<table>
<thead>
<tr>
<th>Course Assessed</th>
<th>Math for Health Professionals – 10804138</th>
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| **Assessment Process/Design** | • The assessments were developed collaboratively by math faculty.  
  • A rubric was developed to assign points to each problem for the course assessment  
  • Course was taught in a similar manner with the same course text, quizzes, and test following the same schedule. |
| **Results and Analysis** | • Student performance was examined in relation to the amount of time spent on each unit. This provided insight as to where more time is needed to enhance student success.  
  • Test results for each question were tabulated and examined.  
  • Exam 3 contained the greatest number of questions where students performed below the 80% benchmark though on many of these questions students performed in the high 70%.  
  • Look at both the low (3) and high (5) success rates and adjust time spent on these units accordingly. |
| **Action Plan relative to results** | • Strive to always meet the full 32 class hours scheduled for the course  
  • Increase the time devoted to Exam 3 course material  
  • Increase the rigor of material taught in Exam 5. |
| **Implementation Assessment** | |
