

Core Curriculum Annual Assessment

Year	2021-22
Course number and Name:	BIOL 2401 – Anatomy and Physiology I
Component area:	030-Life and Physical Science
Number of sections offered:	Fall – 2 Sections; Spring – 1 Section
Number of students enrolled:	335
Contact Person (include email & Phone#)	Matthew Pyne; Ian Lian

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for core course improvement. Point to a specific example of how an assessment provided the department with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

Targets tied to critical thinking learning outcomes were not met in the 2020-2021 cycle. Action plans based on these findings including new instructional content, methodologies, modalities of delivery, and use of formative assessment were developed and implemented in the 2021-2022 cycle, with targets met all associated outcomes.

Course highlights Since Last Report

Identify and briefly discuss any changes made to the course since the last report.

Respond here:

Activities were added into lectures to encourage students to ask more in-depth questions pertaining to processes occurring within the body, such as muscle contraction. Students were then asked to analyze these questions in small groups and provide explanations. Questions were then discussed within the class as a whole to ensure all students understood the problem-solving techniques used to fully answer the questions. The clarity of wording on examination questions was revised to promote student comprehension.

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Table 1. Assessment Results and Analysis for Current Cycle

Stage 1: PLAN			STAGE 2: DO		Stage 3: STUDY	
General Education Competencies Addressed in this Course:	Assessment Method(s) – e.g. pre/post tests, embedded questions, portfolio evaluation, rubric-scored essay; list only activities for which you are reporting assessment data	Proficiency – e.g. the proficient student will correctly answer 5 out of the 6 embedded questions on the final exam	Benchmark – e.g. 80% of students taking the final exam will correctly answer 5 of the 6 embedded questions on the final exam	Results of course assessment(s)	Analysis of results – e.g. strengths and weaknesses What does this data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and what were the results of those changes?	Recommendations for Course based on assessment
Communication (required)	Rubric-graded student activity	Students will work in groups to complete a model of DNA replication. They will work cooperatively to both complete the model and to help all group members fully understand the material. Each group will be asked to explain the process used	Student groups will score an average of 3 on the evaluation rubric. This represents adequate work.	Target Met	Students scored a combined average of 3.8 for the questions pertaining to outcome 6. Averages for each individual evaluated question were as follows: Were students able to cooperate to complete the assignment? 3.9	Increase the target threshold to an average of 3.5 on the evaluation rubric. This represents adequate work.

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		to complete the exercise when they are done.			Were the students able to adequately explain the process they were completing? 3.2 Were students able to learn cooperatively in a group? 3.8 Were students able to stay on task? 4.0	
Critical Thinking (required)	Students will answer questions embedded in multiple-choice exams.	Students will identify structures in the hierarchical organization of the human body.	Students will average at least 65% correct on embedded multiple-choice questions.	Target Met	Students scored a combined average of 66.6% for the questions pertaining to outcome 1. Which structure of a hair follicle includes dividing stem cells? 65% What is the term for an epithelium consisting of multiple cell layers? 85.3% The tough superficial layer of the epidermis is known as the stratum: 58.8%	Increase target threshold to 70% or higher on the rubric evaluation pertaining to outcome.

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					The epithelia that lines body cavities and blood vessels are classified as: 74.8% What is the organizing unit of compact bone tissue: 74.8%	
Select One: <input type="checkbox"/> Empirical & Quantitative Skills <input checked="" type="checkbox"/> Teamwork <input type="checkbox"/> Social responsibility <input type="checkbox"/> Personal Responsibility	Rubric-graded student activity	Students will work in groups to complete a model of DNA replication. They will work cooperatively to both complete the model and to help all group members fully understand the material. Each group will be asked to explain the process used to complete the exercise when they are done.	Student groups will score an average of 3 on the evaluation rubric. This represents adequate work.	Target Met	Students scored a combined average of 3.8 for the questions pertaining to outcome 6. Averages for each individual evaluated question were as follows:	Student groups will score an average of 3 on the evaluation rubric. This represents adequate work.
Select One: <input type="checkbox"/> Empirical & Quantitative Skills <input type="checkbox"/> Teamwork <input type="checkbox"/> Social responsibility						

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____ Personal Responsibility						
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Table 2. Continuous Improvement Results Since Last Report

STAGE 4: ACT		
Actions/Goals based on data results <i>*copy last cycles actions/goals and report on progress toward continuous improvement on those here</i>	Status <i>C=Complete</i> <i>P=Progressing</i> <i>N=No action taken</i>	Discussion of status <i>If C, describe efforts that led to accomplishment of actions/goals</i> <i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i> <i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
Increase target thresholds for SLOs.	P	Collect assessment data in light of new thresholds.