

Course Assessment– Part B: Your Results & Analysis

#456

Your Email *

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NRS 221 – Nursing in Chronic Illness II and End-of-Life Care – 1095959
– Diana Bailey – 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 Met

Outcome #2 Met

Outcome #3 Met

Measurement tools: Clinical Care Plan (CCP), Mental Health Paper, Concepts Maps, and Exams.

CCP 25/25 passed the CCP at 75% or greater (75-100/100 pts range). Due to COVID-19 students were asked to complete 3 concept maps instead of 2 and 25/25 students passed at 75% or greater and one graded (exceptional) concept map was placed in each student's portfolio. Professional mental health paper 25/25 passed at 75% or greater (41-46/50pts). Exams 25/25 passed at 75% or greater.

Outcome #1

*

CCP 25/25 passed the CCP at 75% or greater (75-100/100 pts range). Due to COVID-19 students were asked to complete 3 concept maps instead of 2 and 25/25 students passed at 75% or greater and one graded (exceptional) concept map was placed in each student's portfolio. Professional mental health paper 25/25 passed at 75% or greater (41-46/50pts). Exams 25/25 passed at 75% or greater.

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

100

Outcome #2 *

CCP 25/25 passed the CCP at 75% or greater (75-100/100 pts range). Due to COVID-19 students were asked to complete 3 concept maps instead of 2 and 25/25 students passed at 75% or greater and one graded (exceptional) concept map was placed in each student's portfolio. Professional mental health paper 25/25 passed at 75% or greater (41-46/50pts). Exams 25/25 passed at 75% or greater.

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

100

Outcome #3 *

CCP 25/25 passed the CCP at 75% or greater (75-100/100 pts range). Due to COVID-19 students were asked to complete 3 concept maps instead of 2 and 25/25 students passed at 75% or greater and one graded (exceptional) concept map was placed in each student's portfolio. Professional mental health paper 25/25 passed at 75% or greater (41-46/50pts). Exams 25/25 passed at 75% or greater.

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

100

ANALYSIS

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

This years class participated well, utilized email and zoom contact with faculty, were driven to learn, faculty was able to work with students at a 1:6-7 ratio in clinical, 1:25 and 1:4-5 in group work for theory, clear instructions and grading rubrics provided for all assignments in the syllabus, team two (second year faculty) met on a weekly basis to address issues, concerns, and/or student needs.

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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Although there was negative feedback from students about amount of work and their inability to "understand" however with faculty mentorship and team two's use of clear instructions we were able to ease student's negative perceptions and even out the grading from one faculty member to another and in the end produced a positive environment and good student results.

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.)? *

The courses overall weight for each assignment has changed to decrease weight on exams and give students credit for the extensive amount of work required for learning assignments.

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

Weekly team meetings may have increased adjunct faculty's workload. This would need to be determined by the Interim Director and compare to last year all while taking into consideration the new COVID-19 teaching environment.

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. *

OCNE has been implemented and although we have graduated one cohort under "OCNE", all curriculum had not been converted from traditional. This class will be the first entire ONCE cohort and so far the results seem promising.

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

Syllabus is reviewed at beginning of course, each theory lecture and clinical learning assignments have objectives within assignment explaining how the assignment meets the course and OCNE Benchmarks. A course and program level portfolio guides students on how each assignment is linked to one of the 10 OCNE Bench marks.

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

Communication: increased student rep/faculty meetings once a month and as needed throughout the term. Team two met weekly to help alleviate student and faculty concerns and address any questions. Complete change to the OCNE curriculum where contextual and conceptual learning as evidence based studies have shown to improve critical thinking/problem solving.

Cultural awareness is an intergral part of all learning assignments.

#4 no changes made.

#5 additional article summaries to support nursing practices.

Global Systems"

CLO#3 – Quantitative Literacy –

"Application/Analysis" and/or "Assumptions"

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