

Course Assessment– Part B: Your Results & Analysis

#382

Your Email *

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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. *

1. Use therapeutic communication skills in the development of therapeutic relationships with patients and families. 75 % of students will receive 3 or 4 (meeting or exceeding competency) on competencies 7 and 8, or if a score falls below a 3, is meeting or exceed the competency by the end of the term. (100%)
75% of students will complete satisfactorily the Assisted Living Facility Resident Experience learning activity (100%)

2. Conduct a health assessment that is patient- and family-centered and both developmentally and culturally appropriate, interpret, and use the resulting health data. 75 % of students will receive a 3 or 4 (meeting or exceeding competency) on competency 9, or if the score falls below a 3, is meeting or exceed the competency by the end of the term. (100%)
75% of students will complete satisfactorily the Body Assessment CBLA (Competency based learning activity). (100%)

3. Apply ANA Code of Ethics and nursing values in the care of persons with a chronic illness or disability. 75 % of students will receive 3 or 4 (meeting or exceeding competency) on competencies 1, 8, and 9, or if a score falls below a 3, is meeting or exceeding the competency by the end of the term. (100%)

Outcome #1

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Use therapeutic communication skills in the development of therapeutic relationships with patients and families.
100 % of students received a 3 or 4 (meeting or exceeding competency) on competencies 7 and 8, or if a score fell below a 3, was meeting or exceeding the competency by the end of the term.
100% of students satisfactorily completed the Assisted Living Facility Resident Experience learning activity.

% of students who successfully achieved the outcome (C or above) * 100%

Outcome #2 *

Conduct a health assessment that is patient- and family-centered and both developmentally and culturally appropriate, interpret, and use the resulting health data.
100 % of students received a 3 or 4 (meeting or exceeding competency) on competency 9, or if the score fell below a 3, was meeting or exceeding the competency by the end of the term.
100% of students satisfactorily completed the Body Assessment CBLA (Competency based learning activity).

% of students who successfully achieved the outcome (C or above) * 100%

Outcome #3 *

Apply ANA Code of Ethics and nursing values in the care of persons with a chronic illness or disability.

100 % of students received a 3 or 4 (meeting or exceeding competency) on competencies 1, 8, and 9, or if the score fell below a 3, was meeting or exceeding the competency by the end of the term.

% of students who successfully achieved the outcome (C or above) * 100%

ANALYSIS

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

Therapeutic communication skills are emphasized and discussed throughout the curriculum, with dedicated theory content and readings, questions on exams, in theory sessions and in clinical practice. Ethical issues and nursing values are found and emphasized in theory, skills lab, and in the clinical setting. We utilized "patient" scenarios with mannequins in the classroom to prompt students to plan focused nursing assessments for people with various chronic illnesses. Students were required to do patient assessments in clinical almost weekly and consider plans of care based on their assessments.

Nursing students additionally bring significant motivation to the classroom and clinical setting to learn things pertinent to their future nursing practice.

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. *

Outcome 1—from a score of 3 pre-course, to 4.2 post-course on a scale of poor (=1) to excellent (=5).
Outcome 2— from a score of 2.2 pre-course to 3.4 post-course.
Outcome 3— from a score of 2.6 pre-course to 3.8 post-course.
Students felt they grew in these areas throughout the course.

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

Yes.

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

Based on student feedback and feedback from clinical faculty, we will be rearranging clinical time and placements across the first and second term, to utilize sites to their best advantage for maximization of student learning. Increased clinical instructor time for orientation to clinical learning in OCNE may be helpful.

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

As we will begin to accept 30 instead of 24 students into the nursing program in the fall, there will be the impact of an additional salary for a clinical instructor each term and orientation for that person and the faculty orienting them. Meetings will c

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

N/A (This is the first time this course was offered.)

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

Information about course outcomes actually appear throughout the curriculum and the 2 years of nursing. The competencies for OCNE-prepared nurses follow students from the first through the 6th term, with increasingly higher level benchmarks. Course outcomes tend to reflect these competencies, and are seen in different courses, and in clinical evaluations in other courses. Specific theory content and clinical activities assignments are designed to assist students to meet the outcomes. Activities and assignments tend to have easily identifiable clinical relevance, such as the ethics assignment, which spanned the entire year, but which is to be completed and submitted this term and is based on

observations students have made during their clinical experience over the year. Course outcomes also tend to have easily identifiable clinical relevance, which appeals to students.

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"

CLO #1. Source and Evidence is being emphasized this term, in patient preps and care planning in the hospital, as well as in student clinical experience preps and write-ups. There is a place on each rubric for this. CLO#2. Critical Thinking/Problem Solving. This is emphasized, in the clinical setting, in skills lab, in simulation, and in theory, where there is more application of knowledge gathered about the week's topic than in past years.

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