UA Rich Mountain
Assessing Student Learning
Course Outcomes Report
Jo Lee Erickson
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1. **Purpose**
   The Course Outcomes Report supplies information each semester regarding student learning on the course level. This report must be submitted to your division chair by the last day of the semester. Data from this report will be integrated into the annual Program Review. The Strategic Goals aligned with this report are Strategic Goal Three: Provide High Quality Education and Strategic Goal Four: Continuous Quality Improvement.

2. **Course Details**
   Course Name: Human Physiology Course #: BIOL 2213-Lec

3. **Assessed Outcome**
   Course Outcome: 1. Use appropriate anatomical terminology as it relates to regions, directions, body planes, and cavities of the body. 2. Describe the importance of chemistry and biological molecules associated with general human physiology. 3. Describe the functions and structures of the endocrine system and typical pathologies/medical diagnoses associated with dysfunction of any of the part(s) of this system. 4. Describe the physiology and relevant anatomy of the cardiovascular system(s) and typical pathologies/medical diagnoses associated with dysfunction of any of the part(s) of this system. 5. Describe the anatomy and physiology of the pulmonary/respiratory system and typical pathologies/medical diagnoses associated with dysfunction of any of the part(s) of this system. 6. Describe the physiology and applicable anatomy of the lymphatic and immune system(s) and how they fulfill their associated functions. 7. Describe the physiology and relevant anatomy of the digestive system and how it fulfills its functions. 8. Describe the physiology and applicable anatomy of the urinary system and how it fulfills its functions. 9. Describe the physiology and related anatomy of the reproductive system and how it fulfills its functions. 10. Describe the integration and relationships between these bodily systems. 11. Be able discuss current relevant topics concerning genetics and genomics. 12. Clinically apply an understanding of human physiology to realistic scenarios, case problems, and/or pathologic illnesses altering normal physiology.

   Related Program Outcome: The knowledge and critical thinking skills acquired in the general education component enable students to analyze problems, arrive at intelligent conclusions, and make reasoned choices in their professional and personal lives. This course provides a basic, yet comprehensive, knowledge of the human body for any and all medical purposes: to familiarize students with the physiology of the human body, to develop an understanding of the functions of the organ systems including pathologies (diseases) that affect these systems.

   Related GELO category (choose one):
   - ☒ Thinking critically
   - ☐ Communicating effectively

☐ Using technology
☐ Conducting relevant research

4. Evidence of Student Learning

Describe the classroom activity/tools related to the **course** objective (project, discussion, essay, quiz, etc.): Discussion – with presentation of each organ system the class participated in a discussion involving a case study example. Case study presentation – Each student was assigned a case study with provided background and some lab / imaging findings. The student then applied clinical assessment skills, then the individual shared their findings & summary of the case, suspected diagnosis and treatment in the style of "shift change report". Quiz – Cardiac Heart Structures, Lymphatic System, Blood Typing Etc. Interview Assignment: Student conducts an interview of an individual with a diagnosed condition with discussion process of obtaining diagnosis, emphasis of impact upon daily life. Then the student created a written summary of the condition, genetic factors, current technology & treatment, & prognosis. Comprehensive Final Exam.

5. Course Data

Number of students in your course(s) who met the course objective: 43

Total number of students in your course section(s): 53

Percent (%) of students achieving this course objective: 81%

6. Response to Data

Will you change how you teach as a result of this assessment?

☒Change(s) needed. In review of the data gathered from the quizzes, exams, and comprehensive final exam, it is evident that many students demonstrate poor translation of skills identifying anatomical structures with a change media source, with increased difficulty if the structures are not images that has been presented in class. In efforts to improve skill carryover, more varied presentations of the anatomy will be incorporated into the class, with use of not only anatomical drawings from the text source, but images of cadaver anatomy with highlighted and non-highlighted structures, as well as the use of 3-D models when available.

☐No change(s) needed. *Type explanation here.*

***Attach <u>anonymous</u> student samples of each activity along with the grading rubric/scale.**
****Attach any meeting minutes associated with this assessment.**