

Course Assessment– Part B: Your Results & Analysis

#118

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MA 131 Pathophysiology for the Medical Assistant – Terry Emmons – Winter 2016

Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified for each outcomes (question 3) of your Part A. *

The data gathered for all outcomes were chapter exams covering both the lecture material, textbook and study guides.

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

Apply understanding of common disease states according to etiology or type of diseases and indicate the primary system or organ affected, distinguishing between primary disease manifestations, complications and sequela:

Outcome #1 *

All students passed those exams with a grade of 70% or better only after the instructor offered extra credit. Without the extra credit, 2 students would have achieve a grade of D. When looking at students who achieved a grade of 80% or better; 68% achieved a grade of 80% after the extra credit and only 56% achieved the 80% prior to the extra credit.

% of students who successfully achieved the outcome: *

68

Outcome #2 *

Conduct an initial screening and accurately summarize chief complaint of patients using knowledge of physical signs and symptoms and/or diagnostic findings that are associated with particular disease state:

No students met this outcome because there was no real tool to measure achievement of the outcome.

% of students who successfully achieved the outcome: *

0

Outcome #3 *

Perform basic triage of patients based on an understanding of disease progression and using correct medical terminology:

No students met this outcome because there was no real tool to measure achievement of the outcome.

% of students who successfully achieved the outcome: *

0

Reflect on your assessment results and provide analysis, considering what

Based on the assessment results, it is clear that an assessment tool must be created to determine successful assessment of the

contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. *

outcomes. (The department chair will work with the instructor to either change the outcomes, which is not the best solution: or create an assessment tool that would ascertain the students understanding of how to achieve chief complaint with certain disease states (Outcome 2) and at least one triage assignment where the student must direct questions to the patient about the disease state (outcome 3).

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

See above.

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

Possible some time allotted to the instructor to create the assessment tools.

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

We did not get any student feedback so we were not able to ascertain the student learning. However, anecdotally, the department chair received feedback that the study guides given the students did not follow the lecture and so that is why the course was so hard. They did not know what to study. The instructor will be encouraged to explain to the students what is expected of them in knowing the material.

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

Follow up on the last assessment was not available.

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