

## Course Assessment– Part B: Your Results &amp; Analysis

#56

Your Email \*

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Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.

FN 225 Nutrition – Brook

## Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. \*

Outcome 1: Exam: 12 out of 15 earned 80% or higher in calculating Energy Density from the Nutrition Facts panel or two different food labels.

Outcome 2: Assignment: 11 out of 15 earned 80% or higher in determining fiber content and making adjustments to meet the recommended goal.

Outcome 3: Exam: 10 out of 15 earned 80% or higher when listing three recommendations for nutrient intakes to reduce the risk of Osteoporosis.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Analyze the "Nutrition Facts" panel of a food label and calculate nutrient content:

Exam: 12 out of 15 earned 80% or higher in calculating Energy Density from the Nutrition Facts panel or two different food labels.

## Outcome #1 \*

% of students who successfully achieved the outcome: \*

80

## Outcome #2 \*

Analyze and critique a personal 3-Day diet survey and modify food intake to meet recommended guidelines:  
Assignment: 11 out of 15 earned 80% or higher in determining fiber content and making adjustments to meet the recommended goal.

% of students who successfully achieved the outcome: \*

73.3

## Outcome #3 \*

Describe the nutrient and non-nutrient recommendations for reducing the risk of major diseases where diet is a significant risk factor:

Exam: 10 out of 15 earned 80% or higher when listing three recommendations for nutrient intakes to reduce the risk of Osteoporosis.

% of students who successfully achieved the outcome: \*

66.6

Reflect on you assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. \*

Outcome 1: 80% of the students achieved 100% the points for the exam question. Half of the other students who did not get the question correct did not set up the formula correctly even though they understood what Energy

Density was and used the correct numbers. Based on student evaluations, understanding of the food label improved from a weighted average of 2.4 to 3.87.

Outcome 2: Student outcomes were only 73.3% which did not meet the goal of 80%. Those who were not able to determine the fiber content of their diet seemed to be confused about the math. Students were not confused about how to find the Soluble/Insoluble fiber or how to add or delete foods as needed. Determining the % of fiber in their diet and then determining the grams needed to meet the goal seemed to be an issue. Overall, students seemed to have learned from the Diet Study as student evaluations showed an increase of understanding from a weighted average of 2 at the beginning to a 3.87 at the end.

Outcome 3: Only 66.7% of students were able to list 3 nutritional recommendations for reducing the risk of Osteoporosis. One issue may be in understanding the question. Several students listed reduction of smoking, alcohol or increasing weight bearing exercise as recommendations. These recommendations, although good, are not based on nutrition so could not be counted as being correct. Overall, students ability to understand the recommendations for reducing risk of nutrition related diseases improved based on student evaluations which showed improved understanding from 2.33 to 3.80.

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Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? \*

Outcome 1: There does not seem to be an issue with understanding what Nutrient Density is, but with some of the basic formula set up. More emphasis was made in this regard since the Spring, 2015 assessment and there was an improvement from a 61% success rate to the current 80%. Emphasis should be continued.

Outcome 2: There does not seem to be an issue with understanding how to find fiber in foods or determining which foods have Soluble and/or Insoluble fiber. Once again the issue seems to be in setting up formulas to determine percentages and averages. The assignment does include PowerPoints, an audio explanation, and an example student paper showing and explaining how to do the calculations. Students have 6 weeks to complete the evaluation, but some wait until the last moment to start and finish it. One issue may be that determining fiber is the last section of the paper and if left until a last moment may not allow time to ask questions dealing with issues. One adjustment could be to put the fiber section towards the beginning of the evaluation so that students see it sooner, but also emphasizing to students in the beginning that it is a difficult section and to seek help sooner. Other than that, students should have the math skills to be successful.

Outcome 3: Making sure that the term Nutritional is understood still seems to be an issue with risk factor questions as it was with the assessment from Spring, 2015. New audios that were implemented did emphasize not using alcohol, smoking and exercise as nutritional recommendations. I plan to add that emphasis to the study guide this next Spring. I truly believe that the students could list three nutritional recommendations, but the three non-nutritional recommendations are very common connections to disease so may be the first ones that come to students minds.

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What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? \*

No additional resources would be required make the improvements. Just adding emphasis and clarity should suffice.

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Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

Yes.  
1) As a consumer, reading food labels and interpreting them for health reasons is important. Overall students

improved from Spring term and evaluations showed a better understanding.

2) Except for math related issues, students did show improvement in the understanding of their food intake as indicated by student evaluations. Students were able to analyze their food intake and see what changes could be made to improve nutrient intakes.

3) I don't think this assessment showed what students really knew. Emphasizing "Nutritional" would have shown a different outcome.

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(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

Reading food labels has improved since last Spring which is an indication that the more emphasis on calculations has improved outcomes. Wording and math issues still seem to be areas where emphasis needs to be improved.

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# Course Assessment– Part B: Your Results & Analysis

#74

Your Email \*

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Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.

MTH 095 Intermediate Algebra – Morse

## Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. \*

During the fall term of 2015 I used various forms of assessment. Students had homework, problems of the week, quizzes, and exams. I had a total of 20 students registered in the class. Of those 20, 2 stopped coming late in the term and never completed the course. Out of the remaining 18 students I had 10 receive a 90% or higher, 6 receive 80% or higher (but less than 90%) and 2 receive 60% or better but less than 70%. Question 3 was the ability to formulate and solve problems in one or more variables using linear models. On the homework assignments 16 had an average of a 4 on assignments. (my assessments were on a scale of 1 to 4) that these 16 had an understanding of 85% of the material or better. 2 students had an average of 3 or 75% or better, while 2 students did not turn in the assignment. The exam for this outcome had 12 students had a 90% or higher, 3 had 80%–89%, 4 had 70%–79% and 1 had a 60%.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Formulate and solve problems in one or more variables using linear models.

### Outcome #1 \*

% of students who successfully achieved the outcome: \*

80

### Outcome #2 \*

Formulate and solve problems in one variable using quadratic, rational and radical equations as models.

% of students who successfully achieved the outcome: \*

77

### Outcome #3 \*

Recognize the graph of a function and use function notation.

% of students who successfully achieved the outcome: \*

80

Reflect on you assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. \*

It was very disappointing to only have 7 students respond to the survey. I believe that students need to practice what we learn in class. The more realistic the problems the more they will be able to "see" the need for learning the material. I feel that I could probably do a better job of finding more realistic problems. Also, I should give more assignments that they most turn in than I do. I have found that giving problems from the book for them to do and not turn in results in not too many actually going beyond the turn in assignment and doing the

problems.

Looking at the survey results, 5 out of 6 students felt they had a poor to good understanding of solving problems in one or more variables. At the end of the course all 6 felt they had a very good or excellent understanding. If I were to use these 6 as a guide for the entire class, then 83% were not feeling very good about this at the beginning. At the end 33% would have felt very good while 66% felt excellent. Not quite sure that this was accurate. I have noticed over the last few terms, that the more I quiz my students the better they do on the actual exams. They are more on top of things, take better notes (because they can use notes on quizzes, just not textbooks) and are more likely to actually be in class. Students who do poorly in class are those that usually don't attend class.

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Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? \*

In order to increase students comfort level with the material, I am giving more real life examples of where the material is used in their life. I also try to connect concepts with something they are familiar with so they don't seem so strange. Example, an equation is a function if you have a one to one relationship. So every time you put in a specific number you should get out the same answer, if you don't it's not a function. So it is like baking, every time you put in chocolate chips into your cookie mix you should get out chocolate chip cookies, not a lemon pie. I think more group work during lab time will also benefit the students. This will get them working together and looking at what they know and get there by help each other.

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What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? \*

I think the resources that would be need is just time to research and find the necessary problems. There are plenty out there in the "net". It is just a matter of finding ones thought would be most beneficial to my students. I don't see this as having an impact on the budget.

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Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

I think my assessments are a pretty good indication of students learning. I try to make 70% of the tests things they have seen during class. The last 30% challenges them to use what they have learned and apply it to material they are not quite familiar with. I challenge them to use what they have learned and apply it. I can teach them, guide them and hopefully have them be successful.

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(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

I have given more graded assignments and more quizzes. This has increased success. I do think I can do a better job. I strive to do this each term.

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# Course Assessment– Part B: Your Results & Analysis

#78

Your Email \*

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Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.

MA 117 Medical Office Admin Procedures – Lee–Greene

## Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. \*

Outcome achievement data gathered were the following:

Outcome 1: Data gathered to assess appointments, insurance verification and payment processing were homework assignments in Chapter 40 (appointments) to assess understanding of appointment matrix building and using that matrix to make appointments for patients; and understand referrals. Also, homework assignments in Chapter 47 on processing payments.

Outcome 2: Data gathered for determining the students' ability to correctly and succinctly screen incoming telephone calls and take messages were in homework assignments in Chapter 39 (Telephone Techniques).

Outcome 3: Data gathered for determining the students' ability to perform all aspects of the billing of charges and insurance processes were homework assignments in Chapter 44 through 47 on all the financial processes performed in the medical office.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Perform computerized procedures that are necessary to quickly check patients into the medical office emphasizing appointments, insurance verification and payment processing.

### Outcome #1 \*

% of students who successfully achieved the outcome: \*

100

### Outcome #2 \*

Perform procedures for screening incoming telephone calls and taking messages.

% of students who successfully achieved the outcome: \*

100

### Outcome #3 \*

Understand and perform procedures to maintain accounts receivable in the medical office including post charges, payments and adjustments to the patient account.

% of students who successfully achieved the outcome: \*

100

Reflect on you assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. \*

The assessments methods for all three outcomes were homework assignments asking the students to answer specific questions about the intended material and to create or analyze documents demonstrating their understanding of the material being presented.

Outcome #1: Student grade achievement scores for chapter 40 assignments was 83% and 86% for the two assignments.

The student perception of their understanding of the selected outcomes was 37% at the beginning of the course and 84% at the end of the course.

Outcome #2: Student grade achievement scores for chapter 39 assignments was 84%, 81% and 84% for three assignments.

The student perception of their understanding of the selected outcomes was 47% at the beginning of the course and 80% at the end of the course.

Outcome #3: Student grade achievement scores for chapter 44, 46 and 47 were 87% and 93% for Chapter 44, 89% and 85% for Chapter 46 and 91% and 89% for Chapter 47.

The student perception of their understanding of the selected outcomes was 40% at the beginning of the course and 80% at the end of the course.

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Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? \*

The data represented the variation in student ability and interest in really learning the material. There was clearly a divide between students who grasped the material well and those that struggled; and this was evident throughout the material. I believe it is first term jitters, a lack of proven and useful study skills and a sense from students that it would be easy. It was also clear to me in the detail of the work turned in that some students did not spend the time they should have and that, I have no control over. This was also the first year where I had students in the Administrative Assistant track in this class and they were part of the group that struggled because I think they were not prepared for the depth of the coverage we go into in this class.

Even though I revised many of the assignments over the last 2 years with a new textbook, I still think that students did not clearly understand some of the assignments even though I went over them in class.

I will once again be moving to a new textbook so I will carefully look at assignments to be sure they are as clear as possible and continue to go over them in class. I am also considering having a study hall type option available for the more difficult assignments.

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What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? \*

No resources would be needed that I am aware of.

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Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

Yes, I think they were. Some of the assignments that the students are given are quite realistic to what they will encounter in the real world. There were a large number of comments in this assessment which were all positive with a couple of comments about the homework still being less clear.

I have some ancillary material in another text that I use Winter term

in a class and I think I will have the student purchase this in Fall so they can use some of that material in MA 117.

<p>(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?</p>		<p>I last assessed this course in Fall, 2012 and have made significant changes to the detail of the homework and the directions. At that time, I used just the homework out of the study guide and my clarification of the directions since then, I believe, has helped a lot.</p>	
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# Course Assessment– Part B: Your Results & Analysis

#69

Your Email \*

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Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.

NUR 210 Nurssing IV: Bailey/Saito

## Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. \*

The following data collected on course assessment survey monkeys did reveal that the student believed they either improved or achieved the outcomes for the NUR 210 course. Faculty still struggle with participation in the survey and only 9 of 24 students participated in the surveys. Faculty will continue to encourage student participation in course assessment to the best of our ability.

As a provider of care our students went from a 2.67 to 3.83 (2 = fair 3 = good 4 = very good) rating on a scale of 1–5 (self-evaluation) of their abilities to assess data and apply standards of nursing care when developing nursing care plans for the psychiatric and complex acute care client.

As a communicator our students went from a 3.17 to 3.83 (3 = good 4 = very good) rating on a scale of 1–5 (self-evaluation) of their abilities to apply therapeutic communication techniques in delivering individualized patient care based on established standards.

As a manager of care our students went from a 2.67 to 3.5 (2 = fair 3 = good 4 = very good) rating on a scale of 1–5 (self-evaluation) of their abilities to deliver timely prioritized organized nursing care for a patient care load totaling an acuity level of 2–3 patients.

As member within discipline of nursing students went from a 3.17 to 3.5 (2 = fair 3 = good 4 = very good) rating on a scale of 1–5 (self-evaluation) of their abilities to apply at a beginning level the professional responsibilities of the registered nurse as defined by the RN Scope of Practice.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

As Provider of Care: Analyze assessment data and apply established standards of nursing care when developing nursing care plans for the psychiatric and complex acute care patient/client.

Outcome #1 \*

–All or 100% of the students passed the clinical patient based outcomes (PBOs critical outcomes), skill check offs, SIM check off, with a satisfactory level. Twenty out of twenty-four students or 83.3% of the students passed the theory portion of the course by receiving ≥75% on exams and assignments.

% of students who successfully achieved the outcome: \*

83.3

Outcome #2 \*

As Communicator: Apply therapeutic communication techniques in delivering individualized patient care based on established standards.

–All or 100% of the students passed the clinical patient based outcomes (PBOs critical outcomes), skill check offs, SIM check off, with a satisfactory level. Twenty out of twenty-four students or 83.3% of the students passed the theory portion of the course by receiving  $\geq 75\%$  on exams and assignments.

% of students who successfully achieved the outcome: \*

83.3

Outcome #3 \*

As Manager of Care: Deliver timely, prioritized and organized nursing care for a patient load totaling an acuity level of 2–3 patients.

–All or 100% of the students passed the clinical patient based outcomes (PBOs critical outcomes), skill check offs, SIM check off, with a satisfactory level. Twenty out of twenty-four students or 83.3% of the students passed the theory portion of the course by receiving  $\geq 75\%$  on exams and assignments.

% of students who successfully achieved the outcome: \*

83.3

Reflect on you assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. \*

In comparing student evaluations with this information we noted that students sensed they improved. Students evaluated themselves as being above "good" (the median) for the 1–5 Likert scale provided in the course survey monkeys. Faculty feels that these results do correlate with the student success rate collected on other measurement tools; the PBO, skill check offs, and simulation experiences.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? \*

No changes are to be made at this time.

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? \*

No changes are to be made therefore no resources are needed and there will be no budget implications.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

We believe the five evaluation tools did result in valid assessment of student learning. These tools take advantage of measuring each of the course outcomes from a variety of views. The various tools evaluate on either one, a combination of, or all of the following: the student's ability to problem solve, critical think, apply newly learned concepts, and communicate.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

Change implemented:

Upon evaluation of student comments made in their self-evaluation's, we have improved the syllabus and calendar by placing due dates for assignments and to which faculty member they are due in one location (syllabus). It is our intention to decrease confusion and frustration noted by students having due dates for

assignments in several locations.

After the students we able to try the new concept of having the dates/times of assignments due only in the syllabus, they discovered that not all students preferred the syllabus and we were asked as faculty to put the due dates back into the calendar and the syllabus. It was done and this issue seems to have resolved as there has been no more complaints since.

Change implemented:

To address student concerns about analyzing assessment data in developing the nursing care plan (Provider of Care), we will provide students with two analysis tools when the course is presented next year.

Two analysis tools were not presented in the next year. However, faculty did take much time to rebuild the guidelines for the nursing care plan. The changes made to the guidelines have cleared up most if not all of the confusion about how to complete a nursing care plan.

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