gray 37839 Online 64.29 (05/04/2015) **Related Documents:** Ant 2 2013-2014	**Changes Made:** This one is about reciprocity. We have designed a game to see if we can improve their understanding to close the loop. (05/04/2015) **COR/SLO modification recommended:** No
		Semester Assessed: 2012-13 (Spring 2013) **Benchmark Met:** No Gray (37837) Face to Face 55% Mejia (37836) Face to Face 60 Mejia (37838) Face to Face 54.84 Gray 37839 Online 57.15 (05/04/2015) **Related Documents:** Ant 2 2013-2014	**Changes Made:** This assessment suggests that this concept still needs tweaking. We will add another video to try a different delivery method. (05/04/2015) **COR/SLO modification recommended:** No
		Semester Assessed: 2014-15 (Fall 2014) **Benchmark Met:** Yes Instructor Fall 2104 Mode Correct Responses Gray (37837) Face to Face 81.67% Mejia (37836) Face to Face 87.27 Mejia (37838) Face to Face 90.32 Gray 37839 Online 100.00 (05/04/2015) **Related Documents:**	

SLOs	Assessment Methods	Results	Changes Made
	Directly related to Objective	Ant 2 2013-2014	
	Exam/Quiz - Pre-Post Test - Questions were embedded in exams and response clicker questions.		
SLO 3 - Discuss the dynamic nature of culture, and identify forces that lead to culture change. **SLO Status:** Active **Approval Date:** 09/09/2013	**Directly related to Objective**	**Semester Assessed:** 2013-14 (Spring 2014) **Benchmark Met:** No Instructor Spring 2014 Mode Correct Responses Gray 32677 Face to Face 66.67% Mejia Face to Face 58.54 Gray 32676 Online 63.21 (05/04/2015)	
		Semester Assessed: 2014-15 (Fall 2014) **Benchmark Met:** Yes Gray (37837) Face to Face 66.67% Mejia (37836) Face to Face 38.18 Mejia (37838) Face to Face 54.84 Gray 37839 Online 75 (05/04/2015)	
		Semester Assessed: 2013-14 (Fall 2013) **Benchmark Met:** No Aggregate 2013 Mode Correct Responses Gray Face to Face 65.27% Associate Faculty Face to Face 75.9 Gray Online 63.72 (05/04/2015)	**Changes Made:** Changed textbooks (05/04/2015) **COR/SLO modification recommended:** No
		Semester Assessed: 2014-15 (Fall 2014) **Benchmark Met:** No Instructor Fall 2014 Mode Correct Responses Gray (37837) Face to Face 43.33% Mejia (37836) Face to Face 30.91 Mejia (37838) Face to Face 19.35 Gray 37839 Online 39.72 (05/04/2015)	**Changes Made:** We have reached close to parity but we clearly need to work on concepts of race outside of our classification system in the US. (05/04/2015) **COR/SLO modification recommended:** No
		Semester Assessed: 2013-14 (Spring 2014) **Benchmark Met:** No Instructor	**Changes Made:** We were attempting parity between distance and face to face which we reached but we are

SLOs	Assessment Methods	Results	Changes Made
	Directly related to Objective	Spring 2014 Mode Correct Responses Gray 32677 Face to Face 43.35% Mejia Face to Face 36.1 Gray 32676 Online 25.12 (05/04/2015)	still working on this concept. (05/04/2015) **COR/SLO modification recommended:** No
		Semester Assessed: 2013-14 (Fall 2013) **Benchmark Met:** No Gray Face to Face 43.41% Associate Faculty Face to Face Not asked Gray Online 41.25 (05/04/2015)	**Changes Made:** Changed delivery method. (05/04/2015) **COR/SLO modification recommended:** No
		Semester Assessed: 2014-15 (Fall 2014) **Benchmark Met:** No Instructor Fall 2014 Mode Correct Responses Gray (37837) Face to Face 55% Mejia (37836) Face to Face 56.36 Mejia (37838) Face to Face 64.52 Gray 37839 Online 64.29 (05/04/2015)	**Changes Made:** More emphasis on the way anthropology is done meant that the case study here was noted for procedure not content so we will need to refocus it on gender (05/04/2015) **COR/SLO modification recommended:** No
		Semester Assessed: 2013-14 (Spring 2014) **Benchmark Met:** No Instructor Spring 2014 Mode Correct Responses Gray 32677 Face to Face 45% Mejia Face to Face 53.56 Gray 32676 Online 44.34 (05/04/2015)	**Changes Made:** More emphasis on the way anthropology is done meant that the case study here was noted for procedure not content so we will need to refocus it on gender. (05/04/2015) **COR/SLO modification recommended:** No
SLO 4 - Discuss the value of anthropological perspectives and methods for understanding and solving societal and cultural problems. **SLO Status:** Active **Approval Date:** 09/09/2013	**Directly related to Objective**	**Semester Assessed:** 2014-15 (Fall 2014) **Benchmark Met:** No Instructor Fall 2014 Mode Correct Responses Gray (37837) Face to Face 33% Mejia (37836) Face to Face 49.09 Mejia (37838) Face to Face 41.94 Gray 37839 Online 71.43% (05/04/2015) **Related Documents:**	**Changes Made:** This questions requires incorporation of lecture and reading and has been a historically poor performer, falling well below the benchmark except for the online course in 2014 (05/04/2015) **COR/SLO modification recommended:** No

SLOs	Assessment Methods	Results	Changes Made
	Directly related to Objective	Ant 2 2013-2014 **Semester Assessed:** 2013-14 (Spring 2014) **Benchmark Met:** No Instructor Spring 2014 Mode Correct Responses Gray 32677 Face to Face 31.13% Mejia Face to Face 44.36 Gray 32676 Online 21 (05/04/2015) **Related Documents:** Ant 2 2013-2014 **Semester Assessed:** 2014-15 (Fall 2014) **Benchmark Met:** Yes Instructor Fall 2014 Mode Correct Responses Gray (37837) Face to Face 80% Mejia (37836) Face to Face 69.09 Mejia (37838) Face to Face 80.65 Gray 37839 Online 85.72 (05/04/2015) **Related Documents:** Ant 2 2013-2014 **Semester Assessed:** 2013-14 (Fall 2013) **Benchmark Met:** No Gray Face to Face 27.17% Associate Faculty Face to Face 52.5 Gray Online 26.86 (05/04/2015) **Related Documents:** Ant 2 2013-2014 **Semester Assessed:** 2013-14 (Fall 2013) **Benchmark Met:** Yes Gray Face to Face 79% Associate Faculty Face to Face 82.5 Gray Online 62.57 (05/04/2015) **Semester Assessed:** 2013-14 (Spring 2014) **Benchmark Met:** Yes Instructor Spring 2014 Mode Correct Responses	

SLOs	Assessment Methods	Results	Changes Made
	Directly related to Objective	Gray 32677 Face to Face 79.1% Mejia Face to Face 71.43 Gray 32676 Online 64.29 (05/04/2015) **Semester Assessed:** 2013-14 (Spring 2014) **Benchmark Met:** No Instructor Spring 2014 Mode Correct Responses Gray 32677 Face to Face 64.68% Mejia Face to Face 64.88 Gray 32676 Online 62.71 (05/04/2015) **Semester Assessed:** 2014-15 (Fall 2014) **Benchmark Met:** Yes Instructor Fall 2014 Mode Correct Responses Gray (37837) Face to Face 65% Mejia (37836) Face to Face 74.55 Mejia (37838) Face to Face 80.65 Gray 37839 Online 82.15 (05/04/2015) **Semester Assessed:** 2014-15 (Fall 2014) **Benchmark Met:** Yes Instructor Fall 2014 Mode Correct Responses Gray (37837) Face to Face 70% Mejia (37836) Face to Face 50.91 Mejia (37838) Face to Face 55.16 Gray 37839 Online 85.72 (05/04/2015) **Semester Assessed:** 2013-14 (Fall 2013) **Benchmark Met:** No Aggregate 2013 Mode Correct Responses Gray Face to Face 40.62% Associate Faculty Face to Face 40.29 Gray Online 31.35 (05/04/2015) **Semester Assessed:** 2013-14 (Spring 2014) **Benchmark Met:** No Instructor	

SLOs	Assessment Methods	Results	Changes Made
	Directly related to Objective	Spring 2014 Mode Correct Responses Gray 32677 Face to Face 64% Mejia Face to Face 63.93 Gray 32676 Online 41.36 (05/04/2015)	
		Semester Assessed: 2013-14 (Fall 2013) **Benchmark Met:** No Aggregate 2013 Mode Correct Responses Gray Face to Face 61.43% Associate Faculty Face to Face Not asked Gray Online 58.81 (05/04/2015)	**Changes Made:** Textbook change (05/04/2015) **COR/SLO modification recommended:** No
SLO 5 - Apply the methods of anthropological research and analysis, giving attention to the strategies of ethnographic fieldwork and to the significance of the comparative approach for formulating and testing hypotheses. **SLO Status:** Active **Approval Date:** 09/09/2013			
SLO 6 - Analyze ethnographic data to illustrate and explain cultural integration and cross-cultural variation, utilizing theories such as structuralism, functionalism, structural functionalism, Marxism, neo-Marxism, and feminism, and others. **SLO Status:** Active **Approval Date:** 09/09/2013	**Directly related to Objective**	**Semester Assessed:** 2013-14 (Fall 2013) **Benchmark Met:** No Aggregate 2013 Mode Correct Responses Gray Face to Face 73.57% Associate Faculty Face to Face 80.29 Gray Online 68.23 (05/04/2015) **Related Documents:** Ant 2 2013-2014	**Changes Made:** Changed textbooks. Loop closed. (05/04/2015) **COR/SLO modification recommended:** No
		Semester Assessed: 2013-14 (Spring 2014) **Benchmark Met:** Yes Instructor Spring 2014 Mode Correct Responses Gray 32677 Face to Face 88.78% Mejia Face to Face 84.35 Gray 32676 Online 82.92 (05/04/2015)	

SLOs	Assessment Methods	Results	Changes Made
	Directly related to Objective	**Related Documents:** Ant 2 2013-2014	
		Semester Assessed: 2014-15 (Fall 2014) **Benchmark Met:** Yes Instructor Fall 2014 Mode Correct Responses Gray (37837) Face to Face 78.33% Mejia (37836) Face to Face 80 Mejia (37838) Face to Face 93.55 Gray 37839 Online 85.72 (05/04/2015) **Related Documents:** Ant 2 2013-2014	
		Semester Assessed: 2012-13 (Spring 2013) **Benchmark Met:** No Aggregate 2013 Mode Correct Responses Gray Face to Face 78.77% Associate Faculty Face to Face 80.29 Gray Online 63.33 (05/04/2015) **Related Documents:** Ant 2 2013-2014	**Changes Made:** Change textbooks. (05/04/2015) **COR/SLO modification recommended:** No
		Semester Assessed: 2013-14 (Spring 2014) **Benchmark Met:** Yes Gray (37837) Face to Face 80% Mejia (37836) Face to Face 74.55 Mejia (37838) Face to Face 80.65 Gray 37839 Online 89.29 (05/04/2015) **Related Documents:** Ant 2 2013-2014	
		Semester Assessed: 2014-15 (Fall 2014) **Benchmark Met:** Yes Instructor Fall 2014 Mode Correct Responses Gray (37837) Face to Face 90% Mejia (37836) Face to Face 81.82 Mejia (37838) Face to Face 74.19 Gray 37839 Online 92.86 (05/04/2015)	

SLOs	Assessment Methods	Results	Changes Made
	Directly related to Objective	**Related Documents:** Ant 2 2013-2014 **Semester Assessed:** 2014-15 (Fall 2014) **Benchmark Met:** No Instructor Fall 2014 Mode Correct Responses Gray (37837) Face to Face 66.67% Mejia (37836) Face to Face 61.82 Mejia (37838) Face to Face 74.19 Gray 37839 Online 67.86 (05/04/2015) **Related Documents:** Ant 2 2013-2014	

ANT-3:Prehistoric Cultures

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Distinguish and compare the major sites, cultures, technology, periods, and trends in the evolution of human culture. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** In the second week of the course, students were given a pre-test of 5 multiple choice questions, each of which assessed student knowledge of subject material prior to exposure to the material in class. The specific SLOs that the questions address were indicated in parentheses after the questions.	**Semester Assessed:** 2012-13 (Spring 2013) **Benchmark Met:** N/A A total of 43 students took the pre-test, and their scores are as follows: Question 1: 43 respondents, 22 correct responses – 51% Question 2: 43 respondents, 18 correct responses – 42% Question3: 43 respondents, 16 correct responses – 37% Question 4: 43 respondents, 14 correct responses – 33% Questions 5: 43 respondents, 15 correct responses - 35% The questions posed in the pre-test were incorporated into either the mid-term exam or the final exam based on when in the course of the semester the material was covered. My final exams are not entirely cumulative, so I chose not to try to force questions from the first half of the class into an exam at the end of the semester for the sake of SLO assessment. A total of 42 students participated in the post-test for questions 1, 2 and 3, given in the mid-term. A total of 24 students participated in the post-test for questions 2, 4 and 5, which were given in the final exam. The scores for the class were as follows: Question 1: 42 respondents, 33 correct responses – 78% Question 2: 42 respondents, 37 correct responses – 88% Question 3: 42 respondents, 29 correct responses - 69% Question 4: 24 respondents, 16 correct responses - 66% Question 5: 24 respondents, 17 correct responses – 71% Improvements from pre-test to post-test are as follows: Question 1: 51 to 78%, an improvement of 27% Question 2: 42% to 88%, an improvement of 46%	

SLOs	Assessment Methods	Results	Changes Made
		Question 3: 37% to 69%, an improvement of 32% Question 4: 33% to 66%, an improvement of 33% Question 5: 35% to 71%, an improvement of 36% Although significant improvements were made in SLO understanding across the board, question #2 showed the most improvement. We talked about Jared Diamond's theory at length in class, and saw an entire movie on his theory. The multiple exposures to this material likely contributed to the increase. The least amount of improvement was seen in question #1. Question #1 asks about traits for a specific culture, which students often have a hard time grasping. I'm not surprised that this question had the least amount of improvement, and is representative of previous ANT-3 classes. (06/13/2013) **Related Documents:** ANT-3 Assessment Norco College.docx	
SLO 2 - Analyze archaeological evidence in order to formulate interpretations about the nature of past human lifeways and culture change. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** In the second week of the course, students were given a pre-test of 5 multiple choice questions, each of which assessed student knowledge of subject material prior to exposure to the material in class. The specific SLOs that the questions address were indicated in parentheses after the questions.	**Semester Assessed:** 2012-13 (Spring 2013) **Benchmark Met:** N/A A total of 43 students took the pre-test, and their scores are as follows: Question 1: 43 respondents, 22 correct responses – 51% Question 2: 43 respondents, 18 correct responses – 42% Question3: 43 respondents, 16 correct responses – 37% Question 4: 43 respondents, 14 correct responses – 33% Questions 5: 43 respondents, 15 correct responses - 35% The questions posed in the pre-test were incorporated into either the mid-term exam or the final exam based on when in the course of the semester the material was covered. My final exams are not entirely cumulative, so I chose not to try to force questions from the first half of the class into an exam at the end of the semester for the sake of SLO assessment. A total of 42 students participated in the post-test for	

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SLO 3 - Explain major transitions and their effects on the development of human society in the light of current archaeological data and theory. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Embedded Questions** **Tied to SLOs -** In the second week of the course, students were given a pre-test of 5 multiple choice questions, each of which assessed student knowledge of subject material prior to exposure to the material in class. The specific SLOs	**Semester Assessed:** 2012-13 (Spring 2013) **Benchmark Met:** N/A A total of 43 students took the pre-test, and their scores are as follows: Question 1: 43 respondents, 22 correct responses – 51% Question 2: 43 respondents, 18 correct responses –	

SLOs	Assessment Methods	Results	Changes Made
	that the questions address were indicated in parentheses after the questions.	42% Question3: 43 respondents, 16 correct responses – 37% Question 4: 43 respondents, 14 correct responses – 33% Questions 5: 43 respondents, 15 correct responses - 35% The questions posed in the pre-test were incorporated into either the mid-term exam or the final exam based on when in the course of the semester the material was covered. My final exams are not entirely cumulative, so I chose not to try to force questions from the first half of the class into an exam at the end of the semester for the sake of SLO assessment. A total of 42 students participated in the post-test for questions 1, 2 and 3, given in the mid-term. A total of 24 students participated in the post-test for questions 2, 4 and 5, which were given in the final exam. The scores for the class were as follows: Question 1: 42 respondents, 33 correct responses – 78% Question 2: 42 respondents, 37 correct responses – 88% Question 3: 42 respondents, 29 correct responses - 69% Question 4: 24 respondents, 16 correct responses - 66% Question 5: 24 respondents, 17 correct responses – 71% Improvements from pre-test to post-test are as follows: Question 1: 51 to 78%, an improvement of 27% Question 2: 42% to 88%, an improvement of 46% Question 3: 37% to 69%, an improvement of 32% Question 4: 33% to 66%, an improvement of 33% Question 5: 35% to 71%, an improvement of 36% Although significant improvements were made in SLO understanding across the board, question #2 showed the most improvement. We talked about Jared Diamond's theory at length in class, and saw an entire movie on his theory. The multiple exposures to this material likely	

SLOs	Assessment Methods	Results	Changes Made
		contributed to the increase. The least amount of improvement was seen in question #1. Question #1 asks about traits for a specific culture, which students often have a hard time grasping. I'm not surprised that this question had the least amount of improvement, and is representative of previous ANT-3 classes. (02/08/2016)	
SLO 4 - Compare cultural sequences from different regions of the world in order to assess explanations of cultural evolution. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** In the second week of the course, students were given a pre-test of 5 multiple choice questions, each of which assessed student knowledge of subject material prior to exposure to the material in class. The specific SLOs that the questions address were indicated in parentheses after the questions.	**Semester Assessed:** 2012-13 (Spring 2013) **Benchmark Met:** N/A A total of 43 students took the pre-test, and their scores are as follows: Question 1: 43 respondents, 22 correct responses – 51% Question 2: 43 respondents, 18 correct responses – 42% Question3: 43 respondents, 16 correct responses – 37% Question 4: 43 respondents, 14 correct responses – 33% Questions 5: 43 respondents, 15 correct responses - 35% The questions posed in the pre-test were incorporated into either the mid-term exam or the final exam based on when in the course of the semester the material was covered. My final exams are not entirely cumulative, so I chose not to try to force questions from the first half of the class into an exam at the end of the semester for the sake of SLO assessment. A total of 42 students participated in the post-test for questions 1, 2 and 3, given in the mid-term. A total of 24 students participated in the post-test for questions 2, 4 and 5, which were given in the final exam. The scores for the class were as follows: Question 1: 42 respondents, 33 correct responses – 78% Question 2: 42 respondents, 37 correct responses – 88% Question 3: 42 respondents, 29 correct responses - 69% Question 4: 24 respondents, 16 correct responses -	

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		66% Question 5: 24 respondents, 17 correct responses – 71% Improvements from pre-test to post-test are as follows: Question 1: 51 to 78%, an improvement of 27% Question 2: 42% to 88%, an improvement of 46% Question 3: 37% to 69%, an improvement of 32% Question 4: 33% to 66%, an improvement of 33% Question 5: 35% to 71%, an improvement of 36% Although significant improvements were made in SLO understanding across the board, question #2 showed the most improvement. We talked about Jared Diamond's theory at length in class, and saw an entire movie on his theory. The multiple exposures to this material likely contributed to the increase. The least amount of improvement was seen in question #1. Question #1 asks about traits for a specific culture, which students often have a hard time grasping. I'm not surprised that this question had the least amount of improvement, and is representative of previous ANT-3 classes. (06/13/2013)	
SLO 5 - Discuss the value of archaeological methods and perspectives for elucidating the range of cultural diversity of the past, and for recovering the traditional knowledge and technology of prehistoric societies. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** In the second week of the course, students were given a pre-test of 5 multiple choice questions, each of which assessed student knowledge of subject material prior to exposure to the material in class. The specific SLOs that the questions address were indicated in parentheses after the questions.	**Semester Assessed:** 2012-13 (Spring 2013) **Benchmark Met:** N/A A total of 43 students took the pre-test, and their scores are as follows: Question 1: 43 respondents, 22 correct responses – 51% Question 2: 43 respondents, 18 correct responses – 42% Question3: 43 respondents, 16 correct responses – 37% Question 4: 43 respondents, 14 correct responses – 33% Questions 5: 43 respondents, 15 correct responses - 35% The questions posed in the pre-test were incorporated into either the mid-term exam or the final exam based on when in the course of the semester the material was covered. My final exams are not entirely cumulative, so I chose not to try	

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SLO 6 - Assess current debates in the interpretation of human prehistory.
SLO Status: Active
Approval Date: 09/09/2013

SLOs	Assessment Methods	Results	Changes Made

ANT-4:Native American Cultures

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Identify the major sites, cultures, periods and trends in the development of Native American culture. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** Results by question: During Middle Period Plateau culture, people shift to a more sedentary lifestyle. Evidence for this includes: A. An increase in warfare resulting in the creation of large territories under the rule of Chiefs B. The use of pithouses, which were dug into the earth and then covered with wood C. Increasingly large trade networks that eventually stretched all the way into S. America D. The development of the first monotheistic (one god) culture in N. America E. All of the above (answer is B) When comparing the Pleistocene to the Holocene, which of the following statement(s) is/are true? A. During the Pleistocene, global sea levels were much higher B. During the Holocene, variation in global temperature was much greater C. During the Holocene, hunter-gatherer diets focused less on megafauna and more on gathered plants and smaller animals D. During the Holocene, people were more likely to be fully nomadic, covering large amounts of land in search for food E. During the Holocene, people	**Semester Assessed:** 2013-14 (Spring 2014) **Benchmark Met:** N/A Results by question: During Middle Period Plateau culture, people shift to a more sedentary lifestyle. Evidence for this includes: A. An increase in warfare resulting in the creation of large territories under the rule of Chiefs B. The use of pithouses, which were dug into the earth and then covered with wood C. Increasingly large trade networks that eventually stretched all the way into S. America D. The development of the first monotheistic (one god) culture in N. America E. All of the above (answer is B) Number of Students Number of Correct Answers % Pre Test 56 22 39.29% Post Test 48 39 81.25% When comparing the Pleistocene to the Holocene, which of the following statement(s) is/are true? A. During the Pleistocene, global sea levels were much higher B. During the Holocene, variation in global temperature was much greater C. During the Holocene, hunter-gatherer diets focused less on megafauna and more on gathered plants and smaller animals D. During the Holocene, people were more likely to be fully nomadic, covering large amounts of land in search for food E. During the Holocene, people revisited coastal sites abandoned by Pleistocene hunters and lived there (answer is C) Number of Students Number of Correct	

SLOs	Assessment Methods	Results	Changes Made
	revisited coastal sites abandoned by Pleistocene hunters and lived there (answer is C)	Answers +/- % Pre Test 56 11 19.64% Post Test 48 42 87.5% (02/08/2016) **Semester Assessed:** 2011-12 (Spring 2012) **Benchmark Met:** N/A Results by question: During Middle Period Plateau culture, people shift to a more sedentary lifestyle. Evidence for this includes: A. An increase in warfare resulting in the creation of large territories under the rule of Chiefs B. The use of pithouses, which were dug into the earth and then covered with wood C. Increasingly large trade networks that eventually stretched all the way into S. America D. The development of the first monotheistic (one god) culture in N. America E. All of the above (answer is B) Number of Students Number of Correct Answers % Pre Test 56 22 39.29% Post Test 48 39 81.25% When comparing the Pleistocene to the Holocene, which of the following statement(s) is/are true? A. During the Pleistocene, global sea levels were much higher B. During the Holocene, variation in global temperature was much greater C. During the Holocene, hunter-gatherer diets focused less on megafauna and more on gathered plants and smaller animals D. During the Holocene, people were more likely to be fully nomadic, covering large amounts of land in search for food E. During the Holocene, people revisited coastal sites abandoned by Pleistocene hunters and lived there (answer is C)	

SLOs	Assessment Methods	Results	Changes Made
		Number of Students / Number of Correct Answers +/- % Pre Test 56 11 19.64% Post Test 48 42 87.5% (02/08/2012)	
SLO 2 - Examine evidence and evaluate current interpretations about the nature of past human lifeways and culture change. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** Results by question: During Middle Period Plateau culture, people shift to a more sedentary lifestyle. Evidence for this includes: A. An increase in warfare resulting in the creation of large territories under the rule of Chiefs B. The use of pithouses, which were dug into the earth and then covered with wood C. Increasingly large trade networks that eventually stretched all the way into S. America D. The development of the first monotheistic (one god) culture in N. America E. All of the above (answer is B) When comparing the Pleistocene to the Holocene, which of the following statement(s) is/are true? A. During the Pleistocene, global sea levels were much higher B. During the Holocene, variation in global temperature was much greater	**Semester Assessed:** 2011-12 (Spring 2012) **Benchmark Met:** N/A Results by question: During Middle Period Plateau culture, people shift to a more sedentary lifestyle. Evidence for this includes: A. An increase in warfare resulting in the creation of large territories under the rule of Chiefs B. The use of pithouses, which were dug into the earth and then covered with wood C. Increasingly large trade networks that eventually stretched all the way into S. America D. The development of the first monotheistic (one god) culture in N. America E. All of the above (answer is B) Number of Students / Number of Correct Answers % Pre Test 56 22 39.29% Post Test 48 39 81.25% When comparing the Pleistocene to the Holocene, which of the following statement(s) is/are true? A. During the Pleistocene, global sea levels were much higher B. During the Holocene, variation in global temperature was much greater C. During the Holocene, hunter-gatherer diets focused less on megafauna and more on gathered plants and smaller animals D. During the Holocene, people were more likely to be	

SLOs	Assessment Methods	Results	Changes Made
	C. During the Holocene, hunter-gatherer diets focused less on megafauna and more on gathered plants and smaller animals D. During the Holocene, people were more likely to be fully nomadic, covering large amounts of land in search for food E. During the Holocene, people revisited coastal sites abandoned by Pleistocene hunters and lived there (answer is C)	fully nomadic, covering large amounts of land in search for food E. During the Holocene, people revisited coastal sites abandoned by Pleistocene hunters and lived there (answer is C) Number of Students / Number of Correct Answers +/- % Pre Test 56 11 19.64% Post Test 48 42 87.5% (02/08/2012)	
SLO 3 - Compare and assess the current debates in the interpretation of Native American artistic, religious, and historical traditions. **SLO Status:** Active **Approval Date:** 09/09/2013			
SLO 4 - Identify the accomplishments and contributions to the modern world of Native American cultures in the fields of mathematics, science, astronomy, medicine, agriculture, religion, and social institutions. **SLO Status:** Active **Approval Date:** 09/09/2013			
SLO 5 - Recognize the rich heritage of Native American indigenous culture, correcting the many misconceptions about these cultures.			

SLOs	Assessment Methods	Results	Changes Made

SLO Status: Active
Approval Date: 09/09/2013

ANT-5:Cultures of Ancient Mexico

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Distinguish and compare the diversity of cultures and the major sites, periods, and trends in the development of ancient Mexican civilization. **SLO Status:** Active **Approval Date:** 09/09/2013			
SLO 2 - Integrating evidence from archaeology, ethnology, and ethnohistoric documents. **SLO Status:** Active **Approval Date:** 09/09/2013			
SLO 3 - Distinguish basic characteristics of indigenous writing and calendar systems and relate them to ancient Mexican religious and political ideology. **SLO Status:** Active **Approval Date:** 09/09/2013			
SLO 4 - Distinguish and compare major artistic styles, belief systems, and indigenous concepts characteristic of the ancient Mexican people. **SLO Status:** Active **Approval Date:** 09/09/2013			
SLO 5 - Integrate archaeological and ethnohistoric methods in uncovering the range of cultural diversity of ancient Mexico and the contributions of the ancient peoples to the modern world.			

SLOs	Assessment Methods	Results	Changes Made
SLO Status: Active **Approval Date:** 09/09/2013			
SLO 6 - Assess current debates in the interpretation of ancient Mexican artistic, religious, and historical traditions. **SLO Status:** Active **Approval Date:** 09/09/2013			

ANT-6:Introduction to Archaeology

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Distinguish the basic goals, concepts, and methods of anthropological archaeology. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** In the second week of the course, students were given a pre-test of 5 multiple choice questions, each of which assessed student knowledge of subject material prior to exposure to the material in class. The multiple choice questions are below. The specific SLOs that the questions address are indicated in parentheses.	**Semester Assessed:** 2012-13 (Fall 2012) **Benchmark Met:** N/A A total of 53 students participated in the pre-test. The scores for the class were as follows: Question 1: 53 respondents, 21 correct responses – 36.6% Question 2: 53 respondents, 12 correct responses – 22.6% Question 3: 53 respondents, 23 correct responses – 43.4% Question 4: 52 respondents, 20 correct responses (one student left this question blank) – 38.5% Question 5: 53 respondents, 16 correct responses – 30.2% These initial success rates are a bit higher than I would have expected, but this is probably due to a significant number of returning students who have taken a class from me before. Some of the material included in these questions is at least mentioned in other classes. Returning students may also have greater success due to familiarity with my style of questions, having seen a lot of them in previous classes with me. The questions posed in the pre-test were incorporated into either the mid-term exam or the final exam based on when in the course of the semester the material was covered. My final exams are not entirely cumulative, so I chose not to try to force questions from the first half of the class into an exam at the end of the semester for the sake of SLO assessment. A total of 44 students participated in the post-test for questions 1 and 3, given in the mid-term. A total of 41 students participated in the post-test for questions 2, 4 and 5, which were given in the final exam. The scores for the class were as follows: Question 1: 44 respondents, 31 correct responses – 70.5% Question 2: 41 respondents, 38 correct responses – 92.7%	

SLOs	Assessment Methods	Results	Changes Made
		Question 3: 44 respondents, 37 correct responses - 84.1% Question 4: 41 respondents, 27 correct responses - 65.9% Question 5: 41 respondents, 33 correct responses – 80.5% Improvements from pre-test to post-test are as follows: Question 1: 36.6% to 70.5%, an improvement of 33.9% Question 2: 22.6% to 84.1%, an improvement of 61.5% Question 3: 43.4% to 92.7%, an improvement of 49.3% Question 4: 38.5% to 65.9%, an improvement of 27.4% Question 5: 30.2% to 80.5%, an improvement of 50.3% Although significant improvements were made in SLO understanding across the board, Question 2 testing knowledge of SLO 6 showed the most improvement. This is likely due to the use of a video showing the destruction of the Buddhas at Bamiyan to reinforce the material. Many students were shocked by the destruction of the landmarks in the video, which likely improved retention of the material. The smallest increase was seen in Question 4, which assesses knowledge of SLO 2. This question is fairly specific in nature, and requires students to remember specific information that was used to illustrate broader themes in the class. Students sometimes tune out information that is this specific, or fail to recognize how it illustrates broader concepts and subsequently ignore it when reviewing for exams. (12/13/2012)	
	Exam/Quiz - Embedded Questions **Tied to SLOs -** In the second week of the course, students were given a pre-test of 5 multiple choice questions, each of which assessed		

SLOs	Assessment Methods	Results	Changes Made
	student knowledge of subject material prior to exposure to the material in class. The multiple choice questions are below. The specific SLOs that the questions address are indicated in parentheses.		
SLO 2 - Apply basic archaeological fieldwork, analytical, and dating techniques in appropriate situations. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** In the second week of the course, students were given a pre-test of 5 multiple choice questions, each of which assessed student knowledge of subject material prior to exposure to the material in class. The multiple choice questions are below. The specific SLOs that the questions address are indicated in parentheses.	**Semester Assessed:** 2012-13 (Fall 2012) **Benchmark Met:** N/A A total of 53 students participated in the pre-test. The scores for the class were as follows: Question 1: 53 respondents, 21 correct responses – 36.6% Question 2: 53 respondents, 12 correct responses – 22.6% Question 3: 53 respondents, 23 correct responses – 43.4% Question 4: 52 respondents, 20 correct responses (one student left this question blank) – 38.5% Question 5: 53 respondents, 16 correct responses – 30.2% These initial success rates are a bit higher than I would have expected, but this is probably due to a significant number of returning students who have taken a class from me before. Some of the material included in these questions is at least mentioned in other classes. Returning students may also have greater success due to familiarity with my style of questions, having seen a lot of them in previous classes with me. The questions posed in the pre-test were incorporated into either the mid-term exam or the final exam based on when in the course of the semester the material was covered. My final exams are not entirely cumulative, so I chose not to try to force questions from the first half of the class into an exam at the end of the semester for the sake of SLO assessment. A total of 44 students participated in the post-test for questions 1 and 3, given in the mid-term. A total of 41 students participated in the post-test for questions 2, 4 and 5, which were given in the final exam. The scores for the	

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SLOs	Assessment Methods	Results	Changes Made
SLO 3 - Analyze characteristics of ancient sites using archaeological methodology, emphasizing the importance of careful observation and the explication of context. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Embedded Questions** **Tied to SLOs -** In the second week of the course, students were given a pre-test of 5 multiple choice questions, each of which assessed student knowledge of subject material prior to exposure to the material in class. The multiple choice questions are below. The specific SLOs that the questions address are indicated in parentheses.	**Semester Assessed:** 2012-13 (Fall 2012) **Benchmark Met:** N/A A total of 53 students participated in the pre-test. The scores for the class were as follows: Question 1: 53 respondents, 21 correct responses – 36.6% Question 2: 53 respondents, 12 correct responses – 22.6% Question 3: 53 respondents, 23 correct responses – 43.4% Question 4: 52 respondents, 20 correct responses (one student left this question blank) – 38.5% Question 5: 53 respondents, 16 correct responses – 30.2% These initial success rates are a bit higher than I would have expected, but this is probably due to a significant number of returning students who have taken a class from me before. Some of the material included in these questions is at least mentioned in other classes. Returning students may also have greater success due to familiarity with my style of questions, having seen a lot of them in previous classes with me. The questions posed in the pre-test were incorporated into either the mid-term exam or the final exam based on when in the course of the semester the material was covered. My final exams are not entirely cumulative, so I chose not to try to force questions from the first half of the class into an exam at the end of the semester for the sake of SLO assessment. A total of 44 students participated in the post-test for questions 1 and 3, given in the mid-term. A total of 41 students participated in the post-test for questions 2, 4 and 5, which were given in the final exam. The scores for the class were as follows: Question 1: 44 respondents, 31 correct responses – 70.5% Question 2: 41 respondents, 38 correct responses – 92.7% Question 3: 44 respondents, 37 correct responses - 84.1%	

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SLO 4 - Construct reasonable inferences from evidence about the characteristics of ancient society by integrating the data, methods, and interpretive frameworks of modern scientific archaeology.	**Exam/Quiz - Embedded Questions Tied to SLOs -** In the second week of the course, students were given a pre-test of 5 multiple choice questions, each of which assessed student knowledge of subject	**Semester Assessed:** 2012-13 (Fall 2012) **Benchmark Met:** N/A A total of 53 students participated in the pre-test. The scores for the class were as follows: Question 1: 53 respondents, 21 correct responses – 36.6%	

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SLO Status: Active **Approval Date:** 09/09/2013	material prior to exposure to the material in class. The multiple choice questions are below. The specific SLOs that the questions address are indicated in parentheses.	Question 2: 53 respondents, 12 correct responses – 22.6% Question 3: 53 respondents, 23 correct responses – 43.4% Question 4: 52 respondents, 20 correct responses (one student left this question blank) – 38.5% Question 5: 53 respondents, 16 correct responses – 30.2% These initial success rates are a bit higher than I would have expected, but this is probably due to a significant number of returning students who have taken a class from me before. Some of the material included in these questions is at least mentioned in other classes. Returning students may also have greater success due to familiarity with my style of questions, having seen a lot of them in previous classes with me. The questions posed in the pre-test were incorporated into either the mid-term exam or the final exam based on when in the course of the semester the material was covered. My final exams are not entirely cumulative, so I chose not to try to force questions from the first half of the class into an exam at the end of the semester for the sake of SLO assessment. A total of 44 students participated in the post-test for questions 1 and 3, given in the mid-term. A total of 41 students participated in the post-test for questions 2, 4 and 5, which were given in the final exam. The scores for the class were as follows: Question 1: 44 respondents, 31 correct responses – 70.5% Question 2: 41 respondents, 38 correct responses – 92.7% Question 3: 44 respondents, 37 correct responses - 84.1% Question 4: 41 respondents, 27 correct responses - 65.9% Question 5: 41 respondents, 33 correct responses – 80.5% Improvements from pre-test to post-test are as follows:	

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SLO 5 - Discuss the value of archaeological methods and perspectives in elucidating the range of human cultural diversity of the past, recovering lost cultures and traditional knowledge and technology, including the significance of the perspectives of native peoples and descendent populations. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** In the second week of the course, students were given a pre-test of 5 multiple choice questions, each of which assessed student knowledge of subject material prior to exposure to the material in class. The multiple choice questions are below. The specific SLOs that the questions address are indicated in parentheses.	**Semester Assessed:** 2012-13 (Fall 2012) **Benchmark Met:** N/A A total of 53 students participated in the pre-test. The scores for the class were as follows: Question 1: 53 respondents, 21 correct responses – 36.6% Question 2: 53 respondents, 12 correct responses – 22.6% Question 3: 53 respondents, 23 correct responses – 43.4% Question 4: 52 respondents, 20 correct responses (one student left this question blank) – 38.5%	

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		Question 5: 53 respondents, 16 correct responses – 30.2% These initial success rates are a bit higher than I would have expected, but this is probably due to a significant number of returning students who have taken a class from me before. Some of the material included in these questions is at least mentioned in other classes. Returning students may also have greater success due to familiarity with my style of questions, having seen a lot of them in previous classes with me. The questions posed in the pre-test were incorporated into either the mid-term exam or the final exam based on when in the course of the semester the material was covered. My final exams are not entirely cumulative, so I chose not to try to force questions from the first half of the class into an exam at the end of the semester for the sake of SLO assessment. A total of 44 students participated in the post-test for questions 1 and 3, given in the mid-term. A total of 41 students participated in the post-test for questions 2, 4 and 5, which were given in the final exam. The scores for the class were as follows: Question 1: 44 respondents, 31 correct responses – 70.5% Question 2: 41 respondents, 38 correct responses – 92.7% Question 3: 44 respondents, 37 correct responses - 84.1% Question 4: 41 respondents, 27 correct responses - 65.9% Question 5: 41 respondents, 33 correct responses – 80.5% Improvements from pre-test to post-test are as follows: Question 1: 36.6% to 70.5%, an improvement of 33.9% Question 2: 22.6% to 84.1%, an improvement of 61.5% Question 3: 43.4% to 92.7%, an improvement of 49.3%	

SLOs	Assessment Methods	Results	Changes Made
		Question 4: 38.5% to 65.9%, an improvement of 27.4% Question 5: 30.2% to 80.5%, an improvement of 50.3% Although significant improvements were made in SLO understanding across the board, Question 2 testing knowledge of SLO 6 showed the most improvement. This is likely due to the use of a video showing the destruction of the Buddhas at Bamiyan to reinforce the material. Many students were shocked by the destruction of the landmarks in the video, which likely improved retention of the material. The smallest increase was seen in Question 4, which assesses knowledge of SLO 2. This question is fairly specific in nature, and requires students to remember specific information that was used to illustrate broader themes in the class. Students sometimes tune out information that is this specific, or fail to recognize how it illustrates broader concepts and subsequently ignore it when reviewing for exams. (12/13/2012)	
SLO 6 - Assess major theoretical and ethical debates in modern archaeology. **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Embedded Questions Tied to SLOs -** In the second week of the course, students were given a pre-test of 5 multiple choice questions, each of which assessed student knowledge of subject material prior to exposure to the material in class. The multiple choice questions are below. The specific SLOs that the questions address are indicated in parentheses.	**Semester Assessed:** 2012-13 (Fall 2012) **Benchmark Met:** N/A A total of 53 students participated in the pre-test. The scores for the class were as follows: Question 1: 53 respondents, 21 correct responses – 36.6% Question 2: 53 respondents, 12 correct responses – 22.6% Question 3: 53 respondents, 23 correct responses – 43.4% Question 4: 52 respondents, 20 correct responses (one student left this question blank) – 38.5% Question 5: 53 respondents, 16 correct responses – 30.2% These initial success rates are a bit higher than I would have expected, but this is probably due to a significant number of returning students who have taken a class from me before. Some of the material included in these questions is at least	

SLOs	Assessment Methods	Results	Changes Made
		mentioned in other classes. Returning students may also have greater success due to familiarity with my style of questions, having seen a lot of them in previous classes with me. The questions posed in the pre-test were incorporated into either the mid-term exam or the final exam based on when in the course of the semester the material was covered. My final exams are not entirely cumulative, so I chose not to try to force questions from the first half of the class into an exam at the end of the semester for the sake of SLO assessment. A total of 44 students participated in the post-test for questions 1 and 3, given in the mid-term. A total of 41 students participated in the post-test for questions 2, 4 and 5, which were given in the final exam. The scores for the class were as follows: Question 1: 44 respondents, 31 correct responses – 70.5% Question 2: 41 respondents, 38 correct responses – 92.7% Question 3: 44 respondents, 37 correct responses - 84.1% Question 4: 41 respondents, 27 correct responses - 65.9% Question 5: 41 respondents, 33 correct responses – 80.5% Improvements from pre-test to post-test are as follows: Question 1: 36.6% to 70.5%, an improvement of 33.9% Question 2: 22.6% to 84.1%, an improvement of 61.5% Question 3: 43.4% to 92.7%, an improvement of 49.3% Question 4: 38.5% to 65.9%, an improvement of 27.4% Question 5: 30.2% to 80.5%, an improvement of 50.3% Although significant improvements were made in SLO	

SLOs	Assessment Methods	Results	Changes Made
		understanding across the board, Question 2 testing knowledge of SLO 6 showed the most improvement. This is likely due to the use of a video showing the destruction of the Buddhas at Bamiyan to reinforce the material. Many students were shocked by the destruction of the landmarks in the video, which likely improved retention of the material. The smallest increase was seen in Question 4, which assesses knowledge of SLO 2. This question is fairly specific in nature, and requires students to remember specific information that was used to illustrate broader themes in the class. Students sometimes tune out information that is this specific, or fail to recognize how it illustrates broader concepts and subsequently ignore it when reviewing for exams. (12/13/2012)	

ANT-7:Anthropology of Religion

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Apply the concepts and methods of anthropology, including the concept of culture, ethnographic data, and a holistic perspective, to the study of religious phenomena in different cultures; **SLO Status:** Active **Approval Date:** 09/09/2013			
SLO 2 - Identify and assess the role of religion in different societies and the connections of beliefs and ritual to other aspects of culture; **SLO Status:** Active **Approval Date:** 09/09/2013	**Exam/Quiz - Pre-Post Test -** The assessment was administered as a pre-test, administered in the fifth week. It was given in the fifth week so that some knowledge of the material being assesed could be expected. The instrument used were short answer/essay responses, graded on a rubric. A score of 1-5 was given. 1 being no competency with the material, 2 some knowledge of the material (the ability to recite vocabulary for example) 3 understanding (being able to use the terms and applying it to an example given in class), 4 above average understanding including synthesis of ideas (applying the concept to a new situation with different variables) to 5 which was mastery (original thought applied to a new problem). The scores were averaged between the two questions. 49 students were assessed in the pre-test. The scores were combined after initial anaylsis as the differences between the scores on each question for each student were not significant (A quick	**Semester Assessed:** 2012-13 (Fall 2012) **Benchmark Met:** N/A After the first assessment, it became very clear that basic skills in critical thinking as well as compliance with reading the material and synthesizing the material was lacking (were well below basic understanding or ability to synthesize 70% and 84% respectively). While I recognize that this result may be a general problem with our current students, as the high school system does not prepare our students for critical thinking, I also feel it was too early in the semester to ask the second question as only one reading regarding the material had been assigned. I added a group project regarding Voodoo and a final project where they had to create their own Charismatic religion. Having to create the religion themselves would require that they thought all of the components through. Second Assesment: Both of the questions above were included in the final exam. There was improvement in the post test illustrating a gain in learning. This assessment was the same assessment given in the fourth week. The 43 students remaining took the exam. Results: Question 1	

SLOs	Assessment Methods	Results	Changes Made
	and dirty Chi Square test was perfomed and the p value was less than .05 with df=1). A second assesment was given at the end of the semester to assess the effectiveness of the change to instuction. The method of the second assesment is the same as the first.	1 2 3 4 5 Total 2 4 13 19 5 43 n 4 9 30 44 12 100 % Question 2 1 2 3 4 5 Total 2 4 10 23 4 43 n 4 9 23 53 9 100 % The next time this course is taught, the emphasis will be on more guided lecture and case studies as that seemed to improve the learning over the two semesters. Future Planning: After the final assessment, the success of the change in pedagogy was clear however, there are three SLO's that remain to be assessed in depth (1,3, and 5). New instruments need to be created to allow mining of the data regarding those SLO's. Currently, they are being assessed using multiple choice questions which are not adequate for this topic. (12/13/2012)	
SLO 3 - Identify common themes and characteristics in mythology, symbolism, and other religious phenomena, while distinguishing features unique to different societies; **SLO Status:** Active **Approval Date:** 09/09/2013			
SLO 4 - Integrate cross-cultural data on witchcraft beliefs, syncretism, revitalization movements, and cults, and the role these play in facilitating	**Exam/Quiz - Pre-Post Test -** The assessment was administered as a pre-test, administered in the fifth week. It was given in the fifth week	**Semester Assessed:** 2012-13 (Fall 2012) **Benchmark Met:** N/A After the first assessment, it became very clear that basic skills in critical thinking as well as compliance with reading	

SLOs	Assessment Methods	Results	Changes Made
and mediating social and political change; **SLO Status:** Active **Approval Date:** 09/09/2013	so that some knowledge of the material being assesed could be expected. The instrument used were short answer/essay responses, graded on a rubric. A score of 1-5 was given. 1 being no competency with the material, 2 some knowledge of the material (the ability to recite vocabulary for example) 3 understanding (being able to use the terms and applying it to an example given in class), 4 above average understanding including synthesis of ideas (applying the concept to a new situation with different variables) to 5 which was mastery (original thought applied to a new problem). The scores were averaged between the two questions. 49 students were assessed in the pre-test. The scores were combined after initial anaylsis as the differences between the scores on each question for each student were not significant (A quick and dirty Chi Square test was perfomed and the p value was less than .05 with df=1). A second assesment was given at the end of the semester to assess the effectiveness of the change to instuction. The method of the second assesment is the same as the first.	the material and synthesizing the material was lacking (were well below basic understanding or ability to synthesize 70% and 84% respectively). While I recognize that this result may be a general problem with our current students, as the high school system does not prepare our students for critical thinking, I also feel it was too early in the semester to ask the second question as only one reading regarding the material had been assigned. I added a group project regarding Voodoo and a final project where they had to create their own Charismatic religion. Having to create the religion themselves would require that they thought all of the components through. Second Assesment: Both of the questions above were included in the final exam. There was improvement in the post test illustrating a gain in learning. This assessment was the same assessment given in the fourth week. The 43 students remaining took the exam. Results: Question 1 1 2 3 4 5 Total 2 4 13 19 5 43 n 4 9 30 44 12 100 % Question 2 1 2 3 4 5 Total 2 4 10 23 4 43 n 4 9 23 53 9 100 % The next time this course is taught, the emphasis will be on more guided lecture and case studies as that seemed to improve the learning over the two semesters.	

SLOs	Assessment Methods	Results	Changes Made
		Future Planning: After the final assessment, the success of the change in pedagogy was clear however, there are three SLO's that remain to be assessed in depth (1,3, and 5). New instruments need to be created to allow mining of the data regarding those SLO's. Currently, they are being assessed using multiple choice questions which are not adequate for this topic. (12/13/2012)	
SLO 5 - Assess current theoretical debates in the anthropological study of religion, magic, and witchcraft. **SLO Status:** Active **Approval Date:** 09/09/2013			

ANT-8:Language and Culture

SLOs	Assessment Methods	Results	Changes Made
SLO 1 - Distinguish the unique characteristics of the discipline of anthropology, the concepts of culture, cultural diversity, and language; the subfield of linguistic anthropology; and the significance of language in acquiring, transmitting, and participating in culture. **SLO Status:** Active **Approval Date:** 09/09/2013			
SLO 2 - Define the characteristics of human language, grammar, and parts of speech, as they are manifested in different languages and societies. **SLO Status:** Active **Approval Date:** 09/09/2013	**Project -** A successful student will create a language based on the rules of languages learned throughout the semester. **Benchmark:** 80% or better on the project based on the rubric		
SLO 3 - Apply the methods of linguistic analysis to verbal and non-verbal communication events and social situations. **SLO Status:** Active **Approval Date:** 09/09/2013	**Presentation -** The final project has a "Create Your Own Language" presentation. The class members that are not presenting are analyzing the discourse. **Benchmark:** The successful student will identify two out of five nonverbal markers. They will identify three out of five minimal pairs.		
SLO 4 - Assess current debates in the study of human language and culture. **SLO Status:** Active **Approval Date:** 09/09/2013			
SLO 5 - Discuss the value of linguistic anthropological perspectives and methods for understanding of social	**Written Assignment -** "Based on the book "Portraits of the Whiteman" by Keith Basso, they will produce an		

SLOs	Assessment Methods	Results	Changes Made
and cultural issues. **SLO Status:** Active **Approval Date:** 09/09/2013	analysis of the interaction between culture and language among the Apache. **Benchmark:** 70% or better on the assignment		

GEG-1:Physical Geography

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Identify and explain basic facts, rules, principles, and mechanisms of the atmosphere, lithosphere, hydrosphere, and biosphere; **SLO Status:** Active **Approval Date:** 09/16/2013			
SLO 2 - Assess the impact of location on the elements of air, water, land, and the biosphere; **SLO Status:** Active **Approval Date:** 09/16/2013			
SLO 3 - Ascertain interrelationships between the four spheres and demonstrate a problem solving perspective to interconnections; **SLO Status:** Active **Approval Date:** 09/16/2013			
SLO 4 - Communicate geographic and scientific information correctly including the ability to articulate multiple perspectives on physical processes; **SLO Status:** Active **Approval Date:** 09/16/2013			
SLO 5 - Utilize geographic tools appropriately, such as maps, graphs, data, and images to develop critical thinking and problem solving skills; **SLO Status:** Active **Approval Date:** 09/16/2013			
SLO 6 - Apply geographic methods to analyze, evaluate, and explain spatial issues and problems in ways that demonstrate critical thinking. **SLO Status:** Active			

SLOs	*Assessment Methods*	*Results*	*Changes Made*

Approval Date: 09/16/2013

GEG-2:Human Geography

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Identify and explain basic facts, rules, principles and mechanisms of the human world with reference to people, their cultures and their physical environment; **SLO Status:** Active **Approval Date:** 09/16/2013			
SLO 2 - Recognize the formation of regions from one or more variables; **SLO Status:** Active **Approval Date:** 09/16/2013			
SLO 3 - Explain using spatial analysis why things are located where they are; **SLO Status:** Active **Approval Date:** 09/16/2013			
SLO 4 - Communicate geographic and scientific information correctly including the ability to articulate multiple perspectives on human spatial activities; **SLO Status:** Active **Approval Date:** 09/16/2013			
SLO 5 - Utilize geographic tools appropriately, such as maps, scale, graphs, data, and images to develop critical thinking and problem solving skills; **SLO Status:** Active **Approval Date:** 09/16/2013			
SLO 6 - Apply geographic methods to analyze, evaluate, and explain spatial issues and problems in ways that demonstrate critical thinking. **SLO Status:** Active **Approval Date:** 09/16/2013			

SLOs	Assessment Methods	Results	Changes Made

MAT-12:Statistics

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Distinguish among different scales of measurement and their implications. **SLO Status:** Active **Approval Date:** 03/03/2016			
SLO 2 - Identify the standard methods of obtaining data and advantages and disadvantages of each. **SLO Status:** Active **Approval Date:** 03/03/2016			
SLO 3 - Interpret data displayed in tables and graphically. **SLO Status:** Active **Approval Date:** 03/03/2016			
SLO 4 - Calculate measures of central tendency and variation for a given data set. **SLO Status:** Active **Approval Date:** 03/03/2016			
SLO 5 - Apply probability concepts. **SLO Status:** Active **Approval Date:** 03/03/2016			
SLO 6 - Calculate the mean and variance of a discrete distribution. **SLO Status:** Active **Approval Date:** 03/03/2016			
SLO 7 - Calculate and interpret probabilities using normal and t-distributions. **SLO Status:** Active **Approval Date:** 03/03/2016			
SLO 8 - Distinguish between sample and population distributions and			

SLOs	Assessment Methods	Results	Changes Made
analyze the role played by the Central Limit Theorem. **SLO Status:** Active **Approval Date:** 03/03/2016			
SLO 9 - Determine and interpret levels of statistical significance, including p-values. **SLO Status:** Active **Approval Date:** 03/03/2016			
SLO 10 - Identify the basic concepts of hypothesis testing, including Type I and II errors. **SLO Status:** Active **Approval Date:** 03/03/2016			
SLO 11 - Interpret the output of a technology-based statistical analysis. **SLO Status:** Active **Approval Date:** 03/03/2016			
SLO 12 - Construct and interpret confidence intervals. **SLO Status:** Active **Approval Date:** 03/03/2016			
SLO 13 - Formulate hypothesis tests involving samples from one and two populations, including selecting the appropriate technique and interpreting the result. **SLO Status:** Active **Approval Date:** 03/03/2016			
SLO 14 - Use linear regression and ANOVA for estimation and inference and interpret the associated statistics. **SLO Status:** Active **Approval Date:** 03/03/2016			

SLOs	Assessment Methods	Results	Changes Made
SLO 15 - Use appropriate statistical techniques to analyze and interpret applications based on data from business, education, health science, life science, psychology, and the social sciences. **SLO Status:** Active **Approval Date:** 03/03/2016			
PREVIOUS SLO 1 - Organize sets of data and calculate a variety of statistics for a given set of data (e.g. mean, median, and variance). **SLO Status:** Inactive **Approval Date:** 09/20/2013 **Inactive Date:** 03/03/2016	**Exam/Quiz - Embedded Questions Tied to SLOs -** Common questions were dispersed to all Math 12 sections under assessment. Questions 1 and 2 correspond to SLO 1 and the following correspond 1 to 1 (see att:). Questions were then graded correct (1) or incorrect (0) and registered on a spreadsheet	**Semester Assessed:** 2011-12 (Spring 2012) **Benchmark Met:** N/A We were generally satisfied with the results. Students seemed to have struggled most with question 7. Most student responses for this question seem to indicate that they were overly focused on the sample size and had neglected to consider other conditions, such as the normality of the population that would satisfy. Student's performance was stellar in the computation of statistics, SLO 1. This was likely due to the simplicity of preforming these tasks. It may be suggested that the learning may improve for students in these classes if the emphasis be shifted from teaching descriptive statistics to inferential statistics and that special attention be given to the conditions necessary to construct the various types of confidence intervals. It may be suggested that multiple types of technology and software (graphing calculators, excel, Minitab, etc....) be used in teaching this class. Perhaps we might think of extending this class into a 4 unit class to incorporate instruction on ANOVA and other testing methods as many other Community colleges have done (06/14/2012) **Related Documents:** Math 12 common questions.pdf Math 12 course assesment.docx MATH 12 slo'S.xlsx	
PRVIOUS SLO 2 - Count the number of possible outcomes for various sequences of events, including	**Exam/Quiz - Embedded Questions Tied to SLOs -** Common questions were dispersed to all Math 12	**Semester Assessed:** 2011-12 (Spring 2012) **Benchmark Met:** N/A We were generally satisfied with the results. Students	

SLOs	Assessment Methods	Results	Changes Made
permutations and combinations. **SLO Status:** Inactive **Approval Date:** 09/20/2013 **Inactive Date:** 03/03/2016	sections under assessment. Questions 1 and 2 correspond to SLO 1 and the following correspond 1 to 1 (see att:). Questions were then graded correct (1) or incorrect (0) and registered on a spreadsheet	seemed to have struggled most with question 7. Most student responses for this question seem to indicate that they were overly focused on the sample size and had neglected to consider other conditions, such as the normality of the population that would satisfy. Student's performance was stellar in the computation of statistics, SLO 1. This was likely due to the simplicity of preforming these tasks. It may be suggested that the learning may improve for students in these classes if the emphasis be shifted from teaching descriptive statistics to inferential statistics and that special attention be given to the conditions necessary to construct the various types of confidence intervals. It may be suggested that multiple types of technology and software (graphing calculators, excel, Minitab, etc.…) be used in teaching this class. Perhaps we might think of extending this class into a 4 unit class to incorporate instruction on ANOVA and other testing methods as many other Community colleges have done (06/14/2012)	
PREVIOUS SLO 3 - Use multiplication and/or addition rules to determine probabilities of events. **SLO Status:** Inactive **Approval Date:** 09/20/2013 **Inactive Date:** 03/03/2016	**Exam/Quiz - Embedded Questions Tied to SLOs -** Common questions were dispersed to all Math 12 sections under assessment. Questions 1 and 2 correspond to SLO 1 and the following correspond 1 to 1 (see att:). Questions were then graded correct (1) or incorrect (0) and registered on a spreadsheet	**Semester Assessed:** 2011-12 (Spring 2012) **Benchmark Met:** N/A We were generally satisfied with the results. Students seemed to have struggled most with question 7. Most student responses for this question seem to indicate that they were overly focused on the sample size and had neglected to consider other conditions, such as the normality of the population that would satisfy. Student's performance was stellar in the computation of statistics, SLO 1. This was likely due to the simplicity of preforming these tasks. It may be suggested that the learning may improve for students in these classes if the emphasis be shifted from teaching descriptive statistics to inferential statistics and that special attention be given to the conditions necessary to construct the various types of confidence intervals. It may be suggested that multiple types of technology and software (graphing calculators, excel, Minitab, etc.…) be used in teaching this class.	

SLOs	Assessment Methods	Results	Changes Made
		Perhaps we might think of extending this class into a 4 unit class to incorporate instruction on ANOVA and other testing methods as many other Community colleges have done (06/14/2012)	
PREVIOUS SLO 4 - Determine the probability distribution for discrete random variables, including binomial random variables. **SLO Status:** Inactive **Approval Date:** 09/20/2013 **Inactive Date:** 03/03/2016	**Exam/Quiz - Embedded Questions Tied to SLOs -** Common questions were dispersed to all Math 12 sections under assessment. Questions 1 and 2 correspond to SLO 1 and the following correspond 1 to 1 (see att:). Questions were then graded correct (1) or incorrect (0) and registered on a spreadsheet	**Semester Assessed:** 2011-12 (Spring 2012) **Benchmark Met:** N/A We were generally satisfied with the results. Students seemed to have struggled most with question 7. Most student responses for this question seem to indicate that they were overly focused on the sample size and had neglected to consider other conditions, such as the normality of the population that would satisfy. Student's performance was stellar in the computation of statistics, SLO 1. This was likely due to the simplicity of preforming these tasks. It may be suggested that the learning may improve for students in these classes if the emphasis be shifted from teaching descriptive statistics to inferential statistics and that special attention be given to the conditions necessary to construct the various types of confidence intervals. It may be suggested that multiple types of technology and software (graphing calculators, excel, Minitab, etc.…) be used in teaching this class. Perhaps we might think of extending this class into a 4 unit class to incorporate instruction on ANOVA and other testing methods as many other Community colleges have done (06/14/2012)	
PREVIOUS SLO 5 - Determine confidence interval estimates for population means, proportions, and variances. **SLO Status:** Inactive **Approval Date:** 09/20/2013 **Inactive Date:** 03/03/2016	**Exam/Quiz - Embedded Questions Tied to SLOs -** Common questions were dispersed to all Math 12 sections under assessment. Questions 1 and 2 correspond to SLO 1 and the following correspond 1 to 1 (see att:). Questions were then graded correct (1) or incorrect (0) and registered on a spreadsheet	**Semester Assessed:** 2011-12 (Spring 2012) **Benchmark Met:** N/A We were generally satisfied with the results. Students seemed to have struggled most with question 7. Most student responses for this question seem to indicate that they were overly focused on the sample size and had neglected to consider other conditions, such as the normality of the population that would satisfy. Student's performance was stellar in the computation of statistics, SLO 1. This was likely due to the simplicity of preforming	

SLOs	Assessment Methods	Results	Changes Made
		these tasks. It may be suggested that the learning may improve for students in these classes if the emphasis be shifted from teaching descriptive statistics to inferential statistics and that special attention be given to the conditions necessary to construct the various types of confidence intervals. It may be suggested that multiple types of technology and software (graphing calculators, excel, Minitab, etc....) be used in teaching this class. Perhaps we might think of extending this class into a 4 unit class to incorporate instruction on ANOVA and other testing methods as many other Community colleges have done (06/14/2012)	
PRVIOUS SLO 6 - Perform hypothesis tests for one or two means, proportions, or variances. **SLO Status:** Inactive **Approval Date:** 09/20/2013 **Inactive Date:** 03/03/2016	**Exam/Quiz - Embedded Questions Tied to SLOs -** Common questions were dispersed to all Math 12 sections under assessment. Questions 1 and 2 correspond to SLO 1 and the following correspond 1 to 1 (see att:). Questions were then graded correct (1) or incorrect (0) and registered on a spreadsheet	**Semester Assessed:** 2011-12 (Spring 2012) **Benchmark Met:** N/A We were generally satisfied with the results. Students seemed to have struggled most with question 7. Most student responses for this question seem to indicate that they were overly focused on the sample size and had neglected to consider other conditions, such as the normality of the population that would satisfy. Student's performance was stellar in the computation of statistics, SLO 1. This was likely due to the simplicity of preforming these tasks. It may be suggested that the learning may improve for students in these classes if the emphasis be shifted from teaching descriptive statistics to inferential statistics and that special attention be given to the conditions necessary to construct the various types of confidence intervals. It may be suggested that multiple types of technology and software (graphing calculators, excel, Minitab, etc....) be used in teaching this class. Perhaps we might think of extending this class into a 4 unit class to incorporate instruction on ANOVA and other testing methods as many other Community colleges have done (06/14/2012)	
PREVIOUS SLO 7 - Calculate the Pearson product moment correlation	**Exam/Quiz - Embedded Questions Tied to SLOs -** Common questions	**Semester Assessed:** 2011-12 (Spring 2012)	

SLOs	Assessment Methods	Results	Changes Made
coefficient and explain its significance. **SLO Status:** Inactive **Approval Date:** 09/20/2013 **Inactive Date:** 03/03/2016	were dispersed to all Math 12 sections under assessment. Questions 1 and 2 correspond to SLO 1 and the following correspond 1 to 1 (see att:). Questions were then graded correct (1) or incorrect (0) and registered on a spreadsheet	**Benchmark Met:** N/A We were generally satisfied with the results. Students seemed to have struggled most with question 7. Most student responses for this question seem to indicate that they were overly focused on the sample size and had neglected to consider other conditions, such as the normality of the population that would satisfy. Student's performance was stellar in the computation of statistics, SLO 1. This was likely due to the simplicity of preforming these tasks. It may be suggested that the learning may improve for students in these classes if the emphasis be shifted from teaching descriptive statistics to inferential statistics and that special attention be given to the conditions necessary to construct the various types of confidence intervals. It may be suggested that multiple types of technology and software (graphing calculators, excel, Minitab, etc.…) be used in teaching this class. Perhaps we might think of extending this class into a 4 unit class to incorporate instruction on ANOVA and other testing methods as many other Community colleges have done (06/14/2012)	
PREVIOUS SLO 8 - Determine the regression equation and use it to make predictions. **SLO Status:** Inactive **Approval Date:** 09/20/2013 **Inactive Date:** 03/03/2016	**Exam/Quiz - Embedded Questions Tied to SLOs -** Common questions were dispersed to all Math 12 sections under assessment. Questions 1 and 2 correspond to SLO 1 and the following correspond 1 to 1 (see att:). Questions were then graded correct (1) or incorrect (0) and registered on a spreadsheet	**Semester Assessed:** 2011-12 (Spring 2012) **Benchmark Met:** N/A We were generally satisfied with the results. Students seemed to have struggled most with question 7. Most student responses for this question seem to indicate that they were overly focused on the sample size and had neglected to consider other conditions, such as the normality of the population that would satisfy. Student's performance was stellar in the computation of statistics, SLO 1. This was likely due to the simplicity of preforming these tasks. It may be suggested that the learning may improve for students in these classes if the emphasis be shifted from teaching descriptive statistics to inferential statistics and that special attention be given to the conditions necessary to construct the various types of confidence intervals. It may be suggested that multiple types of technology and	

SLOs	Assessment Methods	Results	Changes Made
		software (graphing calculators, excel, Minitab, etc....) be used in teaching this class. Perhaps we might think of extending this class into a 4 unit class to incorporate instruction on ANOVA and other testing methods as many other Community colleges have done (06/14/2012)	

MAT-12H:Honors Statistics

SLOs	*Assessment Methods*	*Results*	*Changes Made*
SLO 1 - Critique methods used to collect data. Organize sets of data and calculate a variety of statistics for a given set of data (e.g. mean, median, variance). Analyze data. **SLO Status:** Active **Approval Date:** 09/20/2013			
SLO 2 - Count the number of possible outcomes for various sequences of events, including permutations and combinations. **SLO Status:** Active **Approval Date:** 09/20/2013			
SLO 3 - Use multiplication and/or addition rules to determine probabilities of events. **SLO Status:** Active **Approval Date:** 09/20/2013			
SLO 4 - Determine the probability distribution for discrete random variables, including binomial random variables. **SLO Status:** Active **Approval Date:** 09/20/2013			
SLO 5 - Determine and interpret confidence interval estimates for population means, proportions, and variances. **SLO Status:** Active **Approval Date:** 09/20/2013			
SLO 6 - Perform hypothesis tests for one or two means, proportions, or variances. **SLO Status:** Active **Approval Date:** 09/20/2013			

SLOs	Assessment Methods	Results	Changes Made
SLO 7 - Calculate the Pearson product moment correlation coefficient and explain its significance. **SLO Status:** Active **Approval Date:** 09/20/2013			
SLO 8 - Determine the regression equation and use it to make predictions, as appropriate. **SLO Status:** Active **Approval Date:** 09/20/2013			