

Course Assessment– Part B: Your Results & Analysis

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NRS 110 – Foundations of Nursing – Health Promotion –1095958 –
Kathy Goe – Fall 2020

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. *

Outcome 1: 100% of students achieved a 75% or greater on their two-part

Self- Assessment of Health and Health Promotion Plan Project.

Outcome 2. 100% of students met or exceeded the expected level on competency based outcome 2 in the clinical setting as evaluated by the clinical instructor with input from the student.

Outcome 3. 100% of students met or exceeded the expected level on competency based outcome 9 in the clinical setting as evaluated by the clinical instructor with input from the student.

100% of students received a pass in skills lab.

Outcome #1

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Design and evaluate a health behavior change for self using current, reliable evidence and family/cultural data. 80% of students achieve a 75% or greater on their two-part Self-Health Assessment and Health Promotion Plan project.

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

100

Outcome #2 *

Recognize the importance and relevance of reflection on clinical experiences and on competencies and its influence on personal and professional behavior.

80% of students meet or exceed the expected level on competency based outcome 2 in the clinical setting as evaluated by the clinical instructor with input from the student.

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

100

Outcome #3 *

Demonstrate safe and competent practice of the fundamentals of nursing care, including adherence to patient dignity, safe practice, asepsis and infection prevention with each patient encounter. 80% of students will meet or exceed the expected level of OCNE competency 9 in the clinical setting. Students will be evaluated by the clinical instructor with input from the students. 80% of students will receive a pass in skills lab.

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

100

ANALYSIS

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

Concept-based learning that spirals through the program has greatly enhanced critical thinking in nursing students in this program. The OCNE curriculum uses active learning strategies such as clinical learning activities and case studies to link concepts and help students develop patterns of understanding. Delivering theory in a flipped classroom structure, including pre-class assignments helps students come prepared to class. The

The constraints of the COVID pandemic have hampered learning for some students, resulting in students struggling to meet the requirements to be able to remain in the program. Students missed hands-on clinical experience that helps pull concepts together.

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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Students completing their student evaluations (6 of 23) also found benefit of the course on achievement of outcomes. Outcome 1 from 2.17-3.50 . Outcome 2 from 2.00 to 3.17. Outcome 3 from 2.33 to 3.33 pre-course to post-course on a scale of 1-5.

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

Yes, students met expectations of the program. Students will continue to build skills as they progress through the program.

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

As we begin our third term with the OCNE curriculum, we are faced with challenges presented by the COVID pandemic, necessitating changes in delivery of theory content, exams and learning activities. Students were able to engage in some psychomotor learning through the skills lab, but onsite clinical practice was determined to be too risky for students. Theory exams have questions of graduating difficulty, approaching 25% of questions at the application level to prepare students for subsequent terms. Students were able to participate in virtual clinical activities to supplement their theory work.

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

Opportunities for faculty education and would be helpful. Continued networking through the OCNE consortium promotes sharing of teaching strategies, resources and ideas.

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. *

Faculty continue to implement changes recommended in the prior course assessment, such as reducing the number of assignments, streamlining the instructions for assignments and incorporating features of the Moodle LMS into the structure of the course. Based on feedback from nationalized exams, a greater emphasis will be placed on physical assessment and diagnostics in the first term.

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

Student achievement is structured on competency-based framework. Assignments are linked to course outcomes and OCNE competencies. Students meet each competency at the benchmark level throughout the first year of the term. Students keep current with course and curriculum outcomes through assignments and reflections organized in a portfolio.

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"

Sources and evidence–Seeking, evaluating evidence is foundational to the concept of evidence–based practice. All theory, skills lab and clinical assignments involve seeking sources and evidence. There is an assignment based specifically on comparing practice found in the clinical setting with best practice. The assignment was modified to adapt to the virtual setting.

Organization and presentation–students completed a teaching plan for preschoolers and several slide presentations on various content throughout the term. Students completed a self–health assessment as a written assignment using APA format.

Evaluate potential solutions–Clinical learning activities are a problem–based learning activity which involves assessment, analysis, and developing a plan of action to address a problem. Nursing care plan activities in the clinical setting also use a problem–solving approach toward delivering patient care.

Cultural awareness–theory content, learning activities and a group assignment focus on cultural awareness.

Community and environmental responsibility–Students learn environmental safety practices in the clinical setting. A core competency of the program is gaining a sense of the nurses’ role in the healthcare system, including stewardship of resources.

Quantitative literacy–Theory, assignments and clinical practice focus on the development of clinical judgment through assessment, interpretation and response to patient care situations.

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