Anatomy Open Lab

Cycles included in report:
Cycle #3 8/1/14 to 7/31/15

Program Name: Anatomy Open Lab
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1 Summary Information

The Anatomy Open Lab is located on the 3rd floor of CLB. It is located between two Human Anatomy classrooms. Because it makes use of CLB 309 and 313, the lab is only open when class is not in session. This lab provides students in BIOL 140 (Human Anatomy) and BIOL 144 (Human Anatomy and Physiology) extra time outside of class to study and work hands-on with the anatomy models.

The data from the last three years indicated students who attended the Anatomy Open lab were more likely to pass the class with a better grade than students who did not attend the lab. Since the data indicates the effectiveness and importance of the extra lab hours for students to study the models outside of class, our efforts are geared towards reaching out to more students by making them aware of this resource center.

Anatomy Lab AY12-AY14 [PDF 71 KB 11/3/14]

2 Achieve/Promote Student Success

2.1 Additional Programming

1. A display case on the 3rd floor of CLB was updated by Suneetha Menon and Karen Koehn to advertise and promote the Science Recourse Center (SRC) and Anatomy Open Lab.

2. The Anatomy Open Lab has expanded evening hours from 3:30 p.m. to 10:00 p.m. during the week. The weekend hours have been extended (Saturday 6:30 a.m. to 10:00 p.m. and Sunday 7:00 a.m. to 6:00 p.m.) to maximize the use of the rooms when classes are not in session.

3. Lab Rules and Guidelines have been established and passed out to students on their first visit.

4. Inventory is updated and completed yearly on all the models located in the Anatomy Open Lab.

5. The data provided by Institutional Research (IR) indicates that student success is much greater for students who attend the Anatomy Open lab than students who did not. It also indicates that a large number of students do not take advantage of the lab. In an effort to increase those numbers we participated in Science Week, Campus Craze and Campus Kickoff to advertise this resource.

The Science Resource Center and the Anatomy Open Lab jointly held the first Science Week from October 20-24 2014. The events were held daily from 10:00 a.m. to 2:00 p.m. in the hallway outside CLB 112 A. The events were planned to encourage science students to make use of the resources provided by the College for their success. Each day of the week was dedicated to a subject area.

Biology Days (Oct 20 and 22): Dr. Ellyn Mulcahy, Dr. Paul Decelles, Kristen Soykan and Biology tutor Alex Weber organized activities focusing on concepts from Biology. Students had an opportunity to see microorganisms under the microscope and perform other hands-on activities.

Physics Day (Oct 21): Dr. Larry Weaver, demonstrated hands on activities based on Physics concepts. Physics tutor, John Bosnak designed a multimedia physics game based on the concept of mechanics.

Chemistry Day (Oct 23): Dr. Lori Slavin and Science Lab Technician Bernice Taylor planned the activities for the day which included ultraviolet detecting beads, red cabbage juice as an acid-base indicator and lemon batteries. Frank Ogdon, Adjunct Associate Professor. Chemistry, brought in food related to mole day. Mole day is a nationally recognized day for chemistry in honor of Amedeo Avogadro.

Anatomy and Physiology Day (Oct 24): Dr. Marilyn Shopper and Dr. Jennifer Menon organized various physiological demonstrations. In addition, Anatomy tutors, Fauzia Khankhel and Tripti Bijoor organized activities focusing on models of various muscles and bones.

Prizes were donated by various JCCC departments and divisions. Many prizes were given away as part of daily drawings. The event was sponsored by the Science Division and organized by Karen Koehn, Science Lab Coordinator, and Suneetha Menon, Science Resource Center Coordinator.

2.2 Measures/Assessments

N/A- Currently no assessments have been taken at this time.

2.3 Accomplishments Success of Science Week

The first Science Week was a huge success. We had 30-35 students visit the fun activities daily. This information was obtained from the number of students who entered daily drawings. In addition to the numbers from the daily drawings we had 75 visitor cards returned out of 280 cards distributed. Faculty, tutors and staff all participated in this event to make it a success.

3 Assessment of Student Learning Outcomes

N/A

4 Significant Assessment Findings

N/A

5 Ongoing Assessment Plans

N/A

6 Student Evaluation/Survey Responses

N/A

6.1 Highlight Accomplishments

N/A

7 Curriculum Reflection

N/A

8 Resource Center Successes

8.1 Highlight Faculty/Tutor Accomplishments

Several "A" students in Anatomy or Anatomy and Physiology have passed the class and obtained a job in the lab to help/assist future students.

Lab Aide Accomplishments-
Crystal Grunert received her 5 year JCCC service pin and was also accepted into the BSN program at St. Luke's.

Greg Costigan received his 5 year JCCC service pin. Greg graduated from the JCCC Respiratory Therapy program and made the Dean's honor roll list with a 4.0 GPA all semesters. He successfully passed both certification and registry exams for respiratory therapy. After graduating he worked as a RRT at St. Luke's hospital. Greg is currently a Respiratory Therapist and DME Coordinator for local DME company.

In 2012 Liz Vajgrt earned an Associate of Arts and an Associate of Science Degree; graduating as a member of the two-year honor society---Phi Theta Kappa, and also named to the Part-Time Honor Roll. She earned a 4.0 GPA in all prerequisite courses and was accepted into a selective admissions Medical Imaging Program (Radiologic Technology). By earning her degree at JCCC, She is now

eligible to sit for the national registry exam upon completion of her hospital-based program.

In Fall 2013 Thierry Garcia graduated with an Associates of Arts & General Science from JCCC while also graduating in the Honors program. Thierry was accepted into the JCCC Nursing Program in Fall, 2013. Thierry has been very involved in clubs and organizations on Campus since Spring 2011. Thierry has been a recipient of the JCCC Honor's Program scholarship, International & Immigrant Student Services Scholarship and Dining Services scholarship.

Sally Tyler worked on prerequisites during the 2013-2014 academic school year at JCCC. She was accepted into the Registered Nursing (ADN) Program at JCCC and started her first year as a nursing student in Fall 2014.

Wen Zhang received her 5 year service pin at JCCC. Wen graduated from the Nursing Program at JCCC in 2006. After graduating and completing her Nursing board test Wen worked full time at Kindred Health Care Kansas City. Wen is currently employed at St. Joseph Hospital. In 2011 Wen received her Bachelors in Nursing degree from MidAmerica Nazarene University.

8.2 Innovative Research, Teaching or Community Service

N/A

9 Goal Setting and Action Plan

9.1 Long-term Goals

General Outcomes Links

Key Performance Indicators	Campus-wide KPIs
3 - Persistance	Persistence Fall-to-Fall
4 - Student Satisfaction	(Measured by Noel-Levitz Student Satisfaction Inventory) on the following indicators: Instructional Effectiveness Registration Effectiveness Concern for Individual Academic Advising/Counseling Safety and Security

9.1.1 Long-range Adjustment to Resources

1. Have an Anatomy / Anatomy and Physiology tutor added to the Anatomy Open Lab to assist with student needs. Currently we only have lab aides. They are only there to open/close the lab and check in/out models to the students.

2. Expand and work with the Science Resource Center to have more lab hours during the day for the students to study the models. Have more models ordered for the SRC and have lab aides in the SRC during the day to check the models in/out so the tutors are free and able to help with tutoring instead of checking out models.

3. Have some Anatomy Open lab hours held at the OHEC location when class is not in session. This would allow students that attend classes only in Olathe to use this resource center.

9.1.2 Updates on Long-Term Goals

N/A

9.2 Short-Term Goals

1. Plan more activities/events to encourage student usage of the Anatomy Open Lab and Science

Resource Center. This includes conducting Science Week every Fall and passing out frequent visit punch cards every semester. The effects of these initiatives should be reflected in the data by August 2016.

2. Create Faculty, Staff and Student Evaluations. Student evaluations can be completed every year. Faculty and Staff evaluations can be completed every two years.

3. Create Anatomy Open Lab workplace rules for lab monitors working in the lab. These workplace rules will be distributed and signed during our in-service meeting /professional development meeting each Fall Semester.

General Outcomes Links

Key Performance Indicators	Campus-wide KPIs
3 - Persistance	Persistence Fall-to-Fall
4 - Student Satisfaction	(Measured by Noel-Levitz Student Satisfaction Inventory) on the following indicators: Instructional Effectiveness Registration Effectiveness Concern for Individual Academic Advising/Counseling Safety and Security

9.2.1 Actions/Resources Required

1. Contacting more resources on campus to promote Science Week. Advertising with the Campus Television, Newspaper, Website, and Bookstore.

2. Having the evaluations online for Students, Staff and Faculty to access.

3. In-service hours for Faculty and Staff meeting

4. Tutor position for Anatomy Open Lab

5. Increase lab aide hours so we can have them help check models in/out in the SRC during the day.

6. Update the login system in the Anatomy Open Lab to Accutrak so we can pull more accurate reports of student login and usage.

9.2.2 Updates on Short-Term Goals

N/A

10 Accreditation Standards

N/A

11 Resource Request/Adjustment

Budget provided by Dr. Csilla Duneczky

PTR- $14,004 per year
PTT- $12,438 per year

11.1 Long-range Adjustment to Resources

1. Budget for an Anatomy and Anatomy and Physiology Tutor
2. Additional models for the SRC
3. Additional lab aide hours to help the SRC during the day with model check in/out.

11.2 Educational Technology Support

By adding a couple of computers to the Anatomy Open Lab, students would be able to access and view online models while in the open lab and be able to compare them to the actual model.

End of report