

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#486

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 swade@cgcc.edu.

MP 111 - Medical Terminology - 1096438 - Joyce Burkhart - Winter 2021

* 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

90% of the class received scores of 87% or higher for the quizzes.

90% of the class received scores of 82% or higher for the tests.

* **Outcome #1**

Papers: 90% achieved a score of "C" or above.

Quizzes: 90% achieved a score of "B" or above

Tests: Over 90% achieved a score of "B" or above

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

Over 903%

* **Outcome #2**

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

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

89%

* **Outcome #3**

Communicate with health care professionals utilizing proper medical terminology.

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

74%

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

Preparation, reading information provided, and asking questions when concerned or uncertain.

* **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.**

The students overwhelmingly felt they progressed in learning this new language, and their ability to apply the learning.

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

Yes.

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

One student felt that instructions weren't clear, but I don't know if this particular student ever asked questions. I've learned the hard way not to make drastic changes based on one person's perception, but I am considering ways to connect with students live in the first week. This would need to be scheduled - which makes it difficult in an online course. My initial thought is that I will schedule 4 online chat options, and require that every student attend at least one.

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

None

*** 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.**

I encouraged everyone to use spell and grammar check before submitting papers. This has made a hugely successful change in the quality of the papers.

9. Describe how you explain information about course outcomes and their relevance to your students.

I have provided a paragraph in the Syllabus. This doesn't guarantee anyone pays attention to it, however. I'm going to add a Forum discussion about connecting the course outcomes to the learning.

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: 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" CLO#3 - Quantitative Literacy -"Application/Analysis" and/or "Assumptions"

CLO#1: suggested that students utilize spell and grammar check prior to submitting papers.

CLO#2: I give feedback focused on critical thinking elements for the written papers.

CLO#4: Paper #3 focuses on this. The students must seek out a healthcare professional of a culture different from their own, to discuss cultural healthcare issues.

CLO#5: The written papers address these.

CLO#3: Again, the written papers address these.