

Course Assessment– Part B: Your Results & Analysis

#469

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.

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. *

Access current, reliable information about selected pathophysiological processes, including: cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors; as well as the pathophysiology of the following: oxygen transport, blood vessels and blood pressure; and endocrine, respiratory, and cardiac systems.

Outcome #1

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Access current, reliable information about selected pathophysiological processes, including: cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors; as well as the pathophysiology of the following: oxygen transport, blood vessels and blood pressure; and endocrine, respiratory, and cardiac systems. 80 % of students achieve a 75% or greater on exams.

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

100%

Outcome #2 *

Teach persons from diverse populations across the lifespan regarding selected pathophysiological processes. 80% of students attain a 75% or greater score on pathophysiology slide presentation.

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

100%

Outcome #3 *

Communicate effectively with other health professionals regarding selected pathophysiological processes. 80% of students attain a pass on the peer review forum discussion.

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

100%

ANALYSIS

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

Use of a variety of teaching methods, including prerecorded lecture, written lecture material, zoom classroom lecture delivery, case studies and games deliver content appropriate for a variety of learning styles. Flipped classroom content delivery helps students be prepared for class and increases student responsibility for learning.

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

Outcome 1: pre-course score of 2.0 and a post-course score of 3.67 (scale 1–5).

Outcome 2: pre-course score of 1.83 and post-course score of 3.17 (1–5 scale).

Outcome 3: pre-course score of 1.67 and post-course score of 3.0 (1–5 scale). There were 8/23 respondents.

three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.

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5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *	Expectations were met.
6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *	Given the challenges presented by the COVID pandemic, providing learning material in a virtual environment proved difficult for some students. Continuing to seek active learning activities that enhance understanding of course material will help augment understanding of this complex top
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?	Networking with faculty across the state is a good resource for teaching methods.
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. *	Recommendations made in prior assessment were implemented. Course materials were made available before start of classes. Students found a combination of text readings, online resources, lecture and lecture materials were beneficial in understanding theory material. Some students felt that the project was helpful in delving into a specific topic and the ability to view other student's work was a helpful study aid.
9. Describe how you explain information about course outcomes and their relevance to your students.	Orientation to course materials is provided during the first class. Students are able to link concepts to practice through simulation, skills lab and clinical.
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" Communication–Professional communication is developed through a project in which students work together to develop a slide presentation on an assigned pathophysiological process. Students then provided peer review through a discussion forum, developing appropriate written feedback skills. Critical thinking and problem solving–the slide presentation project is a group project which involves research and group process work. Problem–based learning activities such as case studies are also used. Cultural awareness–case studies and learning activities weave cultural factors into building understanding about risk factors, prevalence and healthcare disparities related to disease processes. Quantitative literacy–The project assignment involved researching current and reliable sources on a given pathophysiological process.	

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