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NRS 231-Clinical Pharmacology II-Spring 2023

*** 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 the students achieved this outcome successfully

Outcome #2: 100% of the students achieved this outcome successfully

Outcome #3: 100% of the students achieved this outcome successfully

* Outcome #1

Outcome #1: 80% of the students will receive 75% or greater on teaching persons, patients and/or family members, from diverse populations regarding safe and effective use of drugs and natural products.

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

97%

* Outcome #2

80% of students will receive 75% or greater on the Autobiography of a Drug project by the end of the term.

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

98%

* Outcome #3

75% of students will achieve the required overall 75% or greater on chapter quizzes and 2 summary exams.

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

97%

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

The course was reorganized to provide end of chapter assessments plus two summative assessments. Weighting of exams was balanced with other learning activities which appeal to varying learning styles. Medication Maps, Autobiography project, and discussion boards were learning activities designed to reinforce learning.

Although students scored high, there is concern among first year faculty (based on the survey monkey responses from NRS 230 as none were received from NRS 231) that students' retention of the material long-term will not be at the level needed given that this course was 100% online. Students felt that more face-to-face interaction with the instructor would've been more valuable to their learning process.

*** 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- There were zero respondents who completed their course evaluations therefore, determining their level of learning based on the teaching method could not be appropriately evaluated

Outcome #2- There were zero respondents who completed their course evaluations therefore, determining their level of learning based on the teaching method could not be appropriately evaluated

Outcome #3- There were zero respondents who completed their course evaluations therefore, determining their level of learning based on the teaching method could not be appropriately evaluated.

In actually talking with students, the survey monkeys weren't filled out as they felt that since the course was offered online again, that they'd already said what needed to be said. Being short on theory faculty this academic year, this instructor was new to teaching for us although she had successfully taught it in another community college.

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

Yes students met expectations. Students commented that the medication map was particularly helpful in reinforcing learning.

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

The biggest change that will occur is that the course will be offered as online hybrid for the 23-24 academic year. Students will have the ability to progress through the weekly content at their own speed. This will enable the students to take pharmacology, which is always dry and difficult to learn, to take the information in chunks rather than get inundated with information over a 3 hour weekly lecture.

Another change will be that there will be 3 exams and a final and that the exams will be taken on campus. This year the exams were online and open book. The students didn't, therefore, have to really learn the material. They simply needed to be good at finding information in their book. As the NCLEX-RN boards have a large percentage of pharmacology, this is of concern that the students actually know their drug information

Two further activities will be done through both NRS 230 and 231: the students will come on campus every other week for a period of time for in class learning activities and to be able to ask instructors any questions they may have. Although the instructor this year was available for office hours and to meet with the students when they wanted, the students did not chose to make appointments if they were having issues.

Finally, since we really only have NRS 230 survey monkeys to relate to since none were completed for NRS 231, the instructor for next year will also post recordings on the material covered that week so that those who are audio learners will have that modality.

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

None.

*** 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.**

Since the last assessment of this course in spring 2021, due to faculty shortage, this course (like NRS 230) was taught totally online with a new instructor who has taught this course successfully for many years from another community college. Unfortunately, with this student population, this was not a successful modality. This class very much desires to have face to face interaction, of some type, with the instructor. For the upcoming academic year, it is hoped that since there will be a combination of online and in class this will help the students learn the material sufficiently to be a knowledgeable nurse when they graduate.

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

The syllabus is reviewed with the student on the first day of class. Course outcomes are addressed at this time. Students understand that, being nurses, they need to be able to meet the course outcomes to be able to safely administer medications to patients.

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"

CLO #1: Communication. Students use peer-reviewed sources for their project. Communication and organizational skills were developed through discussion forum posts.

CLO #2- Students were given practice in critical thinking/problem solving in questions found in case studies, chapter quizzes, and forum discussion posts.