

# Course Assessment– Part B: Your Results & Analysis

#107

Your Email \*

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

MA 123 Medical Office Clinical Procedures – Diana Lee–Greene – Winter 2016

## Results

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

Outcome 2: Data gathered to assess preparing the patient for physical examinations and procedures, including surgical and diagnostic procedures and assist the physicians were chapter exams on chapters 18 (Sterilization Procedures), 20 (Physical Exam) 23 (Female Exam), 24 (pediatric exam), 25 (minor office surgery), and 28(specialty exams).

Outcome 3: Data gathered to assess the students general knowledge of vital signs, documentation, medications, medication administrations, specimen collection, and EKG and Spirometry in the medical setting were chapter exams on chapter 19 (Vital Signs), chapter 26 (Administration of Medications) and chapter 27 (Cardiopulmonary Procedures)

Outcome 5: Data gathered to assess the students general knowledge of determining chief complaint utilizing interview skills and patient assessment were handouts in laboratory class on establishing chief complaint in chapters 20, 23, 24, and 28).

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

Prepare the patient for physical examinations and procedures, including surgical and diagnostic procedures, and assist the physician.

Outcome #1 \*

For the selected chapters, there should have been 96 passes (16 X 6) and 5 students did not pass those exams. Therefore, the pass rate was 95% (91/96)

% of students who successfully achieved the outcome: \*

95

Outcome #2 \*

Apply general knowledge of vital signs, documentation, medications, medication administration, specimen collection, and EKG and Spirometry in the medical setting.

For the selected chapters, there should have been 48 passes (16 X 3) and 6 students did not pass those exams. Therefore, the pass rate was 87.5% (42/48)

% of students who successfully achieved the outcome: \*

87.5

Outcome #3 \*

Determine chief complaint utilizing interview skills and patient assessment.

For the selected chapters, there should have been 64 passes (16 X

4) and 3 students did not pass those exams. Therefore, the pass rate was 95% (61 /64)

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% of students who successfully achieved the outcome: \* 95

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Reflect on your 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 assessment method for all outcomes was the results of test scores. In all instances, there were students who failed more than one exam.

The student perception of their understanding of outcome 1 (preparing the patient for an exam) was 47.7% at the beginning of the course and 83% at the end.

The student perception of their understanding of outcome 2 (Knowledge of vitals, medications, EKG and Spirometry) was 49% at the beginning of the course and 82% at the end.

The student perception of their understanding of outcome 3 (Establishing chief complaint) was 43% at the beginning of the course and 74% at the end.

I think the assessment criteria is good. Because we assess the performance of the actual skill in MA124, this MA123 course is just assessing knowledge. I think the scores reflect not only the retention of the material but also on the ability of the student to take a multiple choice quiz. Overall, the average score on all exams was 80% with usually 2-3 >90%, 9-10 > 80% and 3-6 >70%. I would like to see better scores but this population of student does not have really outstanding study skills, many of them are working part time and I debate every year on reducing homework so they will study but feed back from them is that the homework helps them learn so I have kept it.

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

I am not going to adjust the course at all at this time, except to change that they turn in homework on the same day as lecture rather on the day of the exam. That way, they will have certainly read the chapter and the lecture might make more sense to them. I do a participation grade in all my classes, so I will also check to make sure their study guide is completed prior to lecture and that will be the participation grade. Then they only have to study for the exam not finish homework. I am also going to change the content of a course we have first term (MA112) into a study course so they can learn and use better study skill techniques.

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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 other than time is needed. I will put the MA112 course through curriculum next month so that that can be implemented next fall.

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

Yes, assessment of exams is the best way for this course to ascertain learning.

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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 did say on my last assessment in April 2013 that I would include more outside reading and I did add three assignments utilizing the CMA magazine that they all subscribe to. I select articles that have specific meaning to the chapter they are studying to give them some real life examples of the necessary education in working with patients.

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