

Assessment: Course Four Column



Courses (SS) - Anthropology

ANTH 439 :Traditional Land Use and Ecological Knowledge

Course Outcomes	Assessment Measures	Results	Actions
<p>Theoretical framework of cultural ecology and its approach to understanding human-environment interactions - Understand the theoretical framework of cultural ecology and its approach to understanding human-environment interactions for the hunting-gathering, pastoral, horticultural, and intensive agricultural lifeways.</p> <p>Course Outcome Status: Active Next Assessment: 2021-2022 Start Date: 09/05/2017</p>	<p>Exam - Exam 1 and DPs 1 and 2 Criterion: C average</p>	<p>Reporting Period: 2016-2017 Criterion Met: Yes Exam 1 MC 14/20 C average Exam 1 Essays 27/30 B average</p> <p>DP 1 25/30 C average DP 2 28/20 A average (02/14/2018)</p>	<p>Action: 1. Results Analysis: Clearly students did better on the essay section of the first exam than the multiple choice. That section covered multiple readings and was quite challenging whereas the essay portion of the exam was a bigger picture nature. I would do this set up again as I find it to be a useful tool to assess both the bigger picture and the specifics of readings.</p> <p>DP 1 score was a bit low for an upper-division course, but this is good! For this post, students understood that upper division analysis and preparedness is expected. That this lesson was learned is shown in DP 2.</p> <p>2. Action Plan: I like it and would not change the assignments/exams. (02/14/2018)</p>
<p>Understand traditional indigenous land management practices through the analysis of case studies -</p>	<p>Exam - Exam 2 DPS 3-6 Criterion: The average for the assignments should be a C</p>	<p>Reporting Period: 2016-2017 Criterion Met: Yes DP 3 27/30 A- average</p>	<p>Action: 1. Results Analysis: For the DPS, these are good results. DP 4 is rather low but this was the</p>

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<p>Understand traditional indigenous land management practices through the analysis of case studies related to traditional ecological knowledge and land use.</p> <p>Course Outcome Status: Active Next Assessment: 2021-2022 Start Date: 09/05/2017</p>		<p>DP 4: 23/30 C+ average DP 5: 27/30 A- average DP 6 28/30 A average Exam 2 45/50 B+ average (02/14/2018)</p>	<p>first post Spring Break assignment and I am not worried. Another element of the DPs is the responses—students did amazing analytical responses to one another and that was fantastic.</p> <p>Exam 2 was tough and entirely essay. It asked students to references a specific number of readings from articles and the edited volume assigned. But, hey, they did it and I am happy with the result. (02/14/2018)</p>
<p>Synthesizes environmental knowledge and/or land use issues related to a particular society and/or region - Create a presentation that synthesizes environmental knowledge and/or land use issues related to a particular society and/or region. Assess effectiveness of oral presentations.</p> <p>Course Outcome Status: Active Next Assessment: 2021-2022</p>	<p>Performance/Presentation - Presentation and Annotated bibliography Criterion: The average for the assignments should be a C</p>	<p>Reporting Period: 2016-2017 Criterion Met: Yes Annotated Bibliography 48/50 A average Oral Presentation and responses: 61/70 B average (02/14/2018)</p>	<p>Action: 1. Results Analysis: Students met and exceeded expectations.</p> <p>2. Action Plan:</p> <p>Students did really well on the annotated bibliography. They were expected to find academic sources related to their topics and that they did. A few students accessed popular sources and that accounts for point reductions for a few. And one student was an article short. No change on this one.</p> <p>The presentations were great. I would revise this assignment to create more specific expectations in a rubric for a power point than what I had. Students do need guidance in this regard, as do most professionals!!</p> <p>Responses: while I did not grade</p>

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these separately, students were very good at analyzing presentations for effectiveness. I will modify this exercise to include the set of expectations I develop for UD power points. I will provide students with a rubric to grade each other! And I will set it up as a separate grade. (02/14/2018)

Follow-Up: This was a new upper-division course based on my interests and expertise. The course was online and reading/writing intensive in order to serve BASS program needs. I ran the course like a seminar and did not provide lectures as students had much to do the entire semester. In that regard, discussion created a seminar atmosphere and students largely excelled. This is not surprising for upper level students. As always, its great to see the BASS students step out of their comfort zones and go for it. (02/14/2018)