

Course Assessment– Part B: Your Results & Analysis

#69

Your Email *

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NUR 210 Nurssing IV: Bailey/Saito

Results

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

The following data collected on course assessment survey monkeys did reveal that the student believed they either improved or achieved the outcomes for the NUR 210 course. Faculty still struggle with participation in the survey and only 9 of 24 students participated in the surveys. Faculty will continue to encourage student participation in course assessment to the best of our ability.

As a provider of care our students went from a 2.67 to 3.83 (2 = fair 3 = good 4 = very good) rating on a scale of 1–5 (self-evaluation) of their abilities to assess data and apply standards of nursing care when developing nursing care plans for the psychiatric and complex acute care client.

As a communicator our students went from a 3.17 to 3.83 (3 = good 4 = very good) rating on a scale of 1–5 (self-evaluation) of their abilities to apply therapeutic communication techniques in delivering individualized patient care based on established standards.

As a manager of care our students went from a 2.67 to 3.5 (2 = fair 3 = good 4 = very good) rating on a scale of 1–5 (self-evaluation) of their abilities to deliver timely prioritized organized nursing care for a patient care load totaling an acuity level of 2–3 patients.

As member within discipline of nursing students went from a 3.17 to 3.5 (2 = fair 3 = good 4 = very good) rating on a scale of 1–5 (self-evaluation) of their abilities to apply at a beginning level the professional responsibilities of the registered nurse as defined by the RN Scope of Practice.

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

As Provider of Care: Analyze assessment data and apply established standards of nursing care when developing nursing care plans for the psychiatric and complex acute care patient/client.

Outcome #1 *

–All or 100% of the students passed the clinical patient based outcomes (PBOs critical outcomes), skill check offs, SIM check off, with a satisfactory level. Twenty out of twenty-four students or 83.3% of the students passed the theory portion of the course by receiving $\geq 75\%$ on exams and assignments.

% of students who successfully achieved the outcome: *

83.3

Outcome #2 *

As Communicator: Apply therapeutic communication techniques in delivering individualized patient care based on established standards.

–All or 100% of the students passed the clinical patient based outcomes (PBOs critical outcomes), skill check offs, SIM check off, with a satisfactory level. Twenty out of twenty-four students or 83.3% of the students passed the theory portion of the course by receiving $\geq 75\%$ on exams and assignments.

% of students who successfully achieved the outcome: *

83.3

Outcome #3 *

As Manager of Care: Deliver timely, prioritized and organized nursing care for a patient load totaling an acuity level of 2–3 patients.

–All or 100% of the students passed the clinical patient based outcomes (PBOs critical outcomes), skill check offs, SIM check off, with a satisfactory level. Twenty out of twenty-four students or 83.3% of the students passed the theory portion of the course by receiving $\geq 75\%$ on exams and assignments.

% of students who successfully achieved the outcome: *

83.3

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. *

In comparing student evaluations with this information we noted that students sensed they improved. Students evaluated themselves as being above "good" (the median) for the 1–5 Likert scale provided in the course survey monkeys. Faculty feels that these results do correlate with the student success rate collected on other measurement tools; the PBO, skill check offs, and simulation experiences.

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

No changes are to be made at this time.

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

No changes are to be made therefore no resources are needed and there will be no budget implications.

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

We believe the five evaluation tools did result in valid assessment of student learning. These tools take advantage of measuring each of the course outcomes from a variety of views. The various tools evaluate on either one, a combination of, or all of the following: the student's ability to problem solve, critical think, apply newly learned concepts, and communicate.

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

Change implemented:

Upon evaluation of student comments made in their self-evaluation's, we have improved the syllabus and calendar by placing due dates for assignments and to which faculty member they are due in one location (syllabus). It is our intention to decrease confusion and frustration noted by students having due dates for

assignments in several locations.

After the students we able to try the new concept of having the dates/times of assignments due only in the syllabus, they discovered that not all students preferred the syllabus and we were asked as faculty to put the due dates back into the calendar and the syllabus. It was done and this issue seems to have resolved as there has been no more complaints since.

Change implemented:

To address student concerns about analyzing assessment data in developing the nursing care plan (Provider of Care), we will provide students with two analysis tools when the course is presented next year.

Two analysis tools were not presented in the next year. However, faculty did take much time to rebuild the guidelines for the nursing care plan. The changes made to the guidelines have cleared up most if not all of the confusion about how to complete a nursing care plan.

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