

<b>Course Outcomes Guide Spring 2016</b>
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**Course/Program Title:** MAP 102 Medical Terminology

**Date:** 5/18/16 SU 2015, FA 2015, & SP 2016 Semesters

**Course/Program Team:** Melanie Rowland, Kelly Weicht, Beverly Witmer

**Expected Course Outcomes:**

1. Demonstrate ability to build, define, and correctly spell medical terms to insure accurate documentation
2. Demonstrate basic knowledge of medical terminology associated with body systems, signs and symptoms, diseases, disorders, treatments, procedures and devices.

**Assessment**

Course completion: Number passing at 75% or greater.

Course Outcomes: Common final exam with 3 sections for item analysis:

CO #1	Questions:	word part definition, word building
CO #2	Questions:	abbreviation definition
CO #2	Questions:	pathophysiology

**Validation**

**Course Completion**

Completion of course with an average grade of 75% or higher.

**Course Outcome 1** Common Final Exam Questions: 75% will get > 75% correct

Questions	word part definition
Questions	word building

**Course Outcome 2** Common Final Exam Questions: 75% will get > 75% correct

Questions	abbreviation definition
Questions	pathophysiology

## **Results        LECTURE BASED SECTIONS**

### Course Completion:

81% ( 69/85 students) completed the course with a grade of 75% or higher  
19% ( 16/85 students) completed the course with a grade less than 75%. Of these, 13 were “walk away” F grades. Repeated contacts were made to encourage these students to withdraw from the course, but they did not.

### Course Outcomes (Common Final Exam Questions): (N=72)

Course Outcome 1:    75% of students get >75% correct

Questions	word definition	82%
Questions	word building	75%

### Course Outcome 2:

Questions	abbreviation definition	81%
Questions	pathophysiology	91%

## **Follow-up**

Students met outcome targets in all 4 categories for the first time since the data has been accumulated and analyzed. Instructors to continue to use identified techniques when teaching.

“Walk Away” failing grades have increased tremendously. Many students with financial aid have packages that do not allow students to withdraw or to change to audit status. To remind students to withdraw is not going to work with these restrictions.

The first suggestion for working to reduce the number of “walk away” students is to educate HCC advisors about the rigor of the Medical Terminology course so that they can better advise potential students, identify students at risk, and assist students to analyze their choice of major.

Lastly, the Learning Support Center should be encouraged to hire more allied health tutors to assist students struggling with entry level health science courses like Medical Terminology.

## **Results        ONLINE DELIVERY**

### **Course Completion:**

86% (55/64 students) completed the course with a grade of 75% or higher  
14% ( 9/69 students) completed the course with a grade less than 75%. Of these, 7 were “walk away” F grades. Repeated contacts were made to encourage these students to withdraw from the course, but they did not.

### **Course Outcomes (Common Final Exam Questions): (N=57)**

Course Outcome 1:    75% of students get >75% correct

Questions	word definition	80%
Questions	word building	72%

Course Outcome 2:

Questions	abbreviation definition	71%
Questions	pathophysiology	85%

## **Follow-up**

The most significant improvement over the prior academic year is the large increase in the number of students passing the course with a grade of 75% or better. Students did not meet outcome 1 in the category of word building but maintained the success rate from the last academic year. Instructors to continue development of additional word building exercise worksheets and post them for each chapter and offer extra credit as an encouragement to students to complete the exercises.

Students did not meet outcome 2 in the category of abbreviation definition but there is a significant improvement over the last academic year (71% vs. 66% 2015). Instructors to continue to provide additional abbreviation exercise worksheets and post for each chapter and offer extra credit as an encouragement to students to complete the exercises.

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