Assessment Data is from what semester? Spring 2014

Faculty Name(s): Margaret Kauffman

1. Course Name and Number:

BIOL 103A Human Anatomy and Physiology

2. List all Course SLOs from the Course Outline of Record:

1. Recognize and describe structure and function relationships at the cellular, tissue and organ levels.
2. Summarize and explain physiological mechanisms that control homeostasis and be able to apply these mechanisms to specific body systems.
3. Describe how interactions between body systems are evident in human anatomical structure and physiology.
4. Demonstrate skills in the use of biological instrumentation: microscopy, equipment capable of measuring action potentials and muscle physiology and anatomical dissection (including dissection of preserved animals and cadavers)

3. Specific Course SLO(s) assessed as part of this project:

#1 and #4

4. Is this course on GE Plan A? Yes No (See Catalog pages 49-51 & page 55)

If Yes, identify what area. (All GE course assessments count as GE assessments.)

X Area I Natural Sciences
___ Area II Social and Behavioral Sciences
___ Area III Fine Arts/Humanities
___ Area IV Language and Rationality
___ Area V Physical Education/Wellness
___ Area VI Intercultural/International Studies
___ Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)

SLO #1: I used the examinations to assess SLO #1. Students were given a short answer question that asked them to apply what they knew of the general structure and function of tissue subtypes to their structure and function within the skin.

I also assessed SLO #4. Students were assessed at the beginning of the semester as to their knowledge of critical illumination in using the microscope. This concept should have been learned in the pre-requisite class but I have found very incomplete understanding of this concept. I altered how I presented (“reviewed”) the concept at the same time the students used a slide to set up the microscope with correct critical illumination. I then followed it up with individually having students correct their illumination when they asked me to help them with a slide. I later asked the to tell me what was wrong with a scope incorrectly set up during the practical exam.

6. Results and analysis of the data. (Attach any related documents at end of form.)
SLO #1: 75% of students earned >3/5 pts on this answer. The rubric awarded was based on the following: If they recognized what tissue made up each structure in the skin they earned 1-2pt. If they correctly gave functions they earned 3-4pts and if they related the structure and function to each other they earned 5pts. Given the variable wording of answers I just assessed who earned 3 or more points.

SLO #4: 56/72 (78%) of students correctly identified the part of the microscope that needed to be adjusted to obtain critical illumination.

7. **What are you going to do based on the results of the data?** (Any planned revisions?)

I have obtained a starting value for SLO #1. Next semester I would like to see how that value changes in the last midterm after I grade the first and second one using a similar rubric as to that used this semester for the first exam. X

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**Please save your finished document in the following format.** (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

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yyyysemester-sloa-courseid.doc
Example: 2014spring-sloa-engl101c.doc
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