

**WITC General Studies Course Assessment report form**  
**Assessment year/time-period: 2015-2016**

<b>Course Assessed</b>	Advanced Anatomy and Physiology
<b>Dates(s)</b>	First assessed 2013-14 year
<b>Participating faculty members</b>	Lori Cypher, Mary Goldsmith, Jodie Karr and Dave Stanley (Wendy Dusek has some data included for Fall)
<b>Assessment Process/Design</b>	All of the health science faculty members worked collaboratively to design the common assessment. This assessment addresses all of the course competencies and learning objectives using carefully designed multiple choice or true/false type questions. Therefore, it is consistent for all students, regardless of which instructor they had, or which campus they attended. All WITC students taking this course were expected to take the assessment, regardless of learning mode. Implementing the Ed Assess software allowed for statistical analysis on a question by question basis, allowing instructors to identify specific areas where teaching/learning improvement may be needed.
<b>Results and Analysis – from 2015-2016</b>	<p><b>Total number of students in 2015-16 assessment: 124 average of 84.92%</b>  <b># Online students: 45 – with an average test score of 84.17%</b>  <b># Web-Enhanced: 49 - average test score of 83.77%</b>  <b># Blended: 30 - average test score of 86.83%</b></p> <p>Results indicate that students excelled at the following competencies:  Competency 8: Renal Physiology  Competency 9: Digestive Physiology  Competency 11: Fluid/Electrolytes  Competency 13: Lab</p> <ul style="list-style-type: none"> <li>• students excelling at these competencies were taking the class by all three modes: 93.4%</li> <li>• student average across the board (all learning modes) is 84.92%</li> </ul> <ul style="list-style-type: none"> <li>• Results indicate that students need improvement with the following competencies: <ul style="list-style-type: none"> <li>• Competency 2: Nervous system Physiology</li> <li>• Competency 4: DNA</li> <li>• Competency 5: immune system Physiology</li> <li>• Competency 6: Cardiovascular Physiology</li> </ul> </li> <li>• Student’s needing improvement were taking the class in all three delivery modes average score was 78% or less.</li> <li>• student average across the board (all learning modes) is 84.92%</li> </ul> <p>In particular, there were 4 competencies where we noticed particular strengths or opportunities:</p>

	<p>Strengths:</p> <ol style="list-style-type: none"> <li>1. Competency 8</li> <li>2. Competency 9</li> <li>3. Competency 11</li> <li>4. Competency 13</li> </ol> <p>Opportunities:</p> <ol style="list-style-type: none"> <li>1. Competency 2</li> <li>2. Competency 4</li> <li>3. Competency 5</li> <li>4. Competency 6</li> </ol>
<p><b>Action Plan relative to results</b></p>	<p>Based upon this assessment of Advanced Anatomy and Physiology course in the Fall 2015 and Spring 2016</p> <p>Keep doing what we are doing – in general. Our overall score went from 83.3% to 84.92% from last assessment to this one.</p> <p>Where students excelled, best practices were shared and our success was celebrated.</p> <p>This happened particularly with</p> <ol style="list-style-type: none"> <li>1. Competency 8</li> <li>2. Competency 9</li> <li>3. Competency 11</li> <li>4. Competency 13</li> </ol> <p>For each of the following competencies, students demonstrated poor mastery (i.e., less than 77% correct). These were the same as last year, albeit there were some changes in the order of greatest need. Clearly, these are challenging concepts for the students.</p> <ol style="list-style-type: none"> <li>1. Competency 2</li> <li>2. Competency 4</li> <li>3. Competency 5</li> <li>4. Competency 6</li> </ol> <p>Best practices were shared and new strategies developed to enhance student learning. These include:</p> <ol style="list-style-type: none"> <li>1. DNA: more emphasis and exchange of ideas on teaching practices. Reworking on one test question</li> <li>2. More emphasis on Nervous system function with respect to pain and transmission of impulses.</li> <li>3. Immune: more emphasis on complement cascade and functions of the various parts of the immune system.</li> <li>4. Cardiovascular: increased emphasis on ECG and correlation between it and heart contraction.</li> </ol>
<p>Summary</p>	<p><b>Total number of students in 2015-16 assessment:</b>  <b>Online students: 45</b>  <b>Average score for online students: 84.17%</b>  <b>Web enhanced: 49</b>  <b>Average test score for Web enhanced students 83.77%</b></p>

	<p><b>Blended students: 30</b></p> <p><b>Average score for Blended students 86.83%</b></p> <p><b>Overall</b> --Last years' average 83.3% with the years' average 84.92%</p> <p><b>Specific/targeted competencies in the Action Plan</b> – With these..., the results...</p> <ol style="list-style-type: none"> <li>1. Students did show an overall improvement over the last years. Our competencies with opportunities have increased in test scores.</li> <li>2. We will run the next set of courses through the Computerized exam with changed questions and use our new ideas to improve our deltas</li> <li>3. We are adjusting to the new textbook and new student demographics.</li> <li>4. We will use Blackboard, again, to statistically evaluate our exams at the end of the next semester.</li> </ol>

\\gs\science\Course Assessments\Advanced A&P – 10-806-179 – sp16