

# Assessment: Course Four Column

## Courses (SS) - Anthropology

### ANTH 102:Physical Anthropology

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p><b>Evolution</b> - Demonstrate knowledge of and an ability to synthesize information related to the mechanisms of evolution</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Next Assessment:</b> 2023-2024</p>	<p><b>Discussion</b> - Discussion Post 1: The Process of Evolution</p> <p><b>Criterion:</b> A score of 24.5/35</p> <p>This is a grade a C. (excludes no submission)</p>	<p><b>Reporting Period:</b> 2018-2019</p> <p><b>Criterion Met:</b> Yes</p> <p>Average Score: 29 (includes 3 zero scores for no submissions) (09/24/2019)</p>	<p><b>Action:</b> This discussion post requires at least one page of single-spaced writing and a response to two other students is focused on biological issues related to the species concepts, genetics, and natural selection. These topics are covered well in textbook lectures, and films.</p> <p>This is a difficult assignment in an introductory general education class, and it involves critical thinking abilities.</p> <p>While I am quite satisfied with these results, I do feel that my questions need to be clarified:</p> <p>Questions addressed F2018:</p> <ol style="list-style-type: none"><li>1. What is a species according to the book and lecture (do NOT use a dictionary for this)? Be sure to discuss the idea as it relates to living and fossil groups.</li><li>2. What are three genetic mechanisms account for evolutionary change as detailed in</li></ol>

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			<p>lecture?</p> <p>3. What is natural selection, and how is it a "filter"? How does it account for the evolution of new species? What are two major ways the new species arise?</p> <p>Modification of questions for S2019:</p> <p>1. What is is species? How are fossil species identified (do NOT use a dictionary for this)?</p> <p>2. How do mutation, genetic flow, and genetic drift contribute variation to the process of the evolution of species? What are the roles of phenotype and inheritance in these processes?</p> <p>3. What is natural selection, and how is it a "filter"? How does it account for the evolution of new species? What are two major ways the new species arise?</p> <p>(09/24/2019)</p>
<p><b>Two key method used to understand human evolution</b> - Demonstrate understanding of two key method used to understand human evolution.</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Next Assessment:</b> 2023-2024</p>	<p><b>Discussion</b> - Discussion Post 2: Methodologies</p> <p><b>Criterion:</b> A score of 24.5/35 This is a grade a C. (excludes no submission)</p>	<p><b>Reporting Period:</b> 2018-2019</p> <p><b>Criterion Met:</b> Yes</p> <p>Average Score: 29 (includes 4 zero s for no submissions) (09/24/2019)</p>	<p><b>Action:</b> This discussion likewise requires at least one-page of single spaced writing and addresses questions related to methods in physical anthropology:</p> <p>1. Based on the Week 3 film Journey of Man expalin how DNA contributes our understanding of the human past. What can we learn from such studies. Use examples from the film.</p> <p>2. Based on Week 8 lecture Fossils and Fieldwork, explain how fossils are located and studied. What can we learn from such studies? Use examples from lecture.</p>

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<p><b>Human Variation</b> - Demonstrate knowledge and comprehension of the nature of modern human variation biologically and socially</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Next Assessment:</b> 2023-2024</p>	<p><b>Discussion</b> - Discussion Post 3: Human Variation—Race</p> <p><b>Criterion:</b> A score of 24.5/35</p> <p>This is a grade a C. (excludes no submission)</p>	<p><b>Reporting Period:</b> 2018-2019</p> <p><b>Criterion Met:</b> Yes</p> <p>Average scores: 31</p> <p>4 zeros for no submission (09/24/2019)</p>	<p>3. Based on my lecture The Other Living Primates from Week 7, explain how primate studies contribute to our understanding of the human past. Use examples from lecture.</p> <p>Effective discussion posts require that students access and digest all aspects of the course—readings, lectures and films. This is a fun exercise and students are doing great on it when they have done the required work. Students who do not perform as well are reminded they need to access required materials, and like so many online students, often seem to feel that only the readings matter, no how many times they are reminded.</p> <p>I do not plan on making changes to the assignment. (09/24/2019)</p> <p><b>Action:</b> This discussion is also a critical thinking writing exercise requiring at least one page of single-spaced writing and focusing on human variation based on the idea of “race”:</p> <ol style="list-style-type: none"> <li>1. Explain the history of the concept of race as discussed in lecture and the film. How does the idea of race related to the practice of racism? USE EXAMPLES TO DEMONSTRATE YOUR POINTS.</li> <li>2. How do biologists understand qualities like skin color, eye shape, body shape, hair shape and other features in terms of human variation and adaptation? USE EXAMPLES TO DEMONSTRATE</li> </ol>

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YOUR POINTS.  
 3. How does the basic biology of human adaptation conflict with the social idea of race? USE EXAMPLES TO DEMONSTRATE YOUR POINTS.  
 Based on student posts, I modified this exercise for the S2019 class, simplifying as I realized my lecture on the history of the concept of race is not as robust as needed to address the first part of the assignment. And given, the history of the concept is secondary to uses of biological variation I opted to change the assignment and leave my coverage of the history as is.  
 Changes for S2019:  
 1. What is race? Compare and contrast biological and social constructs as discussed in lecture and the film. USE EXAMPLES TO DEMONSTRATE YOUR POINTS.  
 2. How does the basic biology of human adaptation conflict with the social idea of race? USE EXAMPLES TO DEMONSTRATE YOUR POINTS. (09/24/2019)

<p><b>Hominid cultural evolution -</b>            Demonstrate the ability to synthesize information related to the patterns of hominid cultural evolution.  <b>Course Outcome Status:</b> Active</p>	<p><b>Discussion -</b> Discussion Post 4: Human Cultural Evolution  <b>Criterion:</b> A score of 24.5/35            This is a grade a C.            (excludes no submission)</p>	<p><b>Reporting Period:</b> 2018-2019  <b>Criterion Met:</b> Yes            Average score: 26            4 zeros for no submission (09/24/2019)</p>	<p><b>Action:</b> This discussion post is very comprehensive and truly requires that students watch multiple lectures and the required film to address the bigger picture on culture:            This post is based on multiple lectures and the film The Great Human Odyssey. Using these resources:            1. Briefly, explain what human</p>
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			<p>culture is, and how it is adaptive.</p> <p>2. Identify and describe TWO key elements of human culture (not physical change, but cultural) that changed the course of human history. That led...to us. Be sure to identify the species and time periods involved. Think hard on this one--what are two monumental human cultural characteristics that led to us....kind of a big issue. DO NOT USE ANY TRAITS/PATTERNS THAT OCCURRED AFTER 40,000 YEARS AGO.</p> <p>At this point, I do not feel the need to change the assignment. Students who have done the work tend to perform quite well, as the information needs is offered across the semester. But for students not having done the required work, scores are lower especially since success requires that students have watched several lectures spanning more than 2 my.</p> <p>My lectures on the fossil record to the genus Homo often focuses on cultural adaptations and fill in some of the gaps in cultural adaptation in the textbook. This, success on this assignment truly requires having watched lectures and this film series, something many students do not do As such, performance on this assignment is lacking. (09/24/2019)</p>

**Knowledge base of the field of physical anthropology** - Develop a

**Quiz** - Based on multiple choice questions of textbook readings,

**Reporting Period:** 2018-2019  
**Criterion Met:** Yes

**Action:** In this class I have created narrated power point lectures that

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<p>knowledge base of the field of physical anthropology including basic methods, concepts of evolution, variation in the human species in time and space, and the rise of culture.</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Next Assessment:</b> 2023-2024</p>	<p>written/multiple choice for assigned films and lectures.</p> <p><b>Criterion:</b> Average Score of 24.5/35</p> <p>Letter grade is C.</p> <p>(excludes no submissions)</p>	<p>Quiz 1: Weeks 1 and 2 materials Average Score 25</p> <p>Quiz 2: Weeks 3 and 4 Average Score: 28</p> <p>Quiz 3: Weeks 6 and 7 Average Score: 31</p> <p>Quiz 4: Weeks 8 and 9 Average Score: 29</p> <p>Quiz 5: Weeks 11 and 12 Average Score: 29</p> <p>Quiz 6: Weeks 13,14, and 15 Average Score: 30</p> <p>Average All Quizzes: 29/35 (09/24/2019)</p>	<p>are weekly and have assigned relevant films. This is in addition to assigned chapter readings from the textbook. There are several students who do not watch lecture or films and these students score often decrease the class average. I have emailed these students and provided feedback that films and lectures need to be watched and will be included on exams. As well there are always a few students who do not submit and the grades of zero lower the class average. These patterns contribute to a lower average.</p> <p>As you can see, the first quiz score average is slightly less than and the 24.5 score that reflects a grade of C, but after that this threshold is met. Given the vagaries of student behavior, I am happy with the scores for the quizzes. (09/24/2019)</p> <p><b>Follow-Up:</b> One thing I would like to work on with help from distance ed and other folks at the college is getting students to complete do the required work and written assignments. It does not seem to matter if reminders are given or that an assignment is posted on webcampus in their “upcoming assignments” area, there is always a group of students who seem to think they can succeed without the written work. The syllabus provides a break down of how assignments and quizzes contribute to overall</p>

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grades, but that makes no difference either.

Given that we have had no one leading Distance Education since Feb 2018 this past year, this issue remains an issue. That combined with a lack of distance ed staff to assist in such matters and a lack of professional development one does wonder what is required. As a teacher, I feel that the needed information is there but I cannot force students to do the required work. Perhaps a required orientation for online courses would help-, and one that includes the dispensing of notions that online is easy and one that focuses on the role of student responsibility.

It is worth mentioning that I was able to attend a teaching workshop S2019 and the issue of students not doing the work in online class came up often, and most instructors had no real idea how to address this societal issue. (09/24/2019)