

# Course Assessment– Part B: Your Results & Analysis

#361

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. \*

Access current, reliable information about selected pathophysiological processes, including: cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors; as well as the pathophysiology of the following: oxygen transport, blood vessels and blood pressure; and endocrine, respiratory and musculoskeletal systems. (100%)

Teach persons from diverse populations across the lifespan regarding selected pathophysiological processes. 100%

Communicate effectively with other health professionals regarding selected pathophysiological processes. 100%

### Outcome #1

\*

Access current, reliable information about selected pathophysiological processes, including: cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors; as well as the pathophysiology of the following: oxygen transport, blood vessels and blood pressure; and endocrine, respiratory and musculoskeletal systems.  
75% 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%

### Outcome #2 \*

Teach persons from diverse populations across the lifespan regarding selected pathophysiological processes.  
75% of students will score 75% or greater on part II of their pathophysiology project (video of teaching a “patient” about an assigned disease process.

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

100%

### Outcome #3 \*

Communicate effectively with other health professionals regarding selected pathophysiological processes.  
75% of students will score 75% or greater on part I of their pathophysiology project.

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

100%

## ANALYSIS

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

. Course structure– required preparation prior to class via “tickets to class” for which points are received, practice questions, application in course project and to a lesser degree, in the clinical setting.  
Student factors– Nursing students tend to be motivated to learn what they will need in their future careers.

<p>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. *</p>	<p>Outcome 1 –from a score of 2.22 pre-course, to 3.78 post-course on a scale of poor (=1) to excellent (=5).          Outcome 2– from a score of 2.11 pre-course to 4.11 post-course.          Outcome 3– from a score of 2.11 pre-course to 3.67 post-course.          All students completing the course survey (7 of 23) also felt they made significant progress toward excellence in the achievement of these outcomes.</p>
<p>5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *</p>	<p>Yes they did meet our expectations</p>
<p>6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *</p>	<p>The project, I believe, did demonstrate to students their learning in the arena of outcomes 2 and 3. We need to consider, during part 2 of the course this (winter) term, possible changes in assignments to allow further application of knowledge gained in the course. Getting course materials out earlier next year should also be helpful to students. This year course materials were in development and not available for early distribution.</p>
<p>7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?</p>	<p>No specific resources</p>
<p>8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *</p>	<p>None–this is a new course.</p>
<p>9. Describe how you explain information about course outcomes and their relevance to your students.</p>	<p>Occurs during course orientation. They see the relevance during their clinical experience.</p>
<p>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"</p>	<p>Communication– Part 1 of their course project is a poster on an assigned disease process aimed at an audience of health professionals. Part 2 of their course project is a videotaped instructional session to a "patient" explaining various aspects of an assigned disease process.          Critical Thinking/Problem Solving– During theory sessions questions related to the material are discussed in class.          Cultural Awareness– This aspect of pathophysiology is addressed in the material related to various pathologies.</p>

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