Course Outcomes Guide  
Spring 2016

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

5/18/2016 MSR
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

<table>
<thead>
<tr>
<th>Questions</th>
<th>word definition</th>
<th>82%</th>
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</thead>
<tbody>
<tr>
<td>Questions</td>
<td>word building</td>
<td>75%</td>
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Course Outcome 2:

<table>
<thead>
<tr>
<th>Questions</th>
<th>abbreviation definition</th>
<th>81%</th>
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</thead>
<tbody>
<tr>
<td>Questions</td>
<td>pathophysiology</td>
<td>91%</td>
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</table>

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)

<table>
<thead>
<tr>
<th>Course Outcome 1:</th>
<th>75% of students get &gt;75% correct</th>
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<tbody>
<tr>
<td>Questions</td>
<td>word definition</td>
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<tr>
<td>Questions</td>
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<table>
<thead>
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<th>Course Outcome 2:</th>
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<td>Questions</td>
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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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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.