### Course Assessed
**General Anatomy & Physiology (GAP) – 10-806-177**

### Assessment Process/Design
Overall process selected was a summative end-of-year assessment – using the Ed Assess software to enable more detailed analysis directly correlated with the course Learning Objectives. Health science faculty worked collaboratively; each developed to address selected competencies. The developed-questions were linked to appropriate indicators (learning objectives), with the assessment items placed into a Google Doc for analysis, then transferred to Blackboard for student use.

All students in the GAP classes across the college – both face-to-face and online students – took the assessment at the end of the semester over Blackboard. They were allowed 90 minutes to complete the assessment. It was not graded in this first year of the assessment.

### Results and Analysis
Overall the Ed Assess process worked exceptionally well, enabling detailed analysis of the test questions, and modifications of these for future use. The student scores were reasonable for an un-graded assessment. There were two “wrong answers” in the scoring, so the final percentage outcome was not a full indicator of student success. There were some learning objectives identified where the faculty will be able to place a stronger emphasis in the learning experiences.

### Action Plan relative to results
Based upon the first-year assessment of GAP in the Spring 2011 semester:
- Continue to use Ed Assess (where appropriate) for course assessments – it is an excellent instrument that enables targeted analysis very effectively.
- Make adjustments in the instrument and scoring criteria so the assessment is more effective in measuring student learning outcomes.
- Some instructional modifications . . . .

### Implementation Assessment (following year)
At the May 2012 meeting, the science faculty again reviewed and revised the GAP Common Assessment. We looked at each competency for each class; online and face-to-face. Each instructor found that there were areas of concern that will require changes to our teaching methods/practices. We discussed adding projects and/or learning activities as needed for each instructor’s area of weakness. As a group we discussed and shared ideas for improvement and worked on updating courses accordingly. Incredible follow-through benefits from this assessment!