Course Assessment- Part B: Your Results & Analysis   COMPLETE   #568

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

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

* 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 – students met or exceeded expectations based on aggregate performance.

Outcome #2 was assessed through completion of research activities – students met or exceeded expectations based on aggregate performance.

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

* 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)

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

As a class, scores ranged from 78-100% with an average above 90% and achieved the outcome.

* 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)

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

As a class, scores ranged from 87-100% on written assignments with an average of 98%. Students who completed the assignments 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 38-100%, with an average of 93% among students who participated and achieved the outcome.

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

Providing a variety of learning materials which addresses course objectives from differing perspectives reinforces student comprehension of subject matter. Repetition of basic concepts with a multitude of examples for comparison expands grasp on core elements of evolutionary process. The inclusion of sample assignments and examples offers a model for students to emulate and improves success with the technical proficiency of assignments. Overall, students who do succeed in the course are generally 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. As stated in previous review cycle, 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.

The course materials are revised each time it is offered. New assignments and resources are provided to replace older ones so that students benefit from current approaches to the discipline and subject. Soliciting student feedback for improvement helps make the course more relatable to novice learners.

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 weekly goals which connect to the larger framework of the course. The self-check quiz each week is geared toward demonstrating how course content addresses objectives so students see the connectivity. 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 for future sessions.

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: "Evidence" (Critical Thinking) and/or "Identify Strategies" (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"

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.