

Course Assessment - Part A: Your Plan

COMPLETE

#604

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

BI 122- Introduction to Human Anatomy and Physiology II- Julie Burton - Fall 2022

*** Part A: Your Plan DIRECTIONS 1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey): Outcome #1**

Research and critically evaluate various sources of information related to these systems in order to discern reliable scientific information from unsourced information and “pseudo science”.

*** Outcome #2**

Communicate information related to these systems through written, verbal, or multimedia formats in order to assess current knowledge, answer investigative questions, and explore new questions for additional research.

*** Outcome #3**

Use scientific laboratory equipment in order to gather and analyze data on human anatomy and physiology.

Have you completed an assessment for this course prior to this term?

Yes

If yes, are you assessing different outcomes?

Yes

Comments:

(No response)

2. To which degree(s) or certificate(s) does your course map? Degree, Certificate, & Program Outcomes

Not Sure, GENERAL EDUCATION, Elective, Medical Assisting Certificate

*** Method of Assessment 3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.) Outcome #1: Method to assess student understanding**

Students have a project to research a disorder of one of the body systems we study this term (endocrine, lymphatic, cardiovascular, digestive, respiratory, reproductive, urinary, and some coverage of human development, human genetics, and immunology) and develop an investigation that they share with class at the end of term.

* Outcome #2: Method to assess student understanding

The group project for the end of term will be presented to class in a verbal and graphic way generally a slideshow or multimedia form and other students can ask questions.

* Outcome #3: Method to assess student understanding

We dissect a fetal pig to explore hands-on some systems of the body (endocrine, lymphatic, cardiovascular, digestive, respiratory, reproductive, urinary, and some coverage of human development, human genetics, and immunology) so students use lab pans, dissection tools, and also other equipment like test strips to gather information about anatomy of the pig which is an analogue of human anatomy.

* 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:

If student presentations achieve 70% of the points possible

* Outcome #2: How will you know if you were successful in your efforts to teach this outcome?

If student projects are engaging and at least 80% show up to present their work to others.

* Outcome #3: How will you know if you were successful in your efforts to teach this outcome?

Successful set up, work and clean up of the dissections during lab are recorded through a lab notebook that is graded twice during term.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1

Do you feel like you have a better appreciation for how internal organs like the heart moves blood around the body?

Question #2

Do you feel like you have a concept through dissection labs, about how lungs work?

Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends)

NO

Reminder, when completing Part B, instructors will be asked the following questions: Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Content Development" and/or "Control of Syntax and Mechanics" 2. ILO#2 - Critical Thinking/Problem Solving - "Evidence" and/or "identify strategies" 3. ILO#4 - Cultural Awareness - "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions") 4. ILO#5 - Community and Environmental Responsibility - "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts" 5. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

(No response)