

Course Assessment – Part A: Your Plan

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Your Email *

Please select your course & name from the drop-down menu. Contact Instructional Services if your course or name are incorrect or missing

ATH 101 – Introduction to Physical Anthropology – 1092919 – Leslie Berry – Fall 2018

Part A: Your Plan
[Directions](#)

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.

1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey):

Outcome #1 *

Outcome #2 *

Compare primate anatomy, behavior, gender roles, social organization, reproduction and ecology, as well as noting diversity, classification and geographic distribution of various species.

Outcome #3 *

Identify how human diversity is a bio-cultural response to environmental and biological factors.

Have you completed an assessment for this course prior to this term?

Yes

If yes, are you assessing different outcomes? Yes

Comments:

There are only five outcomes to select from so I chose the two which weren't done the last time and one which has already been assessed previously.

2. To which degree(s) or certificate(s) does your course map?

[Degree, Certificate, & Program Outcomes](#)

- Associate of Arts Oregon Transfer
- Associate of Science Oregon Transfer – Business
- Associate of Science
- Associate of General Studies

Method of Assessment

Students explore data from various sources, sharing and discussing content in forums.

3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.)

Outcome #1: Method to assess student understanding *

Outcome #2: Method to assess student understanding *

Students research and respond to written prompts about primates (anatomy, classification, etc.) as well as discuss related topics in forums to demonstrate relationships to hominin taxonomy.

Outcome #3: Method to assess student understanding *

Students define biocultural evolution in a written prompt and discuss human diversity in terms of environment and biological factors in forums.

4. How will you know if you were successful in your efforts to teach this outcome? In order to measure success, 75% of students will earn score of 80% or higher on written assignments.

Outcome #1: *

Outcome #2: How will you know if you were successful in your efforts to teach this outcome? * In order to measure success, 90% of students will engage in at least one pertinent forum discussion with a minimum of 85% of points possible.

Outcome #3: How will you know if you were successful in your efforts to teach this outcome? * In order to measure success, 90% of students will present research and examples in at least one pertinent forum discussion with a minimum of 85% of points possible.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1 Would a supplemental text on genetics and/or evolutionary biology be a useful addition to the course materials? (1 - Yes, 2 - No, 3 - undecided)

Question #2 Would an interactive component that illustrates examples of evolutionary process be helpful in understanding course content? (1 - Yes, 2 - No, 3 - undecided)

Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends) NO

Reminder, when completing Part B, instructors will be asked the following questions:
 1. Describe anything you did to support the institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLO Communication
 2. Describe anything you did to support the institutional effort to support students in improving "Student Position" and/or "Evaluate Potential Solutions" for the CLO Critical Thinking/Problem Solving

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