

Course Assessment– Part B: Your Results & Analysis

#215

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MA 131 – Pathophysiology for the Medical Assistant – Terry Emmons – Winter 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. *

The data gathered for all outcomes were chapter exams covering both lecture material, textbook reading and study guides handed out in class.

Outcome #1

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Outcome #1 – Apply understanding of common disease states according to etiology or type of diseases, and identify the primary system or organ affected.

Six chapters covered this outcome. Chapters on pathophysiology in general, Cardiovascular System and Nervous System were the least successful for students.

% of students who successfully achieved the outcome (C or above) * 88%

Outcome #2 *

Outcome #2 – Understand the interrelationship or normal organ systems and how disease states can alter the normal body function associated with the organ system.

Three chapters covered this outcome: Immunology, Cell structure and Genetics.

% of students who successfully achieved the outcome (C or above) * 86%

Outcome #3 *

Outcome #3 – Distinguish between primary disease manifestations, complications and sequelae

Two chapters covered this outcome: Diseases in General, and Neoplasms.

% of students who successfully achieved the outcome (C or above) * 96%

ANALYSIS

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

1. Outcomes were changed this year to better enable the instructor to assess the outcomes. These improved outcomes made it easier to actually assess the outcomes in the classroom.
2. 3 of the students only achieve a grade lower than C on only 1 test. 3 students achieved a grade of C or lower on 2 tests. 1 student achieved a grade of C or lower on 3 tests. 1 student achieved a grade of C or lower on 5 tests.

3. The fact that tests are the only criteria for grading, makes it more difficult for students who are poor test takers. I would suggest that there be other avenues for assessing achievement of outcomes rather than just tests.

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

We did not get input from students due to the craziness that was Winter Term (2 1/2 week of snow days) However, students did express a keen interest in the material but it was complex and lecture alone did not help weaker students with complete understanding.

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

Yes, but it would be nice for all students to pass all chapter exams.

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

Course adjustments to be implemented are some additional study guides on complex topics other than just a handout on the lecture. Some homework would be beneficial on topics such as definitions of key terms, basic body structure and the normal pathology of the human body (this they should get in Biology but my experience is that this is not happening).

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

No resources are needed.

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

No, as I said above other avenues to assess comprehension of topics might be useful and might help the students with complex topics.

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

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