

**Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT**

Course Title and Number: BIO 124 Human Anatomy & Physiology I	Academic Term and Year of Assessment Activity (Ex: Fall, 2010) Fall 2012
Report Submitted By: Dr. Jacob Metheny	Number of Students Assessed: 21
Date Report Submitted:	Number of Sections Included: 1
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Lecture, small group lab work	

Course Role in the Curriculum
Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.
General education, lab science, required for nursing program

Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
Multiple choice questions from lecture tests and final exam

Assessment Results
Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to "See attached".

Course Level Assessment Summary of Outcomes, Indicators and Results Course Title and Number Number of students in assessment sample = 21 Number of Sections in Assessment = 2 Add additional rows to table if necessary				
Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (75%)* (yes or no)
Outcome 1: Explain how enzymes control metabolic processes	Which statement about enzymes is false? A) Enzymes are composed of mostly protein B) Enzymes are organic catalysts C) Enzymes raise the activation energy needed to start a reaction D) Enzymes may be damaged by high temperatures	38% 8/21	62% 13/21	No
Outcome 2: Explain how substances move into and out of cells	Which of the following describes a process in which energy from the hydrolysis of ATP causes shape change in a transport protein so that bound solutes (ions) are “pumped” across that membrane? A) Primary active transport B) Carrier-mediated facilitated diffusion C) Secondary active transport D) Exocytosis	45% 9/20	55% 11/20	No
Outcome 3: Describe the general characteristics and functions of epithelial tissue	Which epithelial tissue type stretches readily and permits distension of the bladder? A) Stratified cuboidal B) Simple squamous C) Transitional D) Pseudostratified columnar	70% 14/20	30% 6/20	No

<p>Outcome 4: Describe the general roles of cells and their organic substances</p>	<p>Melanocytes and keratinocytes work together in protecting the skin from UV damage when keratinocytes</p> <ul style="list-style-type: none"> A) accumulate the melanin granules on their superficial portion, forming UV-blocking pigment layer B) maintain the appropriate pH in order for the melanocyte to synthesize melanin granules C) provide the melanocyte with a protective shield against abrasion D) maintain the appropriate temperature so the product of the melanocyte will not denature 	<p>72% 13/18</p>	<p>28% 5/18</p>	<p>No</p>
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* Please note if using a different minimum performance standard.

<p>Conclusions and Action Plan</p> <p>Provide a brief summary of conclusions derived based on analysis of data. Identify action plan for improvement or maintaining current performance levels. Append additional pages if necessary. If appending, include notation in box to "See attached".</p>
<p>The performance standard was not met on any of the course outcomes. The percentage of correct responses was near the performance standard for outcomes three and four. These outcomes focus on the structure and function of specific cells as opposed to outcomes one and two which focus on organic chemistry and general cell function. To achieve the performance standards, I intend to conduct quizzes more frequently and also expand on non-testable forms of assessment such as worksheets and class discussion.</p>

<p>Effective Date for Changes or Curriculum Proposal Submission to LOT (if recommended)</p>	<p>Proposed Date for Reassessment</p>
	<p>Fall 2013</p>
<p>Assessment Committee Approval (To be posted by Assessment Committee Chair)</p>	<p>LOT Review (To be posted by Assessment Committee Chair)</p>
<p>Comments: All sections and lab skills will be included in the reassessment. Date: June 12, 2013</p>	<p>Date: July 15, 2013</p>