Course Assessment- Part B: Your Results & Analysis   COMPLETE   #498

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 112- Foundations of Nursing in Acute Care- 1096803- Kathy Goe- Spring 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.

Outcome # 1. 100% of students achieved a 3 or 4 (meeting or exceeding competency) on competency 9 by the end of the term. Outcome # 2. 100% of students achieved a 3 or 4 (meeting or exceeding competency) on competency 9b or 10 by the end of the term
Outcome # 3. 100% of students achieved a 3 or 4 (meeting or exceeding competency) on competencies 1, 7, and 8.

* Outcome #1

Conduct a culturally and age appropriate health assessment and interpret health data focusing on physiologic, developmental, and behavioral parameters of the disease trajectory, normal childbirth, and acute exacerbations of chronic conditions and their resolution, and the patient response to acute conditions/processes.
Competency based outcome 9a and b. (Clinical evaluation by clinical faculty and student). 85% of students of students will achieve a 3 or 4 (meeting or exceeding competency) on competency 9, or if a score falls below a 3, is meeting or exceed the competency by the end of the term.

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

100%

* Outcome #2

Develop plans of care that are family/patient-centered, developmentally and culturally appropriate, using evidence including clinical practice guidelines and integrative literature reviews to implement care plans safely for patients with common acute conditions/processes.
Competency based outcomes 9b and 10. (Clinical evaluation by clinical faculty and student). 85% of students will receive 3 or 4 (meeting or exceeding competency) on competencies 9b or 10, or if a score falls below a 3, is meeting or exceed the competency by the end of the term.

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

100%

* Outcome #3

Demonstrate professional behaviors in all interactions with members of the healthcare team, including peers, faculty, and staff. Competency based outcomes 1, 7, and 8 (Clinical evaluation by clinical faculty and student). 85% of students will receive a 3 or 4
(meeting or exceeding competency) on competencies 1, 7 and 8, or if a score falls below a 3, is meeting or exceed the competency by the end of the term.

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

100%

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

The nursing faculty has had two years of the OCNE nursing curriculum and continue refine clinical and learning activities. We have continued to blend the strengths of the traditional nursing curriculum with the innovative aspects of the OCNE curriculum. Our student population is highly motivated to learn and achieve, as they prepare for safe and effective practice. The OCNE program provides a competency-based learning path which takes students from a beginning level and builds toward increasing proficiency.

* 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.

Outcome 1.
The 8 students who completed the evaluation rated their effectiveness at the beginning of the term at 2.38, and at the end of the term at 4 (ratings were averaged: 2 = fair; 3=good; 4 =very good), going from fair ability to proficient.
Outcome 2.
The 8 students who completed the evaluation rated their effectiveness at the beginning of the term at 2.38, and at the end of the term at 4 (ratings were averaged: 2 = fair; 3=good; 4 =very good), going from fair ability to proficient.
Outcome 3.
The 8 students who completed the evaluation rated their effectiveness at the beginning of the term at 4, and at the end of the term at 4.63 (ratings were averaged: 2 = fair; 3=good; 4 =very good), basically going from good ability to very good. Two respondents stated that they came into the program with strong interprofessional skills and felt that they excelled in this area.

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

Yes, students met or exceeded expectations, as supported by survey feedback

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

As faculty become more comfortable with the new curriculum, we continue to streamline and develop learning activities. The inability to practice in the clinical setting in Fall term was a setback for students. In Winter term, clinical sites were limited, but students were able to get hands-on experience. Balancing the weighting of high-stakes exams with other learning activities has helped students with varying learning styles achieve success. Increasing the number of clinical days has helped bridge the gap between theory and practice.

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

More clinical instructors will be needed as an increased number of first year students (30 for 2019/2020, versus 24 for previous years) will be placed in the hospital. Ongoing financial and scheduling support for OCNE conference attendance for all faculty

* 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.

Offering a hybrid approach has helped address the barriers imposed by the COVID pandemic. Using virtual learning as an adjunct to classroom activities has also helped support learning. While still using a team approach, having consistent faculty teaching topics has improved student success as evidenced by student performance in comparison with national benchmarks.

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

Students keep current on their achievement of course outcomes as they write in their portfolios to OCNE competencies. They typically receive their assignments back with comments. They receive feedback in midterm and final clinical conferences on their progress. Information about course outcomes appear throughout the 2 years of nursing curriculum. The competencies for OCNE-prepared nurses follow students from the first through the 6th term, with increasingly higher-level benchmarks. Course outcomes tend to reflect these competencies, and are seen in different courses, and in clinical evaluations in other courses. Specific theory content and clinical activities are designed to assist students to meet the outcomes. This term, assignments in other required nursing course also assist in outcome achievement in NRS 112 (e.g., medication map and medication teaching plan assignments in NRS 231, pharmacology 2). Activities and assignments in NRS 112 tend to have easily identifiable clinical relevance. Course outcomes also tend to have easily identifiable clinical relevance, which appeals to students.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). ILO #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" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 -Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

CLO #1-Students, in their nursing care plans and patient care preps are required to access evidence-based information and in their care plans, cite their sources.
CLO#2-Various aspects of care plans and patient preps require data analysis (e.g. patient assessment information, lab work in order to plan proper patient care, nursing/medical staff notification, for example). This CLO is also emphasized in skills lab and simulation lab, as well as in case studies done for theory prep.
CLO #4-Theory objectives sometimes specifically highlight cultural aspects of care, such as, "Identify cultural influences on the labor/delivery process", from the intrapartum lecture. Sometimes classroom activities will highlight cultural aspects of the topic, such as a cultural group of questions in the OB Jeopardy game.