1. Course Name and Number:
BIOL 103B Human Anatomy and Physiology

2. List all Course SLOs from the Course Outline of Record:
1. Relate observations on gross anatomical and histological structures to tissue and organ functions
2. Interpret physiological homeostatic mechanisms and their interactions in multiple body systems.
3. Apply normal physiological parameters to critically analyze abnormal and pathological conditions.
4. Demonstrate skills in using biological instrumentation including ECG, spirometers and dissection of human and animal body systems.

3. Specific Course SLO(s) assessed as part of this project:
3. Apply normal physiological parameters to critically analyze abnormal and pathological conditions.

4. Is this course on GE Plan A?  
   X  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.)
   #3. Apply normal physiological parameters to critically analyze abnormal and pathological conditions. Students were asked to learn normal physiological parameters (for example normal blood pressure, heart rate, plasma pH, ECG intervals, respiratory volumes). Quiz questions tested both their knowledge of these parameters and gave them abnormal values and asked them to analyze what was abnormal and what physiological pathology could underlie that abnormality. I also gave a take home case study which gave pathological values to physiological parameters and asked students to write a short paper analyzing which values were abnormal and answering specific questions on how that abnormality affected that value.

6. Results and analysis of the data. (Attach any related documents at end of form.)
   For each quiz I graded multiple short answer questions and tables to assess if a student had knowledge of normal values (rubric gave that 1-2pts) recognized abnormal values and their
possible causes or consequences on the physiology (3-5 pts)  On average over the course of the semester 79% of the students could correctly cite normal values for many parameters while 46% were able to interpret abnormal values and relate that to abnormal physiology. The take home case study showed better results with 87% relating abnormal values to underlying abnormal physiology. The issue of knowledge of normal values was irrelevant since this was a take home test. Students were able to work together since groups of 3 shared the same case study, although individuals had to turn in uniquely written papers.

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

I don’t intend to alter the case study assignment significantly. I have developed lab worksheets that they turn in with some of their lab assignments that asked them to answer similar interpretation of abnormal physiological results. This would allow them to work and talk with each other at home on this type of problem. I will continue to test them in quizzes as I have previously done as well to see if the take home problems aids in their success in the quiz problems.

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.)

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