THE CHALLENGE: SUCCESS IN ANATOMY COURSES
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**Motivation/Purpose**
Currently, at Kap'olani Community College, the majority of incoming freshman score at an 8th grade understanding of English and Mathematics. In addition, most students registering for Human Anatomy and Physiology lack basic Biology, Organic Chemistry and simple principles in Physics.
This lack of foundation makes it difficult for the student to read college level science texts.
Historically, success rates are at only 50% for Biol. 130 classes.
I feel we can most definitely improve on this through a change in presentation.

**Goals/Assessment**
Our Goals are to increase retention and increase success. We find that we can be achieved through convincing students to adopt proven techniques for fact finding, fact summation and repetition for long term memory.
Hence, emphasis will be placed on assignments and instruction which include:
- 3 x 5 vocabulary cards, as homework.
- Demonstrating the value of drawing and labeling structures, repeatedly.
- Demonstrating how to scan and read factual text material.
- Having students teaching parts of anatomical structures, as a learning tool.
- Using student mentoring groups to foment better study techniques.
- Using flexible scheduling of tests to reward productive students, while allowing more time for slower students.

**Expected Outcomes**
Our new approach for Biol.130 will target an increased class retention and success rate of 27%. 
1. The SALG surveys will be used to assess basic student levels and then compare these to changes by the end of the course.
2. The Princeton Learner Quiz will show students what kind of learner they are. Knowing how “I learn” best is an utilitarian tool.
3. By participating in presentation groups, students will learn by “teaching” other students. Writing exam questions will further increase concept skills.
4. Study Success groups will introduce student mentoring, interaction and networking to find successful study strategies.
5. As the semester progresses we expect students acquire personal study tools which will increase their learning and retention.
6. Open book timed home quizzes will allow students to learn organized preparation and quick recall response. New on-line proctored computer exams will allow better and more accurate assessment allowing anatomical pictures and pathways to be used.
7. Flex timing of tests will be allow hard working organized students to finish testing during “open dates” for a small point reward. Section quizzes and exams will be open for a period of time before a “Must Do” date. This flex time will allow the slower students more time to study.

**Resources**
Leigh Dooley
Kap'olani CC EXCELL representative
S4WARD Faculty who previously taught IS 198
Fellow Vanguard Group 2 Members: Linda Fujikawa & Satoru Shinagawa

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