

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Biology	199	BIO 199 12/16/2019- Anatomical Studies
Division	Department	Faculty Preparer
Math, Science and Engineering Tech	Life Sciences	Ross Strayer
Date of Last Filed Assessment Report		

**I. Review previous assessment reports submitted for this course and provide the following information.**

1. Was this course previously assessed and if so, when?

Yes

This course was assessed in Winter semester of 2015.

2. Briefly describe the results of previous assessment report(s).

Students exceeded the standards of success.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

Intended actions were to change the grading scale from letter to pass/fail, but, then it was changed back to a letter grade. The letter grade is the most useful for our students.

**II. Assessment Results per Student Learning Outcome**

Outcome 1: Student will demonstrate prosection skills.

- Assessment Plan
  - Assessment Tool: Skills checklist.
  - Assessment Date: Winter 2018
  - Course section(s)/other population: all students, all sections.
  - Number students to be assessed: all
  - How the assessment will be scored: departmentally-developed rubric

- Standard of success to be used for this assessment: 75% of students will score 75% or higher on checklist items.
- Who will score and analyze the data: departmental faculty will score and analyze data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018, 2017, 2016, 2016	2019, 2018, 2017	2019, 2018, 2017

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
55	54

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

One student did not complete the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Bio 199 is only offered at the WCC main campus. It is only offered in the Fall and Winter during the day.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were assessed with a skills checklist using a departmentally-developed rubric.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes  
 All 54 students that were assessed achieved 100% of the required skills. The standard of success was exceeded.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Student candidates are given permission to enroll in Bio 199 only if they have strong recommendations from their Anatomy & Physiology instructors. Thus, they are a strong and capable group. They work as a group to prepare cadavers for study in our anatomy classes. They succeed as a group. That said, probably some individuals are stronger in some aspects of prosection than others.

There also are comprehension exams focusing on anatomy and physiology related to eight major systems. Most material is related to the Bio 111 content, but the question format is quite varied and more complex than the standard experience. Exams "push" the recognition of a subject's intricacy. As they gain experience through the semester, they can gain confidence in their ability to respond to novel situations. Therefore, a "concrete" minimum score is unrealistic.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The main thing is to keep finding excellent students to participate in Bio 199. Bryan Miller developed a rubric for use by A&P instructors to identify the best prospects for Bio 199.

(If volunteered by- not solicited from- a candidate, their potential major or career plans may be applicable.)

### **III. Course Summary and Intended Changes Based on Assessment Results**

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

The only change made in the past was to switch from a letter grade to pass/fail and back to letter grade again. The letter grade is necessary for some students to be able to transfer the course.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Overall the course is meeting the needs of the Bio 199 students as well as the needs of the Biology Department. These noteworthy students are able to "look deeper" into the living organism. As was pointed out earlier, Bio 199 is not only a wonderful experience for students, it is also a vital service to the department because the students in the class are preparing anatomical specimens for study by the students in Bio 111 and Bio 109.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Information will be shared at a departmental meeting.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

5. Is there anything that you would like to mention that was not already captured?

Bryan Miller compiled the data and drafted the assessment report.

### III. Attached Files

[BIO 199 Anatomical Studies Checklist and Rubric](#)

**Faculty/Preparer:** Ross Strayer **Date:** 12/16/2019  
**Department Chair:** Anne Heise **Date:** 12/17/2019  
**Dean:** Victor Vega **Date:** 12/17/2019  
**Assessment Committee Chair:** Shawn Deron **Date:** 04/12/2021

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Biology	199	BIO 199 04/29/2015- Anatomical Studies
Division	Department	Faculty Preparer
Math, Science and Engineering Tech	Life Sciences	Anne Heise
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Student will demonstrate prosection skills.

- Assessment Plan
  - Assessment Tool: Skills checklist.
  - Assessment Date: Winter 2013
  - Course section(s)/other population: all students, all sections.
  - Number students to be assessed: all
  - How the assessment will be scored: departmentally-developed rubric
  - Standard of success to be used for this assessment: 75% of students will score 75% or higher on checklist items.
  - Who will score and analyze the data: departmental faculty will score and analyze data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2014	2015, 2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
31	31

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Bio 199 is only offered at the WCC main campus. It is only offered during the day.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

An extensive rubric (attached) was developed for Bio 199, with assessment done on a pass/no pass system.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

31/31 students received passing scores on all items on the rubric.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students are given permission to enroll in Bio 199 only if they have strong recommendations from their Anatomy & Physiology instructors. Thus, they are a strong and capable group. They work as a group to prepare cadavers for study in our anatomy classes. They succeed as a group. That said, probably some individuals are stronger in some aspects of prosection than others.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The main thing is to keep finding excellent students to participate in Bio 199. A rubric was developed for use by A&P instructors to identify the best prospects for Bio 199. In addition, we might consider adding criteria such as their potential major or career plans.

## II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Overall, the course is meeting the needs of the Bio 199 students as well as the needs of the Biology Department. As was pointed out earlier, Bio 199 is not only a wonderful experience for students, it is also a vital service to the department because the students in the class are preparing anatomical specimens for study by the students in Bio 111 and Bio 109.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The information will be shared at a department meeting in Fall 2015.

- 3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Change from letter grade to P/NP	We plan to change the grading system from a letter grade to Pass/No Pass. We also plan to change the number of credit hours from 1-3 credit hours to just 1 credit hour.	Grading: Given the overall very high caliber of the Bio 199 students, it is a waste of the instructor's time to split hairs and make fine distinctions in order to assign letter grades. The primary criterion for a Pass vs No Pass is attendance. We will probably set the standard for Pass at about 40 hours out of a total 45 attendance hours/semester.  One credit vs variable credit: The only reason to give more than one	2015

		credit is if a student were to take on a large extra project in addition to the prosection. This has not come up much and it will be simpler to list the class as a single credit.	
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4. Is there anything that you would like to mention that was not already captured?

Bryan Miller compiled the data and drafted the assessment report. He thinks constantly about Bio 199 and has the full support of the Biology Department faculty. We would be lost without him. Anne Heise entered the assessment report into Curricunet but that's all.

### III. Attached Files

[Bio 199 Rubric](#)

**Faculty/Preparer:** Anne Heise **Date:** 05/05/2015  
**Department Chair:** Anne Heise **Date:** 05/06/2015  
**Dean:** Kristin Good **Date:** 05/11/2015  
**Assessment Committee Chair:** Michelle Garey **Date:** 06/15/2015