**LA HARBOR COLLEGE**

**Student Learning Outcomes (SLOs) Assessment Report**

**Course Assessment**

**Division: Social and Behavioral Sciences Discipline/Program: Anthropology**

**Course Number and Name: ANTHRO 101** Human Biological Evolution

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**Reviewed by: Date:**

**Note:** The following SLOs were newly revised during Fall 2013, based on a collaborative department effort. These are the SLOs currently in use effective Fall 2014. The SLOs that were not assessed during Spring 2014 will be assessed during Fall 2014.

**Attach additional pages as necessary.**

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| **Institutional Learning Outcomes** | **Course Intended Outcomes** | **Means of Assessment and Criteria for Success** | **Summary of Data Collected** | **Use of Results** |
| 2 | (1) Describe the evolutionary lineage that led to Homo sapiens, using the following species as points of reference: *Australopiths, Homo erectus, Homo ergaster, Homo heidelbergensis, and Homo neandertalensis.*  (Aligns with PLO #3: “Students will identify field-specific theories/perspectives and apply the theories to new information or situations.”) | Means: Students will chart out the evolutionary connections between these species and give dates for this timeline.    Criteria for success: 70% of students should score a C or better. | Fall 2014:  N=195  81% of students scored 70% or higher  Fall 2015:  N=180  81% of students scored 70% or higher | Continue technique of delivery and instruction. |
| 1 | (2) Describe the anatomical traits necessary for bipedalism and explain the significance of the Laetoli footprints.  (Aligns with PLO #3: “Students will identify field-specific theories/perspectives and apply the theories to new information or situations.”) | Means: Short essay explaining the phenotypic features necessary for bipedality and the importance of the Laetoli findings.    Criteria for success: 70% of students should score a C or better. | Spring 2014:  N= 187  76% of students scored 70% or higher  Spring 2015:  N=147  87% of students scored 70% or higher | Continue technique of delivery and instruction. |
| 1 | (3) Describe Darwin’s theory of natural selection and elaborate upon the scientific influences that shaped this theory.  (Aligns with PLO #3: “Students will identify field-specific theories/perspectives and apply the theories to new information or situations.”) | Means: Short essay in which students describe the principles of natural selection and list which scientists influenced each principle.    Criteria for success: 70% of students should score a C or better. | Fall 2014:  N=218  76% of students scored 70% or higher  Fall 2015:  N=223  79% of students scored 70% or higher | Continue technique of delivery and instruction. |
| 1 | (4) Describe why race is both an unsound scientific category, and a valid category of social experience. Describe scientifically sound factors that cause human variation.  (Aligns with PLO #3: “Students will identify field-specific theories/perspectives and apply the theories to new information or situations.”) | Means: Short essay in which students describe why race is not “biologically real” yet very real in a social sense, and the factors that produce human variation.    Criteria for success: 70% of students should score a C or better. | Spring 2014:  N=187  76% of students scored 70% or higher  Spring 2015:  N=138  83% of students scored 70% or higher | Continue technique of delivery and instruction. |
| 2 | (5) Apply the Punnett Square methodology in order to predict genetic outcomes.  (Aligns with PLO #3: “Students will identify field-specific theories/perspectives and apply the theories to new information or situations.”) | Means: Students practice Punnett Squares and calculate genotypic/phenotypic ratios produced by each cross.    Criteria for success: 70% of students should score a C or better. | Fall 2014:  N=211  74% of students scored 70% or higher  Fall 2015:  N=222  81% of students scored 70% or higher | Continue technique of delivery and instruction. |
| 1 | (6) Describe the traits that make primates unique among Class Mammalia and the differences that distinguish between anthropoids and prosimians.  (Aligns with PLO #3: “Students will identify field-specific theories/perspectives and apply the theories to new information or situations.”) | Means: Short essay in which students list the traits unique to primates and the differences between prosimians and anthropoids.    Criteria for success: 70% of students should score a C or better. | Spring 2014:  N=305  72% scored 70% or higher  Spring 2015:  N=169  91% of students scored 70% or higher | Continue technique of delivery and instruction. |