

## Course Assessment- Part B: Your Results &amp; Analysis

COMPLETE

#484

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 swade@cgcc.edu.

NRS 233- Pathophysiological Process II - 1096443- Kathy Goe - Winter 2021

\* **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 patient teaching brochure (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.

Patient teaching 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 (100%)

75% of students will achieve 75% on the resource list for their pathophysiology brochure (100%)

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

100% on both assessments.

\* **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. (100%)

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

100%

\* **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)

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100%

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

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Course structure- flipped classroom and case-based learning are used. Lectures are pre-recorded for auditory learners. Concept maps provided for visual learners. Limited psychomotor learning due to constraints imposed by COVID 19 pandemic. Evidence- based practice is emphasized throughout 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. Some students are challenged by college level material and require support in study skills. Family stresses due to the COVID pandemic also play a role.

\* 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.

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Outcome 1- from a score of 2.4 pre-course, to 3.6 post-course on a scale of poor (=1) to excellent (=5).

Outcome 2- from a score of 1.6 pre-course to 3.2 post-course.

Outcome 3- from a score of 2.2 pre-course to 3.4 post-course. There were 5 respondents of 26 students.

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

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Yes. This a marked improvement over performance from the preceding course NRS 232. Students rated themselves as moving from beginning (80%) to proficient (60%) by the end of the term. Students seemed to respond well to a mix of teaching methods. Student co

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

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Finding the best text to deliver content that is complete, but not overwhelming continues to be a challenge. Plan to try a different text next year. Pathophysiology remains the biggest challenge for students in the first year of the nursing program, due to the complexity and depth of the material and need for college-level study skills. Consider reviewing study skills in the summer preparatory course. Continue to refer students to students services for assistance. Develop more robust resources for students to build study skills.

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

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Tutoring service for pathophysiology would be most helpful. Consider new text for next year.

\* 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.

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Faculty gained adeptness in managing the learning platform and using it to better advantage, forced in part by the mandate for remote learning. Pre-recorded lectures, chunking information into smaller segments, flipped classroom, use of concept maps and case-based learning have been implemented. Occasional use of psychomotor skills (drawing a disease process; miming where the disease impacts the body) have been used.

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

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Information about course outcomes on the first day of class and throughout the course. Specific theory content and clinical assignments are designed to assist students to meet the outcomes. Activities and assignments tend to have easily identifiable clinical relevance, such as the patient teaching brochure and clinical assessment documentation. Clinical activities and course assignments make use of scholarly resources. Course outcomes are clinically relevant, which works well with the adult learner. Students expressed satisfaction with clarity of course outcomes and expectations in the student survey.

**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#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

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CLO #1. Communication. Course outcomes 1 & 3 both address source and evidence, and organization and presentation.

CLO #2. Critical Thinking/Problem Solving. Case based learning, discussion forums and use of probing questions help draw out critical thinking and important concepts.

CLO #3. Cultural Awareness. Disease processes which reflect health disparities were discussed where relevant, both in class and through discussion forums (i.e. diabetes prevalence, COVID 19 morbidity and mortality.)