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NRS 112- Foundation of Nursing in Acute Care I- Gillian Nelson- Part B- Spring 2025

*** 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 satisfactorily interpreted data Interpret data, including assessments, patient goals, and knowledge of illness trajectory to create a Nursing Care Plan (NCP) to provide culturally sensitive, patient-centered care.

Outcome # 2: 100% of students reflected on their interactions and communications with patients, families and/or other members of the healthcare team.

Outcome #3: 100% of students demonstrated safe, evidence-based nursing interventions to manage acute conditions or problems in their assigned patients during the clinical rotation.

* Outcome #1

Complete a Nursing Care Plan with a passing grade of 75% or greater.

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

100

* Outcome #2

Satisfactorily complete CPE document, with documentation showing conversations with other members of the health care team, including but not limited to RNs, MDs, RTs, CNAs, patients, and families

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

100%

* Outcome #3

Students will incorporate nursing interventions in their nursing care plan and other weekly documentation for clinicals.

* % 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 Department reinforces learning activities in several different modalities of the course. I covered care plans and nursing interventions in theory, the same concepts were covered in patho and pharm, and we have dedicated clinical instructors that solidify the concepts taught in class in real-time experiences in the clinical setting.

*** 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.**

I did not receive the results from my student evaluations this term.

*** 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.)?**

I will continue to reinforce concepts across theory and clinicals. I am also teaching the skills portion of the class next year and can weave theory into skills.
Having an involved mentor to help navigate the first year of teaching.

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

We always need more clinical instructors. Faculty retention, a cohesive team of 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.**

Since this was my first year of teaching, I feel that I adjusted my teaching style based on the feedback from students each term of the year. I still have a long way to go, but I am much more confident in my ability to teach than I was.

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

I remind my students that these course outcomes and their responses to the Student Evaluations is how I am "graded" as their instructor and how I know what changes I need to make to ensure they are prepared to practice in the future.

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. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

ILO #1: I frequently asked students what learning activities they found most helpful (case studies, games, ect) and used that information when developing lectures.

ILO #2: I expect my students to use Tanner's Model of Critical Thinking in every situation. This process gives students the chance to notice the information presented, interpret that information, respond to the information presented, and reflect on that response. We practice this in academic, clinical, and life situations.

ILO #4 This cohort was great at developing connections with people of different cultural, gender, and sexual identities. It was amazing!

ILO #5: I identified how our communities overlap and are interconnected throughout the term.

ILO #3: I offered feedback and other points to consider when reviewing their weekly reflections and other assignments.