

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or [swade@cgcc.edu](mailto:swade@cgcc.edu).

NRS 110- Foundations of Nursing- Health Promotion- Deanne Saldivar-Witter Fall 2022

**\* 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 Head Start Observation Project.

Outcome #2: 100% of students achieved a 75% or greater on developing a family-centered, developmentally, and culturally appropriate project.

Outcome #3: 100% of students achieved a 75% or greater on using effective communication to establish a therapeutic patient-centered relationship.

#### \* Outcome #1

Conduct a culturally and age appropriate health assessment, and interpret health data, such as screening for biological and psychosocial health risks, evidence of safe and health habits, developmental tasks and vulnerabilities, and patterns family functioning. 80% of students achieve a 75% or greater on their Head Start project.

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

100

#### \* Outcome #2

Develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical practice guidelines and integrative literature reviews, to help facilitate a patient's health behavior change. 80% of students achieve a 75% or greater on their Cultural project.

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

100%

#### \* Outcome #3

Use effective communication to establish a therapeutic patient-centered relationship and advocate for a health behavior change based on assessment of health risks. 80% of students will meet or exceed the expected level of OCNE competency 7 in the clinical setting. Students will be evaluated by the clinical instructor with input from the students.

---

**\* % 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 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.

Students in this class have a difficult time problem-solving and critically thinking. Also, it has been noticed that they have a difficult time figuring out how to handle studying large amounts of information (e.g. a complete chapter); they prefer to be able to 'YouTube' information to get it quickly. However, in doing this they miss a lot of important information, or incorrect information that is not what the instructor wants them to know.

---

**\* 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.**

---

It was very disappointing that there were zero responses to the course evaluation that was sent out via survey monkey. First year faculty are working with the NHOAA to try and have this survey done at the end of the term when they take their Kaplan exam.

Although there were no end of course survey responses, the faculty do meet once a month with the representatives of each clinical group to discuss topics/concerns the students have. This allowed the faculty to discern issues the students were having in a timely manner to try and address these issues in a timely manner and not after the end of the term. These will continue to occur each month.

---

**\* 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.)?**

---

This year the full time faculty for this course is completely new. There have been many changes made to make it easier; for example, simplification/standardization of the syllabus/calendar, eliminating assignments which should be in a later term, etc. In addition, faculty (prior to the start of the term) are brought together so that all faculty are doing things the same way, the same week, etc. which helped greatly in reducing confusion.

Also, there was confusing information that was being generated from one faculty that, through the student faculty meetings mentioned in #4 above, was able to be identified and clarified to help reduce confusion.

The curriculum, concept maps, and NCPs were leveled to a NRS 110 level and will be built upon for each successive NRS 111/112 courses for this year.

---

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

---

Time to be able to have time to teach one of the FT first year instructors who is brand new to teaching the philosophy and how to level it up each term is needed. Also, continuing to network with the OCNE consortium promotes sharing of teaching strategies

---

**\* 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 difficult to assess as the faculty are totally different in this course than last time it was assessed. Changes will continue to be implemented changes recommended based on feedback from student/rep meetings and faculty feedback. As the changes build upon each other from term to term and are consistent (by the end of this year) in format, the student will be able to see how they are increasing in knowledge.

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

---

Students have an hour dedicated on their orientation day to discuss OCNE philosophy and how it is structured on a 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 diagnostic in the first term.

**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: "Content Development" and/or "Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (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"**

---

ILO #1: Communication - in this term, the students post to a discussion board on the Cultural Project. Clinical and simulations utilize the SBAR technique to communicate report re: patient progress

ILO #2: Critical Thinking/Problem Solving - the students work on Concept Based Learning Activities (CBLAs) which asks them to incorporate theory re: nursing & pathophysiology with overall concepts which would affect a patient.

ILO #3: Theory, assignments, and clinical practice focus on the development of clinical judgment through assessment, interpretation, and response to patient care situations.

ILO #4: Cultural Awareness - Theory content, learning activities, and a group assignment focused on cultural awareness are completed.

ILO #5: Community & Environmental Responsibility - Student 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.