Course Assessment- Part B: Your Results & Analysis

COMPLETE #528

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

ATH 101- Introduction to Physical Anthropology- Leslie Berry- Fall 2021

* **Part B: Your Results DIRECTIONS 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.**

Outcome #1 was assessed through completion of discussion forums in weeks 2, 3, 4, and 7 – students met or exceeded expectations based on aggregate performance.

Outcome #2 was assessed through completion of research activities and discussion forums in weeks 8, 9, and 10 – students met or exceeded expectations based on aggregate performance.

Outcome #3 was assessed through completion and presentation of research examples in week 11 based on performance in the discussion forum – students met or exceeded expectations.

* **Outcome #1**

Explain the scientific basis of physical anthropology in terms of biochemistry, genetics, evolutionary adaptation, and molecular biology. (1)

* **% of students who successfully achieved the outcome (C or above)**

As a class, scores ranged from 89-100% with an average of 92.4% and achieved the outcome.

* **Outcome #2**

Examine the evidence for emergent hominin cultural behavior over time, recognizing ancient variations as formative antecedents to modern human expressions. (4)

* **% of students who successfully achieved the outcome (C or above)**

As a class, scores ranged from 60-100% on written assignments with an average of 98%. Scores on discussions ranged from 86-100% (for the students who completed the assignments all achieved the outcome.

* **Outcome #3**

Identify how human diversity is a bio-cultural response to environmental and biological factors. (5)

* **% of students who successfully achieved the outcome (C or above)**

Scores ranged from 63-100%, with an average of 97% among students who participated and achieved the outcome.

*** ANALYSIS 3. What contributed to student success and/or lack of success?**

Measuring student success on a focused activity makers it easier to calculate success but excludes additional activities which certainly influence overall success or lack of success with course materials. Consistency in course design assists students in navigating through the course so they are able to concentrate on actual assignments rather than searching for information that is scattered throughout the interface. The inclusion of sample assignments and examples offer modeling for students to emulate. In general, students who are not successful in the course are those who do not attempt the assignment, withdraw, or fail to participate.

*** 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.**

Among those who responded to the survey, all indicated positive growth and improvement of their understanding of subject matter as a result of completing the course.

*** 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

Yes, student achievement of outcomes met or exceeded my expectation for successfully teaching to each outcome.

*** 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

No adjustments are warranted. I would like to retitle the course to better reflect standards in the discipline as the class is now referenced as Biological Anthropology at most other institutions.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

N/A

*** 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

Although regular annual revisions are applied to course content, keeping current information in the course is a constant process. This allows me to fine-tune assignments and resources so that student feedback from each session is incorporated and applied to improve the course for the next time it is taught.

9. Describe how you explain information about course outcomes and their relevance to your students.

Course Outcomes are listed on the syllabus and objectives are posted in each week of the session so that students understand there are goals to aim for – and the larger framework of information to acquire. There is a self-check quiz each week that is geared toward demonstrating how the course content addresses those objectives so that students connect what they are learning with the larger goals of the course. Additionally, students are encouraged to respond to the course survey as it provides a way for their voices to be heard – about both the quality of instruction and course materials. This is an opportunity for them to help formulate educational approaches in the future.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development"and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" - Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 -Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

I have tried to incorporate explanations or information designed to help students to understand that they are stakeholders in the goal to achieve course outcomes. By helping them to understand why they should be able to meet those expectations, they have a chance to connect what they are learning in this class to their overall education.

ILO #1: Communication. The areas that faculty are focusing on are: The areas that faculty are focusing on are: "Content Development"and/or Control of Syntax and Mechanics"

Students are encouraged to present their work in a professional manner, this includes properly citing and including source information, but also using complete sentences and expected grammatical structures and punctuation. By asking students to operate at a ‘best practices’ level they learn to format their research in a way that meets most college-level expectations. When these details are lacking, reminders are offered to encourage greater participation without making the requirement punitive. Some students comply quickly and others need continual reminders. Generally, by the end of the session they are consistently applying effort to present their work in an acceptable format and identifying the sources used during research.

ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

Students are asked to apply information learned in the course through a personal lens which allows them to evaluate how curriculum relates to real-world experience. For example, when learning about genetic inheritance students evaluate their own phenotype in order to differentiate between polymorphic and Mendelian traits. Student reaction to being able to draw a direct link between academic assignments and the way they perceive family traits is powerful and gets them excited to apply more research in practical ways.

ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" - Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

This course incites much curiosity about variation in the human species and how those differences and similarities express within populations. Students explore these ideas on a personal level but also make observations about how definitions play out in terms of geographic distribution. In addition, we explore the history of racial profiling and biological expression of traits in the past as well as the present. Students readily grasp that human phenotypes occur on a spectrum and that physical attributes are also widespread on this spectrum.

ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

One area which applies to this ILO is our exploration of primate conservation and the ongoing need to educate the public and provide safe habitats for at-risk populations and species. Since much of the impact on non-human primates is the direct result on human encroachment, students are deeply engaged in brainstorming successful avenues to assist this issue.