

# Course Assessment– Part B: Your Results & Analysis

#347

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. \*

The following data collected on course assessment survey monkeys did reveal that the student believed they either improved or achieved the outcomes for the NUR 210 course. Faculty continue to struggle with participation in the survey, as evidenced by a participation response of only 6 of the 24 students in the class. Faculty continue to request student participation in the hopes to increase responses.

### Outcome #1 \*

As provider of care our students went from a 3.2 to a 4.6 (2 = fair, 3 = good, 4 = very good) rating on a scale of 1-5 (self-evaluation) of their abilities to assess data and apply standards of nursing care when developing nursing care plans for the psychiatric and complex acute care client.

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

24/24 or 100%

### Outcome #2 \*

As communicator, our students went from a 3.2 to a 4.2 (2 = fair, 3 = good, 4 = very good) rating on a scale of 1-5 (self-evaluation) of their abilities to apply therapeutic communication techniques in delivering individualized patient care based on established standards

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

24/24 or 100%

### Outcome #3 \*

As manager of care, our students went from a 3.2 to a 3.8 (2 = fair, 3 = good, 4 = very good) rating on a scale of 1-5 (self-evaluation) of their abilities to deliver timely prioritized organized nursing care for a patient care load totaling an acuity level of 2-3 patients.

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

24/24 or 100%

## ANALYSIS

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

Overall, in reviewing the 1-5 Likert scale from the course survey monkey, it appears that the students feel that they improved and were successful during the course. Faculty also feel that the results correlate with the student success which was collected via other measurement tools which indicated success: the PBO, skills check offs, simulation, and achievement of 75% or better on theory exams.

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. \*

Provider of care: In comparing the student evaluations it was noted that students sensed they improved. Students

evaluated themselves improving the most in "provider of care" (a 1.4% increase over beginning of the term), on a 1–5 Likert scale provided in the course survey monkeys. Students are applying critical thinking at the RN level in clinical and simulation; as well as gaining confidence in their ability to do nursing skills. It is felt by faculty that the results correlate with the student success rate collected on other measurement tools: the PBO, skill check offs, and simulation experiences.

Communicator: In comparing the student evaluations it was noted that students sensed they improved. Students evaluated themselves improving slightly in this category (a 1.0% increase over beginning of the term), on a 1–5 Likert scale provided in the course survey monkeys. Students are applying critical thinking at the RN level in clinical and simulation; as well as gaining confidence in their ability to do nursing skills. Talking with the mental health patient can be challenging for students so I suspect that is why this didn't increase more. It is felt by faculty that the results correlate with the student success rate collected on other measurement tools: the PBO, skill check offs, and simulation experiences.

Manager of Care: In comparing the student evaluations it was noted that students sensed they improved, although only slightly (a 0.6% increase over beginning of the term) on a 1–5 Likert scale provided in the course survey monkeys. It is felt by faculty that the results correlate with the student success rate collected on other measurement tools: the PBO, skill check offs, and simulation experiences.

---

|   |  |
|---|--|
| <b>5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *</b> | yes, 24/24 students (100%) met expectations by passing Theory with a 75% or better on exams & assignments and passed Skills and Simulation, and 23/24 (95.8% of the students successfully met all PBO elements. One student has an incomplete. |
|---|--|

---

|  |  |
|--|--|
| <b>6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *</b> | Given that this is the last year for the traditional nursing curriculum, no changes will be made at this time. Should this course be considered for use in a future nursing track, no changes would need to be made. |
|--|--|

---

|  |   |
|--|---|
| <b>7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?</b> | No changes are to be made therefore no resources are needed and there will be no budget implications. |
|--|---|

---

|   |  |
|---|--|
| <b>8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *</b> | No adjustments were made since the last assessment of this course. There has not been a negative impact on the student's achievement of outcomes for the course. |
|---|--|

---

|  |   |
|--|---|
| <b>9. Describe how you explain information about course outcomes and their relevance to your students.</b> | Course outcomes and how it is relevant to the students is reviewed the first day of class during course orientation. At that time, students interact with faculty to discuss how they will be meeting the outcomes over the term. |
|--|---|

---

**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"**

No changes have been made to the course or curriculum to better achieve these CLOs as faculty feel that the current curriculum and assessment tools achieve meeting these college learning outcomes.

**CLO #1:** Students have papers which must be written this term about their alternative clinical experience and an article they reviewed. Students also have to interact with a mental health patient and do a therapeutic communication review.

Finally, they have to practice SBARR in giving a clear, concise report to other healthcare individuals.

CLO #2: Critical thinking and problem solving is achieved in 2 ways: by achieving a 75% or greater on NCLEX–RN style questions and by successfully completing a nursing care plan on a patient in the med–surg environment.

CLO #4: While completing their nursing care plan, there is a component which addresses culture of the patient. The student has to complete this on a med–surg patient to better understand how culture can affect a patient's health and well-being.

|   |  |   |
|---|--|---|
| Created<br><b>24 Jan 2019</b><br>4:18:27 PM |  | Updated<br><b>25 Jan 2019</b><br>7:44:46 AM |
| PUBLIC                                      |  | COLUMBIAGORGECC                             |