

LA HARBOR COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Course Assessment

Division: Social and Behavioral Science

Discipline/Program: Anthropology

Course Number and Name: Anthropology 111: Lab in Human Biological Evolution

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Reviewed by:

Date:

NOTE: The data columns for this course are blank as this course is being instructed for the first time during Spring 2015.

Attach additional pages as necessary.

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
2	1. Describe the scientific method and be able to show how the scientific method is used in the context of problem-solving. (Aligns with PLO #3: “Students will identify field-specific theories/perspectives and apply the theories to new information or situations.”)	Essay Question: “Describe the stages of the scientific method, and explain how any research question of your choosing could be studied using this method.” Criteria for success: 70% of students should score a C or better.	Spring 2015: N=8 100% of students scored 70% or higher	Continue current method of instruction and evaluation.
2	2. Collect, organize, and interpret data and information and arrive at reasonable conclusions. (Aligns with PLO #3: “Students will identify field-specific theories/perspectives and apply the theories to new information or situations.”)	Essay Question: “Analyze a cranium of a species in the <i>Homo</i> lineage and determine whether or not it was bipedal.” Criteria for success: 70% of students should score a C or better.	Spring 2015: N=5 100% of students scored 70% or higher	Continue current method of instruction and evaluation.
2	3. Students will apply critical thinking to investigate and interpret the influences of heredity and environment upon human beings. (Aligns with PLO #3: “Students	Essay Question: “Identify three different human traits that are caused by both genes and environment, and elaborate upon the effect of environment on these	Spring 2015: N=7 43% of students scored 70% or higher	Update pedagogy to include a heavier emphasis on the role of genes and environment in shaping human phenotype.

	will identify field-specific theories/perspectives and apply the theories to new information or situations.”)	traits.” Criteria for success: 70% of students should score a C or better.		
2	4. Students will demonstrate an understanding of why race is an unsound biological category, yet real on a social level. (Aligns with PLO #3: “Students will identify field-specific theories/perspectives and apply the theories to new information or situations.”)	Essay Question: “Offer three pieces of evidence as to why race is a false category from a biological perspective, but a valid category from a social and cultural viewpoint.” Criteria for success: 70% of students should score a C or better.	Data is currently being collected.	
2	5. Students will learn how to distinguish between sound and unsound scientific methods and gain a sense of the historical misuse of racial science. (Aligns with PLO #5: “Students will describe how different cultures have contributed to the workforce, community, and the world.”)	Essay Question: “Describe the false ideas adopted by the Eugenics movement, and the pseudoscience of phrenology.” Criteria for success: 70% of students should score a C or better.	Data is currently being collected.	