Course Assessment– Part B: Your Results & Analysis   #133

Your Email *

Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing. | ATH 101 Intro to Physical Anthropology – Leslie Berry – Spring 2016

Part B: Your Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified for each outcomes (question 3) of your Part A. *

Outcome #1 – students met or exceeded expectations through discussion forum exercises, and/or quizzes and exams.
Outcome #2 – students met or exceeded expectations through examples presented in discussion forums which were examined and debated by classmates.
Outcome #3 – students met or exceeded expectations through an analysis of artifacts and extrapolation of behaviors as evidenced in archaeological contexts.

1b. Report the percentage of students who successfully achieved each outcome that you identified in (question 3) of your Part A.

Outcome #1 *

Explain the scientific basis of physical anthropology in terms of biochemistry, genetics, evolutionary adaptation, and molecular biology:

In this outcome, I set a goal that 75% of the students would earn a score of 80% or higher on quizzes, tests, and lessons. These numbers are calculated from a large variety of measures but the results exceeded expectations with approximately 80% of the class successfully achieving the goal of 80% or higher. Of those students who self-identified their success in the course survey, 11% felt they had done "good," 56% "very good," and 33% "excellent."

% of students who successfully achieved the outcome: *   80

Outcome #2 *

Analyze the fossil record in light of current information on genetics, evolutionary processes, molecular evidence of evolution, and the anatomy and behavior of living primates:

In this outcome, I set a goal that 90% of the students would engage in at least one forum discussion with a minimum of 85% of the points possible. The 97% completion rate exceeded expectations but there is a wide margin of potential completion for these exercises so the results aren't unexpected. Of those students who self-identified their success in the course survey, 44.5% felt they had done "good," 44.5% "very good," and 11% "excellent" which is an improvement over the previous time this was evaluated.

% of students who successfully achieved the outcome: *   97

Outcome #3 *

Examine the evidence for emergent hominin cultural behavior over time, recognizing ancient variations as formative antecedents to modern human expressions:

In this outcome, I set a goal of 90% of students presenting research and examples in a forum discussion with a minimum of 85% of the points possible. The overall completion rate of 97% exceeded expectations. Of those students who self-identified their success in the course survey, 11% felt they had done "fair," 44.5% selected "very good," 22.25% identified "very good," and another 22.25% marked "excellent." During the next assessment cycle I would select specific assignment measures to make these numbers more focused.

% of students who successfully achieved the outcome: *	97

Analysis

Reflect on your assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. *

Overall, students who completed the class achieved success in learning the course materials. This class has a higher attrition rate than others in the anthropology sequence but that's not unusual with the intense amount of information presented. Student success is generally contingent on keeping up with the swift pace of the course and comments from students in the course assessment survey indicate the workload is reasonable. The students who completed the course survey indicated they achieved successful mastery of the content – especially when compared to their before and after ratings of the outcomes which were assessed. Student engagement with course content continues to be the strongest measure of student success. When learners are intrigued with the subject, interested in exploring content and completing exercises, the learning process is smooth and exciting. In this sense, continuing to develop activities and exercises that impart the desired content while appealing to student learning preferences is important to me. I will continue to seek out activity–based learning exercises that allow them to apply concepts rather than read about the field.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? *	I am committed to finding learning materials which are low–cost or no–cost but thus far I've not found a replacement for a traditional textbook without omitting critical information. Instead, we continue to use a previous edition of the text (which is cheaper) while I continue to search for an inclusive resource. In the past I've utilized an interactive CD–Rom for lab–based activities but the technology has become dated. I would like to find something similar to add an element of more active engagement into the course environment.
What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *	There are no real budget implications resulting from this analysis. Finding course materials is a matter of searching out and/or compiling content. It takes time but every year there is more available in the public–use sector. The creation of additional exercises, activities and course components is up to the instructor of record, so that doesn't really have any budget implications either.
Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?	Assessment methods were accurate indicators of student learning but part of that is predicted by the measures evaluated. Course assignments and activities are designed to work with the course materials so that students have the ability to process information and apply it. There are always changes, modifications, and improvements to be made but no major flaws in the course design were revealed by this process. In future I would like to refine the measures used to evaluate a skill to a narrower gauge in order to better focus the results.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

Since the last assessment cycle, I've ceased using a supplementary resource for the course due to difficulties in technology (students were often unable to use the CD–Rom). With those difficulties and the increased cost to students which prohibited many from purchasing the item, I replaced the interactive component with other activities. This was successful in part but the coherence between elements suffered as a result. Students still performed well in the course but there is so much content to be covered in such a short time that I would like to isolate sources that bridge subjects and tighten the alignment between course goals and student outcomes.

Created		Updated
1 Jul 2016		**7 Jul 2016**
6:15:32 PM		5:35:35 AM
PUBLIC		COLUMBIAGORGECC