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NRS 221- Nursing in Chronicle Illness II and End-of-Life Care- Diana Bailey & Lori White- Fall 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 - met  
Outcome #2 - met  
Outcome #3 - met  
NRS 221 2022 28/28 students passed

**\* Outcome #1**

NRS 221 2022 28/28 students passed

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

100

**\* Outcome #2**

NRS 221 2022 28/28 students passed

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

100

**\* Outcome #3**

NRS 221 2022 28/28 students passed

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

100

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

Success could be contributed to changes in curriculum. Clearer communications of expectations for assignments i.e. daily brief/questions of the day/week in theory, grading rubrics for all assignments and student representative meetings.

**\* 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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2/28 students completed the course survey. Outcome #1 1/2 thought they were proficient at the beginning and at end of course 1/2 students felt they were proficient. One of two student did not respond.

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

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outcome met

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

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Continue to clarify assignment expectations through grading rubrics with clear expectations, continue student rep meetings, improve upon and add more assignment grading rubrics in Moodle course shell. Used new tools such as Jam board and added a daily brief/questions at the beginning of Monday - theory day.

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

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We so desperately need a classroom where students can access Wi-Fi for classwork, group work, and studying. Appropriate technology (no access to camera or microphone for zoom and accommodation students remains). Yes, it will have budget implication.

**\* 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.**

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Many of the curriculum changes (grading rubrics, team approach, specific clarifications, daily brief/questions) have come about by students and faculty working together to improve upon the course. The effectiveness of this collaboration is shown in the 28/28 pass rate at 75% or greater.

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

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Orientations completed for course: theory, skills, vSim, clinical, and SIM. Student representative meetings give opportunity for students to provide feedback and clarify. Continue to use roadmap such as "Where do I go for answers?" for easing access to faculty and resources.

**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: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") 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"**

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ILO #1 Student representative meetings more guided to obtain feedback and clarification of student concerns. Format change in Moodle to provide students with more direct access to their clinical group or particular assignment drop boxes. Created a PASSPORT system for clinical.

ILO #2 Clinical instructors perform orientations at clinical site providing information particular to that site. Pre and Post conferences to assist students with critical thinking and problem solving process. Theory continues to evolve in the flipped classroom where case studies, group activities, and concept maps are used to tap into critical thinking and problem solving skills.

ILO#4 Added cultural components to SUD mental health and sexual assault and domestic violence lectures.

ILO#5 Added stewardship to mental health care, care plans and lectures.

ILO #3 Professional Papers and concept maps.