

Course Assessment– Part B: Your Results & Analysis

#79

Your Email *

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

MA 112 Medical Office Assistant I – 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: The students had only one opportunity to attend an AAMA meeting. The meeting was on November 14, 2015 and 12 out of 19 students attended. Those that were not able to attend were asked to write a paper on the topic of that meeting, which was: Aging 101 (how to work with patient with dementia or other cognitive disabilities). 3 people wrote a paper and 4 of the students did not take advantage of the extra credit opportunity.

Outcome 2: There were two classes where students worked in small groups to discuss the topics of communication in general and human relations.

Outcome 3: Students were required to journal each week on the topic of the week and set a SMART goal to achieve a desired outcome on the goal that they set on the topic.

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

Participate in a professional organization which defines ethics and provides education opportunities.

Outcome #1 *

% of students who successfully achieved the outcome: *

79%

Outcome #2 *

Recognize and appropriately respond to verbal and non-verbal communication.

% of students who successfully achieved the outcome: *

100%

Outcome #3 *

Use goal setting in both the personal and professional setting.

% 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 method for the first was just attendance at the AAMA meeting selected or some other professional development opportunity. The second was grades on journal entries for the 2 selected classes. The

third was grades on 8 assignments where the student was expected to set goals and describe how they might use the material in that particular class.

Outcome #1: Student grade achievement were 79% simply because 4 students did not attend the conference nor did they write a paper.

The student perception of their understanding of the selected outcomes was 56% at the beginning of the course and 85% at the end of the course.

Outcome #2: Student grade achievement scores the 2 assignments on verbal and non-verbal communication was an average of 87.5%.

The student perception of their understanding of the selected outcomes was 63% at the beginning of the course and 84% at the end of the course.

Outcome #3: Student grade achievement scores for the goal setting journal entries was an average of 86.8%

The student perception of their understanding of the selected outcomes was 52% at the beginning of the course and 81% at the end of the course.

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

The scores tell me that the students think they had fairly good skills in the areas of communication, professionalism and the ability to set and achieve goals. The purpose of this course is to teach the skill of goal setting because a great deal of time is spent by a medical assistant in the course of their day to trying to convince patients to set goals about diet, exercise, medication management, stress and other tasks or thought processes that are hard to achieve. I enjoy the class and the students enjoy the class but I have always been concerned that they don't take it seriously because there are other classes that are more skill based.

I think I will change it to a graded course which I believe will give it more credibility as being valuable. I also am going to set the room in a circle so it becomes more of discussion class than a lecture. I am also going to make them discuss their goals within the class so they are held more accountable to setting a goal that is more logical, achievable, and they will have to respond to their success on their goals in a more formal manner.

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. I will have to utilize either a different room or rearrange the room we normally use to allow for the change in classroom layout.

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

For the reasons stated above, I don't think the methods really assess that the student has learned anything other than to write in a journal. There are no consequences as a result of their goal setting so they have no incentive to actually learn what the course is intended to teach them.

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

I last assessed this course in Fall, 2012 and have made no real changes to it since then because other courses needed more attention. I am going to make the changes I outlined above to see if there is a difference between this evaluation and the one that will happen in 2018,

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