

# Course Assessment– Part B: Your Results & Analysis

#442

Your Email \*

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.

MP 111 – Medical Terminology – 1095077 – Joyce Burkhardt – Winter 2020

## 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. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. \*

Express and apply suffixes, roots and prefixes of selected words and abbreviations as they relate to medical terms and healthcare professions

The average score for written papers was 71% .

76% of the class received scores of 87% or higher for the quizzes.

80% of the class received scores of 82% or higher for the tests.

### Outcome #1

\*

Papers: 71% achieved a score of "C" or above.

Quizzes: 76% achieved a score of "B" or above

Tests: 80% achieved a score of "B" or above

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

75.6% of students achieved a score of "C" or above.

### Outcome #2 \*

Apply medical terminology of disease processes and body systems to medical situations.

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

75.6% of students achieved a score of "C" or above

### Outcome #3 \*

Communicate with health care professionals utilizing proper medical terminology.

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

75.6% of students achieved a score of "C" or above

## ANALYSIS

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

For the written papers, the lower scores are based on inadequate preparation for the assignment. This is reflected in poor grammar, particularly. The scores for the tests and quizzes are at a good place.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare 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. \*

At the end of the term, 100% of the students reported increased learning of medical terminology – and the ability to use, understand and apply the terms. At the beginning of the term, 20% of the students had no understanding of the language at all.

5. Did student achievement of outcomes meet your expectations for successfully

Yes. I had expected that 50% or higher would achieve a grade of "C" or better. The reality was 75.6% achieved a "C" or above.

teaching to each outcome (question 4 from Part A) \*

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

I will suggest asking someone to proof their papers, as well as always using spell and grammar check. For the students who need to use The Writing Desk, I'll suggest this in the instructions for each paper.

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

No additional resources will be required, just more diligence on the part of the students.

8. Describe the results of 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 explain information about course outcomes and their relevance to your students.

This needs to be added to my Syllabus, as well as to my introduction to the students. I will help the students connect the course outcomes to their successful completion of the course.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

None this term.

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

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