

## Course Assessment - Part A: Your Plan

COMPLETE

#591

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](mailto:swade@cgcc.edu).

ATH 101-Introduction to Physical Anthropology- Leslie Berry- Fall 2022

**\* 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**

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. (2)

**\* 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. (3)

**\* Outcome #3**

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

**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.

Also - the class is listed incorrectly as ATH 103 but I am teaching ATH 101 Fall 2022.

**2. To which degree(s) or certificate(s) does your course map? Degree, Certificate, & Program Outcomes**

Not Sure, GENERAL EDUCATION

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**\* 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**

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

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

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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**

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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:**

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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?**

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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?**

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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**

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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**

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Would an interactive component that illustrates examples of evolutionary process and anatomical structures 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)**

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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"**

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(No response)