

# Course Assessment– Part B: Your Results & Analysis

#380

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. \*

Access and interpret current, reliable information about selected pathophysiological processes, including: acid-base imbalances; neoplasia principles; and immune and autoimmune disorders; as well as the pathophysiology of the following: cardiac, gastrointestinal, renal and bladder, neurological, neuropsychologic, and reproductive body systems.  
Exam Scores–100%

Pathophysiology project (resource list)–100%

Select and interpret focused nursing assessments based on knowledge of clinical manifestations, developmental considerations, and potential complications of selected pathophysiological processes in patients across the lifespan.  
Exam Scores–100%

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

### Outcome #1

\*

Access and interpret current, reliable information about selected pathophysiological processes, including: acid-base imbalances; neoplasia principles; and immune and autoimmune disorders; as well as the pathophysiology of the following: cardiac, gastrointestinal, renal and bladder, neurological, neuropsychologic, and reproductive body systems.

80% of students will achieve the required overall 75% or greater on three summary and one final exam.

75% of students will achieve 75% on the resource list for their pathophysiology brochure.

% of students who successfully achieved the outcome (C or above) \* 100% on both portions

### Outcome #2 \*

Select and interpret focused nursing assessments based on knowledge of clinical manifestations, developmental considerations, and potential complications of selected pathophysiological processes in patients across the lifespan.

Exam scores

80% of students will achieve the required overall 75% or greater on three summary and one final exam.

% of students who successfully achieved the 100%

outcome (C or above) \*

Outcome #3 \*

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

80% of students will achieve the required 75% or greater on their teaching brochure 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, readings, theory, practice questions, application in course project and to a lesser degree, in the clinical setting. Evidence- based practice is emphasized in the nursing program.

Student factors- Overall, nursing students are committed students and understand the importance of learning content that will be used in 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 2.4 pre-course, to 4 post-course on a scale of poor (=1) to excellent (=5).

Outcome 2- from a score of 2.8 pre-course to 3.8 post-course.

Outcome 3- from a score of 2.6 pre-course to 3.8 post-course.

There were 5 respondents of 23 students. One of the students rated herself a 5 both before and after the course on outcome 2 and 3, which skewed the results somewhat on these two outcomes.

Student comments about the pathophysiology brochure included "excellent", "useful", "helpful".

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

Yes, although we would like to see a higher jump in perceptions of their knowledge base. The data would be more helpful if there were a higher response rate. I suspect also, that if hospital clinical began earlier, students would have more opportunity t

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

We are considering changing textbooks based on student input and are currently in the process of review options, as well as comments from other OCNE community colleges on textbooks they have used.

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

There may be some cost for purchase of instructor copies of texts.

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 time this course has been 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 assignments are designed to assist students to meet the outcomes, and these tend to have easily identifiable clinical relevance, such as the patient teaching brochures, and resource list for the brochure

(needs to be evidence-based, current, reliable). 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. Communication.** It will be noted that outcome 1 & 3 both speak to both aspects of communication listed, source and evidence, and organization and presentation.

**CLO #2. Critical Thinking/Problem Solving.** This is a new course, so no additions or changes were made, however workbook assignments often included case studies which application, critical thinking, and problem solving.

**CLO #3. Cultural Awareness.** Although there are pathophysiologic entities that are more or less prominent in different cultures or ethnicities, curiosity was not stressed in this course.

Created <b>30 Apr 2019</b> 1:10:17 PM		Updated <b>30 Apr 2019</b> 1:18:10 PM
PUBLIC		COLUMBIAGORGECC