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# In Attendance:

George Hooks, Katrin Koel Abt, Jay Koepke, Amy Lehigh, Corey Lehigh, Greg Mason, Teju Vala

## Quick Recap

The meeting addressed key aspects of course assessment and objectives, including the importance of the common course assessment for accreditation and the analysis of quiz questions. The team discussed student performance on specific questions and the need to emphasize correct terminology in instruction. Additionally, they reviewed average scores across campuses, discussed updates to course competencies, and explored potential assignments for the new learning outcomes.

## Course Assessment and Objectives Discussion

Corey led a discussion on course assessments and objectives. He clarified that the common course assessment is not used to evaluate teaching performance but rather to demonstrate progress toward meeting course objectives for accreditation purposes.  
  
He introduced the concept of the discriminatory index in quiz questions, which compares the performance of top- and bottom-scoring students to identify questions that effectively distinguish between different levels of understanding.  
  
The team was reminded to administer the post-assessment at the end of the term, just before the final exam.

## API Assessment Questions

Corey highlighted an issue with a specific question about the pectoral girdle, where lower-performing students scored higher than expected. This raised concerns about the clarity of the question, potentially due to confusing or similar terminology. The team agreed on the need to emphasize careful reading and interpretation of questions.  
  
While they opted not to change the question, the consensus was to focus on clearer teaching of relevant terminology—especially the distinctions between the shoulder, pectoral girdle, and the joint. The importance of students following written instructions was also emphasized.

## APII Assessment Questions

The group discussed question 10 from APII, which focuses on the menstrual cycle and hormones. Teju found the question clear and well-written, and Jay agreed, noting that although the topic is generally poorly understood, the question itself is effective. Ed and Kat also expressed appreciation for the question’s quality.  
  
It was concluded that instructors should place greater emphasis on the roles of progesterone and estrogen throughout the menstrual cycle when teaching this topic.

## Course Competency Updates

Corey announced upcoming updates to course competencies beginning in the fall semester. The new approach will shift from research papers assignments based on either “evaluate” or “critical thinking”.  
  
The team was encouraged to develop their own assignments aligned with the updated competencies. Greg expressed interest in seeing shared examples, and Amy volunteered to draft sample assignments for both API and APII.

## Next Steps

• All instructors should emphasize terminology differences between the shoulder, pectoral girdle, and joint when teaching AP1 content.  
• All instructors should highlight the roles of progesterone and estrogen throughout the menstrual cycle in AP2.  
• All instructors should implement new course competencies starting in the fall semester:  
 - AP1: Transition to an “evaluate” focus.  
 - AP2: Transition to a “critical thinking” focus.