**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=19581% of students scored 70% or higherFall 2015:N=18081% 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= 18776% of students scored 70% or higherSpring 2015:N=14787% 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=21876% of students scored 70% or higherFall 2015:N=22379% 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=18776% of students scored 70% or higherSpring 2015:N=13883% 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=21174% of students scored 70% or higherFall 2015:N=22281% 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=30572% scored 70% or higherSpring 2015:N=16991% of students scored 70% or higher | Continue technique of delivery and instruction. |