

Course Assessment - Part A: Your Plan

COMPLETE

#536

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 A: Your Plan DIRECTIONS 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**

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

* **Outcome #2**

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

* **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

Not Sure, GENERAL EDUCATION

* **Method of Assessment 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**

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

* **Outcome #2: Method to assess student understanding**

Students research and respond to written prompts about evidence for hominin cultural behavior, including dietary and subsistence practices, intentional burial, and presentment of art – as well as discuss related topics in discussion forums.

*** 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 discussion forums.

*** 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:**

In order to measure success, 75% of students will earn score of 80% or higher on written assignments.

*** 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?

Question #2

Would an interactive component that illustrates examples of evolutionary process and anatomical structures be helpful in understanding course content?

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: Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Content Development" and/or "Control of Syntax and Mechanics" 2. ILO#2 - Critical

Thinking/Problem Solving - "Student Position" and/or "Evaluate Potential Solutions" 3. ILO#4 -Cultural Awareness - "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions") 4. ILO#5 - Community and Environmental Responsibility - "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts" 5. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

(No response)