

# Course Assessment– Part B: Your Results & Analysis

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NRS 222 – Nursing in Acute Care II and End-of-Life Care – 1095093 –  
Lori Saito & Maureen Harter – Winter 2002

## 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 do an in-depth assessment of a nursing care plan on a standardized patient. They were also able to evidence this ability in 3 in-depth concept maps on a patient they took care of in the acute care environment.

### 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) \*

23/23 (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) \*

23/23 (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) \*

23/23 / (100%)

## ANALYSIS

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

Again, as in last term, the students were divided up into 4 different groups for the Standardized Nursing Care Plan (NCP) patients. Although there was consistency in the individual groups, it was found that there were differences between instructors on to how difficult they would grade APA format. To help reduce discrepancies between grading, all students submitted their NCP to one instructor who did all of the APA grading. Also, the mid-term check in on the NCP was moved forward by a week to assist the student earlier in the term if they were on the right track.

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

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

end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.

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) \*

We had 22/23 (86.9%) of the students were successful on the exams to be able to pass the course. 23/23/(100%) of the students were successful on the NCP and passing their OCNE benchmarks.

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

The second year is leveled up as the student has the foundation (not only just NRS 110–112, but also pathophysiology and pharmacology). One of the challenges identified by moving into second year is that there needs to be less "lecturing" and more "helping them critically think" in first year. This would help in decreasing the amount stress and adjustment that occurs between NRS 112 and NRS 221. The FT faculty will be doing an examination of the program at the end of the year and this is an issue that will be explored.

A big part of the issue and why there was such a drastic change was that Nursing was down a FT instructor in second year. The fall term focuses on Mental Health and it was decided to utilize the instructor who has traditionally taught this theory for this term. Unfortunately, she did most of this in the traditional method which led to the difficulty in change of style when a FT faculty was hired into the second year to take over the theory.

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

There is going to need to be time for faculty to review the OCNE program (now that we have gone through 1 full cycle). Hopefully we will be able to accomplish this the last 4 days of their contract.

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 the first time this course has been offered.

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

Discussion was had with students about the need to develop critical thinking/clinical reasoning and that this is done through active learning and not simply 'lecture-style' learning. However, based on the discrepancy identified, this style of learning will be moved into the spring term of year one to get them more used to this.

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, 2 & 4: Students are assigned a paper where they are given minimal information on their "patient" and they have to explore and discuss what they would want to know/do/ask about their patient. They have to rely on the information they have learned in the 4 terms prior to this term and apply it to the NCP patient. There are different 'cultural' aspects that the student has to consider in this paper.

CLO #5: Given that this was the first time this course was taught, this CLO didn't get as much coverage, if any. This is something to explore the next time it is taught to see how to incorporate this CLO.

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