

Science Department (General Studies – 80600) Course Assessment from Spring 2011, or 2010-11 year

Course Assessed	General Anatomy & Physiology (GAP) – 10-806-177
Assessment Process/Design	<p>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.</p> <p>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 <u>not</u> graded in this first year of the assessment.</p>
Results and Analysis	<p>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.</p>
Action Plan relative to results	<p>Based upon the first-year assessment of GAP in the Spring 2011 semester:</p> <ul style="list-style-type: none"> • 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)	<p>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!</p>