

# Course Assessment– Part B: Your Results & Analysis

#437

Your Email \*

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.

## 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. \*

NRS 231 – Clinical Pharmacology II – 1094014 – Stager/Saito – Spring 2019

Outcome # 1 100% of students achieved this outcome successfully.  
 Outcome #2 100% of students achieved this outcome successfully.  
 Outcome #3 100% of students achieved this outcome successfully.

### Outcome #1

\*

Teach persons, patients and/or family members, from diverse populations regarding safe and effective use of drugs and natural products.  
 80% of students will receive 75% or greater on their Medication Teaching Plan project by the end of the term.

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

100%

### Outcome #2 \*

Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy.  
 80% of students will receive 75% or greater on their Medication Map Project by the end of the term.

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

100%

### Outcome #3 \*

Use current, reliable sources of information to access pertinent information about drugs and natural products.  
 80% of students will achieve the required overall 75% or greater on three summary and one final exam.

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

100%

## ANALYSIS

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

Weekly quizzes required students to review content from week to week. Tickets to class helped direct learning and rewarded students who completed their readings and the workbook questions related to the content ahead of class. Commitment and dedication typical to nursing students, who see real-world application of content to practice also plays a role. A few students who had some life issues impair their exam grades were given a second chance to complete a different, but related exam that they failed. This was allowed this year because there was not yet a process in place for student re-entry into the program if failure of any required nursing course occurred.

### 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- The 3 students who completed their course evaluations rated their pre-course ability as fair and their post course ability as good (2 to 3).

Outcome #2- The 3 students who completed their course evaluations rated their pre course ability as fair and their post course ability as good (2 to 3).

Outcome #3- The 3 students who completed their course evaluations rated their pre course ability as fair and their post course ability as good (2.67 to 3.67).

Unfortunately, only 3 of 23 students completed the course evaluation (not uncommon for spring term). It is not realistic to draw conclusions based on this return. Because the objectives are clinically focused, it is assumed that students will feel more competent in each of them as they progress through especially the clinical portion of the next and final year of their nursing program.

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.)? *	This is the first year this course has been offered. We made one major change after part one of nursing pharmacology last term (NRS 230) based on student comments (increased the number exams from 2 to 3 plus the final). This was a good change for student stress levels and should be continued. Course assignments may be revised based on experience. Further course changes may occur after another year of teaching the course.
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?	A charting program for skills/simulation lab would be helpful both for nursing and pharmacology courses. These are expensive and may be considered in a future year.
8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *	This is a new course. Please see # 6 for changes based on experience with NRS 230.
9. Describe how you explain information about course outcomes and their relevance to your students.	The syllabus is reviewed with the student on the first day of class. Course outcomes are addressed at this time. Students understand that, being nurses, they need to be able to meet the course outcomes to be able to safely administer medications to patients.
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" –	CLO#1-Students were required to develop a medication teaching plan. Tickets to class included questions evidence based information and about teaching. CLO #2- Students were given practice in critical thinking/problem solving in questions found in tickets to class (such as case study type questions), and in class. Each of the above is also required in another simultaneous and required nursing course, NRS 112, in the clinical setting.

Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

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