

WITC General Studies Course Assessment report form

Assessment year/time-period:

Course Assessed	Advanced Anatomy and Physiology (AAP) (10-806-179)
Assessment Process/Design	<p>All of the health science faculty members worked collaboratively to design a common course assessment which addressed all of the course competencies and learning objectives using carefully-designed multiple choice questions using a Blackboard sharing site to build their assessment. This assessment was constructed using the Ed Assess software to greatly enhance our ability to gain insights from this course assessment.</p> <p>All students in the Advanced A&P courses across the college then took the Advanced A&P course assessment over Blackboard (awarded points in each class to enhance participation rate) toward the end of the semester.</p>
Results and Analysis	<p>Once again (after the General A&P course assessment last year), the Ed Assess process worked exceptionally well to enable detailed analysis of the test questions, and modifications of these for future use. The student scores were reasonable for an un-graded assessment (estimated scores of 79%). Some of the “wrong answers” were with questions that may need further refinement by the faculty, so the final percentage outcome was not a full indicator of student success. Similar to the findings with General A&P last year, there were some learning objectives identified where the faculty will be able to place a stronger emphasis in the learning experiences, or modify their learning experiences.</p>
Action Plan relative to results	<p>Based upon this first-year assessment of AAP in the Spring 2012 semester:</p> <ul style="list-style-type: none"> • Continue to use Ed Assess (where appropriate) for this course assessment, as it serves as an excellent tool to enable full analysis of the questions and associated learning by students in the courses, enabling targeted analysis very effectively. • Next year to make adjustments in the instrument and scoring criteria so the assessment is more effective in measuring student learning outcomes. • Each faculty member will be able to make targeted adjustments in their teaching and learning experiences – be it in a face-to-face, on-line or blended learning environment, as results could be analyzed either as a whole or by individual course by individual faculty member. • Continuous improvement is highly likely and valuable from this assessment, and anticipated in the next year as well.
Implementation Assessment (following year)	