# ACADEMIC PROGRAM IMPROVEMENT PLAN

(For implementation in years 2011-12 & 2012-13)

<table>
<thead>
<tr>
<th>PROGRAM:</th>
<th>General Studies – Science</th>
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<tbody>
<tr>
<td><strong>Defined Outcome:</strong></td>
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<td>• At least 80% of students will earn a B- or better in the two Anatomy &amp; Physiology courses (806-177 and 806-179), and therefore the “WTCS Course Completion” indicator will increase to at least 70.</td>
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<tr>
<td><strong>Perkins?</strong></td>
<td>no</td>
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<td><strong>Responsibility</strong></td>
<td><strong>Timeline</strong></td>
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<tr>
<td>1. <strong>Lead: Jodie Karr</strong> All health science faculty members</td>
<td>1. 2011-12</td>
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<td>2. <strong>Lead: Lori Cypher</strong> Health Science faculty and dean</td>
<td>2. 2011-12 – and on through 2012-13</td>
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<td>3. <strong>Lead: Mary Goldsmith</strong> Health science faculty and dean</td>
<td>3. 2011-12 for Gen A&amp;P; progress from there</td>
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<td>4. <strong>Lead: Dave Stanley</strong> Health science faculty and dean</td>
<td>4. 2011-12 assess; 2012-13 improvements</td>
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<td>5. Health science faculty and dean</td>
<td>5. Science faculty and Student Services</td>
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<tr>
<td>6. <strong>Lead: Ted May</strong> Science and ADN faculty and deans</td>
<td>6. 2011-12, then assessed and further in 2012-13</td>
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**Action Plan/Action Items:**

1. Move toward having all science courses across the college consistently supported by Blackboard for course-support, grade-book and other tools (if consistently present in all classes, this could work to enhance success rates in classes that were online).
2. Strive for consistency in student “C or better” rates, and comparability in course outcomes across all delivery modes for the science courses
   a. Each semester/year, evaluate success rates across delivery modes
   b. Strive to enhance C or better rates across all delivery modes
3. Implement instructional or other changes in the delivery of the General Anatomy & Physiology course – based upon the recommendations that are derived from the course assessment that was conducted in the 2010-11 year.
4. Conduct course assessment for Advanced A&P
   a. Assessment conducted
   b. Implement improvements in course design/delivery
5. Initiate some form of mid-term warning for students on the edge – and encourage them to avail themselves of the additional support services across the college. (Dropped 9/20/2011 – agreed by faculty to not be necessary)
6. Strengthen communication and involvement with the ADN program faculty to enhance connections with the students, and allow stronger alliance and collaboration (mutual insights/benefits) among program faculty and science faculty members.
**WTCS QRP Indicator Name & Number:** (from those potential solutions selected from the WTCS QRPDS Analysis)

CG07 AAS Course Completion – Natural Sciences

**Update:** (A mid-year and year-end update will be required each year during implementation.)

*First Mid-Year Update, December 1, 2011*

- Reduced the Action Items to 5—the others are seen as already being implemented satisfactorily among faculty.

1) **Blackboard support** – Four of five science instructors routinely use Bb to support their classroom and/or online coursework. The one instructor not currently utilizing Bb is teaching courses in the traditional classroom setting and is learning how to use Bb to post materials. It has been decided that all science courses should have a minimum basic Bb component. A checklist of items that should be consistently posted for all science courses to Bb is being developed and will be shared with the Science Team for approval and modification by the end of the academic calendar year.

2) **Improved C or better across delivery modes** – Faculty evaluated the success rates by delivery method for Spring 2011 and will evaluate the rates for fall 2011 this coming spring.

3) **Instructional changes in General A&P (GAP)** - All General A & P instructors are making changes in their instruction to ensure coverage of all learning objectives as stated in WIDS. Instructors are also making adjustments to the pace of materials covered. All learning objectives are of equal importance; therefore those covered at the end of the term/text require equal time and emphasis, and should not be rushed by time constraints. Instructors are to be cautious about using “common” terms not necessarily used on all campuses. These terms are to be removed from written materials that are for student use, and replaced with the appropriate scientific/medical term(s).

4) **Assessment for Advanced A&P (AAP)** – The science faculty have the test document assembled for AAP, and will be implementing it all together this semester for the first time. As with the General A&P (GAP) assessment, they will (after this first run) work out any "glitches" for subsequent work. This will give them the base to determine additions or changes they need we need to discuss for improvements. The GAP document will be used for the second time this year, so it will be of interest to see what, if anything, is different, or needs further changes.

5) **Strengthened communication with ADN faculty** - All science faculty find communication sufficient with ADN such that all changes are collaboratively implemented and conflicts resolved. This has been a tremendous help. The science faculty members have been receiving agendas and minutes for all the ADN faculty monthly meetings – which has worked very well. Science faculty members are able to attend these meetings when it seems to be of value.
Update: (A mid-year and year-end update will be required each year during implementation.)

First Year-end Update, May 15, 2012

1) **Blackboard support** – At the April 24, 2012 meeting, the all science faculty agreed all science courses (regardless of delivery mode) will have the following items embedded in Bb. 1. Syllabus; 2. My Grades; 3. Communication: faculty page (contact info. and office hours); 4. Announcement page; 5. Getting Started; 6. Help; 7. Schedule (format may vary per instructor). Team consistency of migrating to Bb9 as each instructor is taking the Bb9 training courses – so some of the specific titles here may change with the new Template.

2) **Improved C or better across delivery modes** – We are soliciting the data now from the Fall of 2010 on through the Spring of 2012 – to include scores at B- or greater, as well as the C or better rates.

3) **Instructional changes in General A&P (GAP)** – During the May 2012 meeting we 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.

4) **Assessment of Advanced A&P (AAP)** - As a group we made revisions to the Advanced A & P Common Assessment. Many questions were revised for wording changes, answer choice changes, spelling errors, and the like. As a group we reviewed the questions per competency and worked on updating our courses accordingly. We will review the data for following terms, and analyze the results again next spring for a full follow-up review.

5) **Strengthened communication with ADN faculty** – These lines of communication have remained open, and this has enabled closer dialogue between the health science faculty and ADN faculty and deans. This is proving very valuable.