

Course Assessment– Part B: Your Results & Analysis

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NUR 212 – Nursing VI: Preceptorship – 1092580 – Lorie Saito – Spring 2018

Part B: Your Results

Directions

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. *

Theory (Exams and Capstone Group Project), skills (Check offs P/F), simulation (Check offs P/F), and clinical (PBO elements).

Student theory course grades as follows: 11 students or 47.8% received an "A" (90–100%), 11 students received a "B" of 47.8% (82–89%), 1 student received a "C" or 4.34% (75–81%), and no students failed the course.

Student skill, Simulation, and clinical (PBO) as follows: 23 or 100% of the students passed all categories.

Outcome #1

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As Provider of Care: Analyze assessment data and apply established standards of nursing care when developing nursing care plans for rural hospital or community-based healthcare settings.

% of students who successfully achieved the outcome (C or above) *

100

Outcome #2 *

As Communicator: Apply therapeutic communication techniques with clients and families to attain patient outcomes. Collaborate with other healthcare providers in a healthcare setting.

% of students who successfully achieved the outcome (C or above) *

100%

Outcome #3 *

As Manager of Care: Manage the healthcare needs for a group of clients/patients and families at an acuity level appropriate to the site.

% of students who successfully achieved the outcome (C or above) *

100%

ANALYSIS

3. What contributed to student success and/or lack of success? *

Theory/Kaplan NCLEX/Capstone: Students were involved with the process of learning; especially as they completed their Capstone project which is group work. They also had prompts from their instructors about how important the Kaplan NCLEX prep was so that they would be successful when taking their NCLEX board exam.

Clinical/Simulation: Students had contact with their instructors a minimum of every three days (sometimes more often if the instructor was seeing another student) to be able to clarify their journal, PBO requirements and teaching in-service.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of

Students did not participate in the Course survey monkey this year. It is speculated by second year faculty that between doing Kaplan NCLEX prep tests and preparing for their capstone presentation they opted not to participate in the course. This has been a difficult issue to have the students complete. One suggestion made was to have the monkey survey be added on to the end of the second Kaplan exam as that is taken after preceptorship is completed and required to be attended.

student achievement of the three outcomes.

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5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

yes, 100% passed

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

1) Kaplan NCLEX prep was moved to week three and students were given assignments to complete a prep exam weekly with the minimum score they were to try to achieve. Also, it was determined that with the amount of journaling required for preceptorship that students didn't spend as much time studying (or taking time with the NCLEX prep tests) as they should. It has been decided that next year, the journaling will be reduced to eliminate some of the busy-work of journaling and to allow more time for NCLEX studying to hopefully have a higher score.

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

There are no additional resources or budget implications needed at this time.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *

The effectiveness of moving Kaplan from week 11 to week 3 will not be determined until Fall term after all the students have taken their NCLEX exam. It is hoped that by moving it forward and emphasizing its utilization that NCLEX scores will improve.

9. Describe how you have shared information about course outcomes with your students.

Course outcomes are listed in the syllabus every term. Clinical PBOS are also the basis of the course outcomes in preceptorship.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

CLO#1: no changes made. Students have a teaching in-service they present to facility staff during preceptorship. They are also assigned groups to present their capstone project at the end of the term.
CLO#2: no changes made. Students have to journal how they met the clinical PBOs that demonstrate how they met their goals for patient care. Also the students participated in a Capstone project which required that they had to answer questions via researching their questions.

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