

Course Assessment– Part B: Your Results & Analysis

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Your Email *

Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.

NUR 110 Nursing 1: Fundamentals of Nursing – Johnston/Stager

Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. *

100% of students who completed the course (23/24) successfully completed all sections of the Performance Based Outcome Tool (all satisfactory ratings). One student dropped out due to failing the didactic, not the clinical portion, of the course. Although he was passing the clinical portion at the time, it is not certain if the percentage might have changed had he completed the clinical portion of the course.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

100% of students who completed the course (23/24) successfully completed the Provider of Care section of the Performance Based Outcome Tool (all satisfactory ratings).

Outcome #1 *

% of students who successfully achieved the outcome: *

100%

Outcome #2 *

% of students who successfully achieved the outcome: *

100% of students who completed the course (23/24) successfully completed the Communicator section of the Performance Based Outcome Tool (all satisfactory ratings).

100%

Outcome #3 *

% of students who successfully achieved the outcome: *

100% of students who completed the course (23/24) successfully completed the Manager of Care section of the Performance Based Outcome Tool (all satisfactory ratings).

100%

Reflect on you assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. *

*Student course evaluations further support above assessments. On a Likert scale ranging from 1 (poor) to 5 (excellent) the 8 students completing the course assessment described moving from a 2.13 to a 3.63 in achievement of outcome #1; from a 2.13 to a 3.63 in objective 2; and from a 2 to a 3 in objective 3.

The course is designed to utilize various methods to achieve the desired outcomes. Theory components include various teaching methods and guest speakers aimed at achieving each of the course outcomes. They are revised and updated on an ongoing basis by individual faculty members. Students receive skills lab education for those components that require hands-on expertise and understanding and are required to return demonstrate those skills to ensure safety and promote self-confidence. Students are also given experience in a simulation lab to allow practice in a safe environment and in group problem solving and critical thinking. The clinical portion of

the course allows the student to progress in their nursing practice with clinical supervision and guidance. The clinical experience is also evaluated by the clinical faculty and students in student faculty meetings and recommendations for improvements are considered and implemented if appropriate. Examples of changes that have been made based on such input include reworking the prep and care plan format to streamline them and capitalize on current and critical clinical trends. Various class exercises also allow for deeper study or experience with aspects of the course content, such as the therapeutic communication video each student makes and evaluates at the end of the term. Another such exercise is the dementia Alternative Clinical Experience (ACE), which stresses group work and alternative learning experiences (video, book, readings, use of assessment tools on community and facility dwelling elders) culminating in a seminar-type group session. About this last experience one student wrote, "I understand it so much better. Now I want to learn how to reach them in their world so that they do feel cared about not only physically but mentally, socially, and spiritually. They are still in there, communication is a huge problem, both to understand and to reach thru. It's dear to my heart."

Note: One student dropped out of the course due to failing the didactic, not the clinical portion, of Nursing 110. Although he was passing the clinical portion at the time, it is not certain if the percentage might have changed had he completed the clinical portion of the course.

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

One comment that tends to be expressed to clinical faculty verbally in this term is faculty accessibility makes meeting PBOs difficult, as much of what students do in clinical must first be checked off by clinical faculty for each student. With an increase from 6 to 8 students to oversee, this became more urgent to students this year. Faculty discusses this initially with students and offers suggestions as to how time can still be managed to optimize learning while waiting for instructor time. It was also more difficult to find time during clinical to meet individually with students regarding assignments, clinical performance, goals, etc. Faculty need to continue to strategize innovative methods to do required student assessments.

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

The obvious solution to the above would be return to 6 students per clinical group. Alternate strategies would include requiring additional skills or SIM time which could involve increased credit hours and instructor time. Another option would be to increase instructor clinical days to 10 each so the first 2 days of clinical, only 1/2 of the group is in clinical at a time to allow for initial check-offs. This requires one additional instructor and one additional day per instructor.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

Assessment methods are accurate indicators of student learning. Student evaluations support the methods.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

We have made multiple changes since the last assessment to improve student experience and learning. Students have expressed positive comments about many, but outcomes as indicated by our assessment measures had no room for improvement.

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