

Course Report for Non-Clinical Courses

End-of-semester course reports for each NRSG course should contain each of the following completed tables/information. Faculty may add any additional information.

A. Course information

Course title		
Course faculty	Faculty	Responsibility
	Debbie Greene	Course lead; adaptive quizzing
	Debby MacMillan	ShadowHealth pharm; Self reflections
Collaborative Practice	Discuss how the experiences in this course foster interdisciplinary collaboration: n/a remediation course	
Evaluations	_n/a_ Evaluations reviewed by course team-courses were too small for course evaluations	

B. Course demographics table

Item	Data	Comments
Initial enrollment	Sp19--4 Su19-- 4	
Withdrawals prior to midterm	0	
Course failures	0	
Successful Completion	Sp 4 Su 4	
Grade Distribution	A Sp19-4; Su19--1 B Su19-3 C D F	Please include a brief narrative explanation of withdrawals and failures (exclude student names).

C. Achievement of course outcomes

Course Outcome	Means of Assessing the Outcome	Desired Standard of Achievement (include direct & indirect measures)	Achieved/Not achieved Discussion/Plan for Changes based on Assessment Results
Demonstrate an improved approach to test taking to support success.	Test taking skills	All students will complete test taking skills assignments. All students will score a minimum of 80% mean on adaptive quizzing exams.	Achieved
Use reflection to develop	Self-reflection scores	All students will score a mean of 80% on self	Achieved.

Course Outcome	Means of Assessing the Outcome	Desired Standard of Achievement (include direct & indirect measures)	Achieved/Not achieved Discussion/Plan for Changes based on Assessment Results
successful approaches to learning.		reflection scores.	
Strengthen essential knowledge and skills based on personal learning plan.	Adaptive quizzing scores	All students will score a minimum of 80% (mean) on adaptive quizzing exams.	Achieved.

- D. Course summary: discuss issues impacting the course, results of changes made the previous semester (did they work?), and plans for the next offering of the course that are not mentioned in the table above.

The spring 2019 course was challenging because all 4 students were from different cohorts in the program. Individual syllabus addendums were created to individualize the course for each student. While difficult for faculty to keep up with, this was effective in preparing students to return to the program.