

# Course Assessment– Part B: Your Results & Analysis

#427

Your Email \*

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NRS 221 – Nursing in Chronic Illness II and End-Of-Life Care – 1094310  
– Saito/Harter – Fall 2019

## 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. \*

23/23 (100%) of the students were able to complete an in-depth health assessment that was evidence-based, family-centered, and both developmentally and culturally appropriate. This outcome was achieved in both the Standardized Patient Nursing Care Plan and in the 3 in-depth concept maps which were done on three patients in the hospital clinical setting

### Outcome #1

\*

23/23/ (100%) of the students were able to complete the Standardized Patient Nursing Care Plan and in-depth concept maps with a "C" or better.

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

100%

### Outcome #2 \*

23/23 students were able to assist and teach patients about self-health care management. These patients ranged from pediatric to geriatric patients in the hospital clinical setting. They were also asked to do this in their Standardized Patient Nursing Care Plan.

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

100

### Outcome #3 \*

23/23 students were able to incorporate measures in their interventions in the Standardized Patient Nursing Care Plan and in the in-depth concept maps on 3 of their hospital clinical patients.

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

100

## ANALYSIS

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

With the Standardized Nursing Care Plan the students were divided up into 4 different groups. Each group had a different Standardized Nursing Care Plan. Each of the 4 different instructors only graded one Standardized Nursing Care Plan (e.g. one would grade all the student who had the heart failure patient, another would grade all the COPD, etc). This way the grading was consistent as to what the student should be achieving. Also, the students would get the same answers to questions about their patient (students worked independently). One thing that created some discrepancy among the groups that wasn't caught in the beginning was that one Standardized Patient Nursing Car Plan patient had double the amount of medications of the other three patients. This will be rectified for winter term and also for fall next year.

The clinical instructors graded the in-depth concept maps of their own clinical students. This created consistency within

the group, but had the potential to create variations across the class. To help minimize that, the clinical instructors met to make sure all were grading equally (or as equal as possible)

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. \*

Of the completed evaluations, all students felt that they were either developing or gaining proficiency in their abilities to look at the patient in an in-depth way. Being the second year, the students are leveled up 100% to the analysis/application side of the RN role and that transition is at times difficult. The students appear to have better critical thinking skills utilizing the case based learning activities and critical thinking exercises.

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.)? \*

Standardized Patient Nursing Care Plan: the 4 different care plans need to be critically reviewed to make sure that the work requirements (e.g. number of medications each has) are equal. Also, it would be more beneficial to have one instructor grading all the care plans for the students so that there is equal treatment and grading consistency for all students.  
The in-depth concept maps will remain as is, they were very beneficial for the students to focus quickly on what were the priority problems and goals for their patients in the clinical setting.

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

No additional resources. Budget-wise: paying a masters prepared adjunct (we have several) to grade all the care plans so there is consistency for all students

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. \*

N/A. This is the first time this course has been taught

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

The course outcomes and their importance to the student were explained in orientation at the beginning of the year. It was discussed how second year, and the outcomes, were different from first year and what was expected of them by the end of the term to pass.

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

CLO #1: The students now complete a Standardized Patient Nursing Care plan to enlarge on what the needs of the patient are holistically. Previously they did an in-depth care plan on a clinical patient. By have the standardized patient, and having all term to complete the assignment, the quality of the nursing care plan is much better.

CLO #2: This year, in the OCNE program, the change has been to have the students to concept maps which deal with

what is going on with the patient at that moment. They have to identify potential problems, what interventions they will do to improve the health, and what they are watching for.

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