

# Course Assessment– Part B: Your Results & Analysis

#237

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BI 233 – Human Anatomy & Physiology III – 1091215 – Dan Ropek – Spring 2017

## Part B: Your Results

### Directions

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

1. The assignment was to use a role playing exercise to model working as a team, processing ethical problems and finding consensus. The data were worksheets that asked questions about the assignment. All 15 students who participated adequately addressed the assignment.

2. Use of 'correct terminology' was achieved through use of a graded lecture exam. 16 students were evaluated via instructor corrections of exam 3 of the term.

3. 'Critical evaluation' was achieved though the receipt of an assigned research paper. 15 students completed the assignment, which was evaluated via a rubric.

### Outcome #1 \*

1. Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences.

% of students who successfully achieved the outcome (C or above) \*

100%

### Outcome #2 \*

2.4. Use correct terminology to communicate anatomical features and physiological processes.

% of students who successfully achieved the outcome (C or above) \*

67%

### Outcome #3 \*

3. Critically evaluate health articles and medical journals related to anatomy and physiology and examine the contexts of public health and broader social issues.

% of students who successfully achieved the outcome (C or above) \*

87%

## ANALYSIS

For outcome 1, the success was achieved (100%) due to having the assignment contained within a single class activity.

3. What contributed to student success and/or lack of success? \*

Outcome 2 achieved a lower success (67%). Exam 3 was used to score this assignment. Reason for lower score is likely related to the exam difficulty.

Outcome 3 (87% success). As in the first outcome, the higher success rate is possibly due to a high degree of student/instructor interaction to help them develop the project.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take

The students were not asked due to not getting the course evaluation.

responsibility for their own learning. Consider comparing your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. \*

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) \*

More or less.

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

While the outcomes that were highly successful likely do not need any changes, the exam scores could be improved (possibly) with additional work between instructor/students (tutoring, etc.)

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

Additional tutoring hours.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. \*

None.

9. Describe how you have shared information about course outcomes with your students.

Discuss the purpose of outcome evaluation in class.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcome: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation"

Changes were based on instructor's awareness of the outcome when planning aspects of the class.

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