

**Los Angeles Valley College
Student Learning Outcomes Assessment Cycle Report
Courses and Programs**

Discipline: Anthropology	Department: Earth Science & Anthropology
Program/Course: Anthropology 101	Semester/Year: Spring 2008
SLO Representative: Rebecca Stein	Department Chair: Don Gauthier

Student Learning Outcome Assessed	Students will be able to analyze human anatomy and behavior from an evolutionary perspective
Description of Assessment Method	<p>Students were assigned a take-home essay (As opposed to terms like “hominin”, the term “human” is a nonscientific term and thus more open to interpretation. What do you feel defines us as “humans”? What differentiates us from our closest relatives, the chimpanzees? Which is the first species in the hominin lineage that you would be willing to label “human” and why?). Essays were evaluated using a rubric.</p> <p>Two instructors evaluated three sections of the course.</p>
Assessment Results	<p>The average scores for each rubric element (on a scale of 1-3) was:</p> <p>Critical thinking - 2.09</p> <p>Communication - 2.05</p> <p>Evolutionary theory - 1.82</p> <p>Human Definition - 2.31</p> <p>Chimp comparison - 1.87</p>

	Fossil Record - 1.51
How Results Were Used for Course/Program Improvement	<p>1) The assignment instructions may need to be more explicit about the need to address pertinent evolutionary theory.</p> <p>2) How we present the material on the fossil record needs to be revisited. The amount of information on the hominin fossil record grows every year and the presentation of this material can easily become an endless stream of factoids – dates, places, names, skeletal features, etc. Although several instructors in the discipline had discussed previously which species need to be covered and which do not (as part of revision of the course outline), not all instructors may be aware of this and we all need to look at better ways to present the material (e.g., more thematically).</p>