

**Course Outcomes Guide
Spring 2016**

Course/Program Title: MAP 110 Introduction to Health Science Professions

Date: 5/24/16 SU 15, FA 15, and SP16 semesters

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Expected Learning Outcomes:

1. Demonstrate understanding of ethnic, cultural and racial differences related to health care.
2. Demonstrate a basic understanding of infection control components.
3. Recognize basic concepts of professional communication in health care.
4. Describe basic understanding of ethical/legal guidelines for healthcare practice.

Assessment

Course completion: Number passing at 75% or greater.

Course Outcomes: Common final exam for item analysis:

CO 1	(Culture uniformity)
CO 1	(Racial distribution in ethnic groups)
CO 1	(Characteristics of a culture)
CO 1	(Bias, prejudice)
CO 2	(Infectious body fluids)
CO 2	(Standard Precautions)
CO 2	(Microorganism growth)
CO 2	(Chain of infection)
CO 3	(Competence of the elderly)
CO 3	(HIPAA
CO 3	(empathy)
CO 4	(modern health care dilemmas)
CO 4	(state health professions standards)

Validation

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

Common exam question accuracy rate of 75% or higher

Results - Lecture Based

Course completion:

96% (23/24 students) completed the course with a grade of 75% or higher
4% (1/24 students) completed the course below 75%; the failing grade was a “walk away” F grade. Student was encouraged to withdraw from the course but did not.

Course outcomes:

CO 1	(Culture uniformity)	96%
CO 1	(Racial distribution in ethnic groups)	100%
CO 1	(Characteristics of a culture)	96%
CO 1	(Bias, prejudice)	88%
CO 2	(Infectious body fluids)	100%
CO 2	(Standard Precautions)	100%
CO 2	(Microorganism growth)	92%
CO 2	(Chain of infection)	74%
CO 3	(Competence of the elderly)	100%
CO 3	(HIPAA)	100%
CO 3	(empathy)	96%
CO 4	(modern health care dilemmas)	91%
CO 4	(state health professions standards)	96%

Follow-up – Lecture Based

The only course outcome not met was the understanding of Infection Control. The Instructor will continue to use the modifications to materials to improve this result.

“Walk Away” failing grades cannot be solved simply by encouraging the student to withdraw from the course. 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 Health Sciences courses so that they can better advise potential students, identify students at risk, and assist students to analyze their choice of major.

Results – Hybrid Delivery

Course completion:

92% (37/40 students) completed the course with a grade of 75% or higher
8% (3/40 students) completed the course below 75%; of these, all were “walk away” F grades. Students were encouraged to withdraw from the course but did not.

Course outcomes:

CO 1 Q 36	(Culture uniformity)	92%
CO 1 Q 37	(Racial distribution in ethnic groups)	99%
CO 1 Q 46	(Characteristics of a culture)	77%
CO 1 Q 88	(Bias, prejudice)	67%
CO 2 Q 5	(Infectious body fluids)	100%
CO 2 Q 27	(Standard Precautions)	100%
CO 2 Q 28	(Microorganism growth)	59%
CO 2 Q 82	(Chain of infection)	42%
CO 3 Q 3	(Competence of the elderly)	93%
CO 3 Q 43	(HIPAA)	93%
CO 3 Q 62	(empathy)	93%
CO 4 Q 7	(modern health care dilemmas)	79%
CO 4 Q 8	(state health professions standards)	100%

Follow-up

Course Outcome 1 – Bias, prejudice

Instructor to change structure of the course to include this chapter in lecture rather than have students study from home. This will allow examples to be discussed and give the opportunity for students to give their own examples.

Course Outcome 2 – Microorganism growth and the Chain of Infection

Instructor to incorporate extra in-class assignments and homework activity such as:

- List the five classes of microorganisms by describing the characteristics of each class and give an example.
- List the classifications of bacteria by shape and give (2) examples of diseases caused by each class.
- List the 6 components of the chain of infection
- Draw the chain of infection and identify the three (3) ways to break each section of the chain.

“Walk Away” failing grades have increased. 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.

