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ATH 101-Introduction to Physical Anthropology- Leslie Berry- Part B- Fall 2024

*** 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 discussion forums – 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**

As a class, scores averaged above 90% on written assignments and achieved the outcome.

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

90%

*** Outcome #2**

As a class, scores averaged above 90% in participation of discussion forums. Students who completed the assignments achieved the outcome.

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

90%

*** Outcome #3**

Scores averaged above 90% among students who participated and achieved the outcome.

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

90%

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

Student success is enhanced when instruction provides a variety of learning materials which addresses course objectives. The use of differing perspectives reinforces student comprehension of subject matter, as does the repetition of basic concepts with numerous examples for comparison. Familiarity expands the learner's grasp of core elements of evolutionary process. Providing sample assignments and descriptive examples as a model provides students with guides and improves success, especially with the technical proficiency of assignments. The student who fails or does not succeed in the course, generally does not attempt the assignment, withdraws from the course mid-session, or fails to participate in a consistent manner.

*** 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. The range of learner progress varied significantly but it is unclear if this is the result of prior knowledge or incomplete understanding of curriculum.

*** 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.)?**

Other than standard revision and curricular updates, no adjustments to course structure or design are warranted. As stated in previous review cycles, I would like to retile 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 the course is offered. New assignments and learning 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. I would like to increase the amount of multimedia resources available to students for specific topics in the course.

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: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

I strive to help students understand that they are stakeholders in their education, with a goal toward meeting 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.