

Course Assessment– Part B: Your Results & Analysis

#360

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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. *

NRS110 – 1093004 – Jennifer Stager/Lorie Saito – Fall 2018

Outcome 1. 100% of students achieved a 75% or greater on their two-part Self- Assessment of Health and Health Promotion Plan Project.
 Outcome 2. 100% of students met or exceeded the expected level on competency based outcome 2 in the clinical setting as evaluated by the clinical instructor with input from the student.
 Outcome 3. 100% of students met or exceeded the expected level on competency based outcome 9 in the clinical setting as evaluated by the clinical instructor with input from the student.
 100% of students received a pass in skills lab.

Outcome #1

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1. Design and evaluate a health behavior change for self and for a selected patient using relevant evidence and family/cultural data. 80% of students achieve a 75% or greater on their two-part Self-Assessment of Health and Health Promotion Plan Project.

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

100%

Outcome #2 *

2. Recognize the importance and relevance of reflection on clinical experiences and on competencies and its influence on personal and professional behavior. 80% of students meet or exceed the expected level on competency based outcome 2 in the clinical setting as evaluated by the clinical instructor with input from the student.

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

100%

Outcome #3 *

3. Demonstrate safe and competent practice of the fundamentals of nursing care, and adherence to patient dignity, safety of patient, self and others, asepsis, and infection prevention with each patient encounter. 80% of students meet or exceed the expected level on competency based outcome 9 in the clinical setting as evaluated by the clinical instructor with input from the student. 80% of students will receive a pass in skills lab.

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

100%

ANALYSIS

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

3. At least three major factors contributed to student success. The course was structured to provide theory surrounding the desired outcome as well as opportunities for practical application. The OCNE curriculum we are instituting in 2018–2019 and 2019–2020 is a state-wide curriculum. As we develop and institute the curriculum we have faculty in other

schools who have gone through the process, and are successfully moving students through the OCNE curriculum who have been willing to share successful assignments, etc. Additionally, nursing students generally are committed to learning what they need to know to be good practitioners of nursing. Required "tickets to class" (assignments with points assigned) generally led to a student who had reviewed material ahead of class and was ready to discuss, ask questions, and apply knowledge. In the OCNE curriculum active learning and case-based learning are emphasized which also likely contributed to success.

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 student achievement of the three outcomes.

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Students completing their student evaluations (11 of 23) also found benefit of the course on achievement of outcomes. Outcome 1 from 2.64 to 4. Outcome 2 from 2.18 to 4.09. Outcome 3 from 2.64 to 4.24 pre-course to post-course on a scale of 1-5.

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

Yes, student achievement exceeded our expectations. Course outcomes follow through subsequent courses, spiraling to greater achievement. Students did well in the first of 6 spiraling nursing courses that lead to graduation.

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

As a new curriculum is instituted analysis is critical to determine next steps. We will be analyzing all course components taking into account feedback from our students (direct feedback in the classroom as well as feedback through our student faculty roundtables), clinical adjunct faculty, full time faculty, as well as course evaluations to make some course adjustments. Experience in each successive term also is helpful in making changes to previous terms, as many aspects of knowledge and understanding are needed in a developing nurse. During the course we necessarily readjusted the focus from NCLEX type questions to more knowledge-based questions to recognize first term nursing student level and knowledge and are increasing the level as students progress through the curriculum. Community clinical assignments will be evaluated. Quantity of required submitted work will likely be decreased in the first term and assignment instructions will be made more clear. Scheduling of clinical events may be adjusted based on feedback to maximize their benefits.

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

Allowing instructor time in team meetings and for ongoing evaluation and adjustment of assignments would be helpful. Ongoing attendance at the annual statewide OCNE conference allows continual update in teaching methods, advances in nursing education, and sharing of concepts and materials.

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

This is the first quarter of this course.

9. Describe how you explain information about course outcomes and their relevance to your students.

Students keep current on their achievement of course outcomes as they write in their portfolios to OCNE competencies. They receive their assignments back typically with comments. They often discuss relevance to nursing practice in class discussions, directed by the instructor. They receive feedback in midterm and final clinical conferences on their progress.

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 #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

Sources and Evidence– Evidence based practice is a cornerstone of the OCNE curriculum. There was initially theory content, then an evidence based practice assignment which involved analyzing as aspect of care in the clinical site to compare policy against evidence–based recommendations (and finding these). Evidence base also was required for clinical care plans and case studies.

Organization and Presentation– Students, as a part of their cultural project, gave presentations about their chosen culture. Students presented to other students in a “round robin” session on methods of birth control. Students presented on a health topic to classes of Head Start students. Students presented findings of in class assignments.

Evaluate Potential Solutions– Case studies address this effort. Part of case studies require student to consider what he/she would do in certain circumstances, prioritizing in some cases, and discussing this in class either in small groups, as a full class, or both.

Cultural Awareness: The course contained specific theory time for cultural aspects of nursing care. Additionally students completed a cultural self assessment and interviewed people from other cultures in teams of 2. Interviews included their perception of how culture impacted care and interactions in the health care arena, among other topics. Students did a presentation to the class about the culture they had selected.

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