| Discipline | Course Number | Title |
|---|---|---|
| Nursing | 138 | NUR 138 06/23/2021- Nursing Concepts III |
| College | Division | Department |
| | Health Sciences | Nursing |
| Faculty Preparer | | Marva Brooks |
| Date of Last Filed Assessment Report | | |

**I. Review previous assessment reports submitted for this course and provide the following information.**

1. Was this course previously assessed and if so, when?

| Yes |
|---|
| 05/17/2019 |

2. Briefly describe the results of previous assessment report(s).

| All students (N=57) met the standard of success for each outcome on the previous assessment report. The previous assessment report was based on one section of students. |
|---|

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

| All of the following were implemented with the onset of Fall 2019 term (unless otherwise indicated) and revised as needed each term thereafter. |
|---|
| Course assignments were added to promote critical thinking; e.g. discussion boards based on evidence-based practice. |
| Group learning sessions with practice NCLEX-RN style questions were implemented. This included an increased focus on lifespan considerations and care of children. |
| Quizzes on Blackboard included practice quizzes for no credit with rationale, as well as credit assessments. |

Pediatric VSIM was eliminated from the course and lifespan considerations added based on appropriate concepts and exemplars throughout the course.

Winter 2020 - transitioned to 3rd edition of textbook; page numbers realigned and some concepts and exemplars reordered

Pediatric simulations added in Winter 2020.

Virtual pediatrics simulation added in Fall 2020; added practical quizzes.

Fall 2019 - lab hours reduced to meet budgetary requirements; course material transitioned to online theory.

## II. Assessment Results per Student Learning Outcome

Outcome 1: Apply clinical judgment to prioritize safe, quality care for patients with complex physical and mental health problems across the lifespan.

- Assessment Plan

    - Assessment Tool: Cumulative final exam

    - Assessment Date: Winter 2021

    - Course section(s)/other population: All sections

    - Number students to be assessed: All

    - How the assessment will be scored: Answer key and/or rubric

    - Standard of success to be used for this assessment: 80% of students will score 78% or higher

    - Who will score and analyze the data: Course coordinators will analyze the cumulative final reports each semester

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| 2020, 2019 | 2021, 2020 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 1133 | 281 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 283 students in this cohort. Multiple sections are created for this course including lecture, lab, mental health clinical, and med-surg clinical. The system counted all four sections when determining the number of students enrolled. The 1133 enrolled students were auto-populated by Curricunet, which seems to include four sections of students (1132/4=283) and one section for one student who wasn't properly dropped. There were no drops or withdrawals. Two students failed clinical and did not take the final exam. The corrected number of students assessed is 281.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All populations were included for Fall 2019, Fall 2020, Winter 2020, and Winter 2021.

Fall 2019 was mixed-mode.

Winter 2020 was half mixed-mode and half virtual (COVID-19).

Fall 2020 and Winter 2021 were virtual except for in-person med-surg clinical.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Final Exam is a cumulative exam based on the NCLEX-RN exam blueprint. It is multiple-choice, multiple answer, order, and fill-in-the-blank questions grounded in the NCLEX-RN exam format. The Final Exam has 100 questions: 45 questions of content from the last two learning modules of NUR 138, 10 math questions, and 45 questions from previous content taught earlier in the semester. Thirty percent of the questions are "Select All That Apply". All questions are written at the application and analysis level. The tool is scored by an answer key. There are 41 questions that apply to this outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

71.18% of students (200/281) passed the outcome-related questions with a 78% or higher. The standard was not met. Per the nursing testing policy, the exams gradually have application and analysis level questions, and no partial credit given for select all that apply questions.

Fall 2019 - 76.47% passed with 78% or higher

Win 2020 - 53.85% passed with 78% or higher

Fall 2020 - 79.1% passed with 78% or higher

Win 2021 - 75.31% passed with 78% or higher

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students are improving in the clinical judgment required to prioritizing safe, quality care for patients.

100% of students passed clinical and skills each semester except for Winter 2021.  In Winter 2021, two students failed clinical.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Moving to the online format and having a larger class size negatively impacted the last two semesters.

In the interest of continuous improvement, more opportunities will be provided in lab, clinical, and simulation to practice in these areas to provide foundational examples for students to build their practice and improve clinical judgment.

A new rubric will be added to Blackboard for clinical evaluation; formerly it was a paper copy only. This will provide formative and summative feedback to students.

Standardized rubrics were also developed for skill checkoff and simulation.

All rubrics are available in Blackboard.

Outcome 1: Apply clinical judgment to prioritize safe, quality care for patients with complex physical and mental health problems across the lifespan.

- Assessment Plan

- o Assessment Tool: Simulation/lab skills checklist

- o Assessment Date: Fall 2021

- o Course section(s)/other population: All sections

- o Number students to be assessed: All

- o How the assessment will be scored: Departmentally-developed rubric

- o Standard of success to be used for this assessment: 80% of students will pass all skills on their first attempt

- o Who will score and analyze the data: Course coordinators will analyze the data

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| 2020, 2019 | 2021, 2020 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 1133 | 283 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 283 students in this cohort. Multiple sections are created for this course including lecture, lab, mental health clinical, and med-surg clinical. The system counts all four sections when determining the number of students enrolled. The 1133 enrolled students were auto-populated by Curricunet, which seems to include four sections of students (1132/4=283) and one section for one student who wasn't properly dropped. There were no drops or withdrawals.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All populations were included for Fall 2019, Fall 2020, Winter 2020, and Winter 2021.

Fall 2019 was mixed-mode.

Winter 2020 was half mixed-mode and half virtual (COVID-19).

Fall 2020 and Winter 2021 were virtual except for in-person med-surg clinical.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The tool used to assess this outcome was a skills-based checklist. A rubric was designed to score each skill on the checklist and included the steps in the process for students to complete each skill. Each step was scored as satisfactory or not satisfactory. This rubric contained evidence-based practice for each required nursing skill that described each step in the checklist for a student to perform. The skills were selected as part of the concept-based curriculum for Nursing and were assigned to this course to be aligned with the concepts and exemplars taught in NUR 138.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

100% of the students passed each skill on the first attempt. The standard of success was met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students are improving in the clinical judgment required to prioritizing safe, quality care for patients.

100% of students passed clinical and skills each semester except for Winter 2021.  In Winter 2021, two students failed clinical.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Moving to the online format and having a larger class size negatively impacted the last two semesters.

In the interest of continuous improvement, more opportunities will be provided in lab, clinical, and simulation to practice in these areas to provide foundational examples for students to build their practice and improve clinical judgment.

A new rubric will be added to Blackboard for clinical evaluation; formerly it was a paper copy only. This will provide formative and summative feedback to students.

Standardized rubrics were also developed for skill checkoff and simulation.

All rubrics are available in Blackboard.


Outcome 1: Apply clinical judgment to prioritize safe, quality care for patients with complex physical and mental health problems across the lifespan.

- Assessment Plan

    o Assessment Tool: Final clinical evaluation

    o Assessment Date: Fall 2021

    o Course section(s)/other population: All sections

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 80% of students will pass on their final clinical evaluation

    o Who will score and analyze the data: Course coordinators will analyze the data

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| 2020, 2019 | 2021, 2020 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 1133 | 283 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 283 students in this cohort. Multiple sections are created for this course including lecture, lab, mental health clinical, and med-surg clinical. The system counts all four sections when determining the number of students enrolled. The 1133 enrolled students were auto-populated by Curricunet, which seems to include four sections of students (1132/4=283) and one section for one student who wasn't properly dropped. There were no drops or withdrawals.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All populations were included for Fall 2019, Fall 2020, Winter 2020, and Winter 2021.

Fall 2019 was mixed-mode.

Winter 2020 was half mixed-mode and half virtual (COVID-19).

Fall 2020 and Winter 2021 were virtual except for in-person med-surg clinical.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The clinical evaluation is based on the nursing program objectives. Each objective is evaluated weekly based on student performance in the clinical setting. Each objective is based on the end-of-program outcomes for a nursing student with advancing nursing skills for the population across the lifespan in the medical-surgical and mental health settings. Each objective is pass or no pass.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

99.3% of the students (281/283) passed the nursing clinical evaluation in medical-surgical, mental health settings.

Fall 2019 - 100% of the students passed the nursing clinical evaluation in medical-surgical, mental health settings

Winter 2020 - 100% of the students passed the nursing clinical evaluation in medical-surgical, mental health settings

Fall 2020 - 100% of the students passed the nursing clinical evaluation in medical-surgical, mental health settings

Winter 2021 - 97.59% of the students passed the nursing clinical evaluation in medical-surgical, mental health settings

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students are improving in the clinical judgment required to prioritizing safe, quality care for patients.

100% of students passed clinical and skills each semester except for Winter 2021. In Winter 2021, two students failed clinical.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Moving to the online format and having a larger class size negatively impacted the last two semesters.

In the interest of continuous improvement, more opportunities will be provided in lab, clinical, and simulation to practice in these areas to provide foundational examples for students to build their practice and improve clinical judgment.

A new rubric will be added to Blackboard for clinical evaluation; formerly it was a paper copy only. This will provide formative and summative feedback to students.

Standardized rubrics were also developed for skill checkoff and simulation.

All rubrics are available in Blackboard.

Outcome 2: Demonstrate the theoretical concepts of leadership, management, and prioritization of patient care and apply this knowledge to the delivery of complex nursing care across a variety of health care settings, labs, and simulations.

- Assessment Plan
    - Assessment Tool: Cumulative final exam
    - Assessment Date: Fall 2021
    - Course section(s)/other population: All sections
    - Number students to be assessed: All
    - How the assessment will be scored: Answer key and/or rubric

- o Standard of success to be used for this assessment: 80% of students will score 78% or higher

- o Who will score and analyze the data: Course coordinators will analyze the cumulative final reports each semester

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| 2020, 2019 | 2021, 2020 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 1133 | 281 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 283 students in this cohort. Multiple sections are created for this course including lecture, lab, mental health clinical, and med-surg clinical. The system counted all four sections when determining the number of students enrolled. The 1133 enrolled students were auto-populated by Curricunet, which seems to include four sections of students (1132/4=283) and one section for one student who wasn't properly dropped. There were no drops or withdrawals. Two students failed clinical and did not take the final exam. The corrected number of students assessed is 281.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All populations were included for Fall 2019, Fall 2020, Winter 2020, and Winter 2021.

Fall 2019 was mixed-mode.

Winter 2020 was half mixed-mode and half virtual (COVID-19).

Fall 2020 and Winter 2021 were virtual except for in-person med-surg clinical.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Final Exam is a cumulative exam based on the NCLEX-RN exam blueprint. It is multiple-choice, multiple answer, order, and fill-in-the-blank questions grounded in the NCLEX-RN exam format. The Final Exam has 100 questions: 45 questions of content from the last two learning modules of NUR 138, 10 math questions, and 45 questions from previous content taught earlier in the semester. Thirty percent of the questions are "Select All That Apply". All questions are written at the application and analysis level. The tool is scored by an answer key. There are 41 questions that apply to this outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

85.41% of students (240/281) passed the outcome related questions with a 78% or higher. The standard was met. Per the nursing testing policy, the exams gradually have application and analysis level questions, and no partial credit given for select all that apply questions.

Fall 2019 - 95.59% passed the final with a 78% or higher

Win 2020 - 80% passed the final with a 78% or higher

Fall 2020 - 85.07% passed the final with a 78% or higher

Win 2021 - 81.48% passed the final with a 78% or higher

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students are improving in the analytical and critical thinking required to apply in individual functioning in leadership, management, and prioritization.

100% of students passed clinical and skills each semester except for Winter 2021. In Winter 2021, two students failed clinical.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In the interest of continuous improvement, more opportunities will be provided in lab, clinical, and simulation to practice in these areas to provide examples for students to build their practice.

A new rubric will be added to Blackboard for clinical evaluation; formerly it was a paper copy only. This will provide formative and summative feedback to students.

Standardized rubrics were also developed for skill checkoff and simulation.

All rubrics are available in Blackboard.

Outcome 2: Demonstrate the theoretical concepts of leadership, management, and prioritization of patient care and apply this knowledge to the delivery of complex nursing care across a variety of health care settings, labs, and simulations.

- Assessment Plan

    o Assessment Tool: Simulation/lab skills checklist

    o Assessment Date: Fall 2021

    o Course section(s)/other population: All sections

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 80% of students will pass all skills on their first attempt

    o Who will score and analyze the data: Course coordinators will analyze the data

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| 2020, 2019 | 2021, 2020 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 1133 | 283 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 283 students in this cohort. Multiple sections are created for this course including lecture, lab, mental health clinical, and med-surg clinical. The system counts all four sections when determining the number of students

enrolled. The 1133 enrolled students were auto-populated by Curricunet, which seems to include four sections of students (1132/4=283) and one section for one student who wasn't properly dropped. There were no drops or withdrawals.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All populations were included for Fall 2019, Fall 2020, Winter 2020, and Winter 2021.

Fall 2019 was mixed-mode.

Winter 2020 was half mixed-mode and half virtual (COVID-19).

Fall 2020 and Winter 2021 were virtual except for in-person med-surg clinical.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The tool used to assess this outcome is a skills-based checklist. A rubric was designed to score each skill on the checklist and included the steps in the process for students to complete each skill. Each step was scored as satisfactory or not satisfactory. This rubric contained evidence-based practice for each required nursing skill that describes each step in the checklist for a student to perform. The skills were selected as part of the concept-based curriculum for Nursing and were assigned to this course to be aligned with the concepts and exemplars taught in NUR 138.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

100% of the students passed each skill on the first attempt. The standard of success was met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students are improving in the analytical and critical thinking required to apply in individual functioning in leadership, management, and prioritization.

100% of students passed clinical and skills each semester except for Winter 2021. In Winter 2021, two students failed clinical.

8.  Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In the interest of continuous improvement, more opportunities will be provided in lab, clinical, and simulation to practice in these areas to provide examples for students to build their practice.

A new rubric will be added to Blackboard for clinical evaluation; formerly it was a paper copy only. This will provide formative and summative feedback to students.

Standardized rubrics were also developed for skill checkoff and simulation.

All rubrics are available in Blackboard.

Outcome 2: Demonstrate the theoretical concepts of leadership, management, and prioritization of patient care and apply this knowledge to the delivery of complex nursing care across a variety of health care settings, labs, and simulations.

- Assessment Plan

    o   Assessment Tool: Final clinical evaluation

    o   Assessment Date: Fall 2021

    o   Course section(s)/other population: All sections

    o   Number students to be assessed: All

    o   How the assessment will be scored: Departmentally-developed rubric

    o   Standard of success to be used for this assessment: 80% of students will pass on their final clinical evaluation

    o   Who will score and analyze the data: Course coordinators will analyze the data

1.  Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| 2020, 2019 | 2021, 2020 | |

2.  Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|

| | |
|------|-----|
| 1133 | 283 |

3.  If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 283 students in this cohort. Multiple sections are created for this course including lecture, lab, mental health clinical, and med-surg clinical. The system counts all four sections when determining the number of students enrolled. The 1133 enrolled students were auto-populated by Curricunet, which seems to include four sections of students (1132/4=283) and one section for one student who wasn't properly dropped. There were no drops or withdrawals.

4.  Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All populations were included for Fall 2019, Fall 2020, Winter 2020, and Winter 2021.

Fall 2019 was mixed-mode.

Winter 2020 was half mixed-mode and half virtual (COVID-19).

Fall 2020 and Winter 2021 were virtual except for in-person med-surg clinical.

5.  Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The clinical evaluation is based on the nursing program objectives. Each objective is evaluated weekly based on student performance in the clinical setting. Each objective is based on the end of program outcomes leveled though for a nursing student with advancing nursing skills for the population across the lifespan in the medical-surgical and mental health settings. Each objective is pass or no pass.

6.  Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

99.3% of the students (281/283) passed the nursing clinical evaluation in medical-surgical, mental health settings.

Fall 2019 - 100% of the students passed the nursing clinical evaluation in medical-surgical, mental health settings

Winter 2020 - 100% of the students passed the nursing clinical evaluation in medical-surgical, mental health settings

Fall 2020 - 100% of the students passed the nursing clinical evaluation in medical-surgical, mental health settings

Winter 2021 - 97.59% of the students passed the nursing clinical evaluation in medical-surgical, mental health settings

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students are improving in the analytical and critical thinking required to apply in individual functioning in leadership, management, and prioritization.

100% of students passed clinical and skills each semester except for Winter 2021. In Winter 2021, two students failed clinical.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In the interest of continuous improvement, more opportunities will be provided in lab, clinical, and simulation to practice in these areas to provide examples for students to build their practice.

A new rubric will be added to Blackboard for clinical evaluation; formerly it was a paper copy only.  This will provide formative and summative feedback to students.

Standardized rubrics were also developed for skill checkoff and simulation.

All rubrics are available in Blackboard.


Outcome 3: Demonstrate professional conduct within current legal and ethical standards of practice.

- Assessment Plan
    - Assessment Tool: Cumulative final exam
    - Assessment Date: Winter 2021

- o Course section(s)/other population: All sections

- o Number students to be assessed: All

- o How the assessment will be scored: Answer key and/or rubric

- o Standard of success to be used for this assessment: 80% of students will score 78% or higher

- o Who will score and analyze the data: Course coordinators will analyze the data

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| 2020, 2019 | 2021, 2020 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 1133 | 281 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 283 students in this cohort. Multiple sections are created for this course including lecture, lab, mental health clinical, and med-surg clinical. The system counted all four sections when determining the number of students enrolled. The 1133 enrolled students were auto-populated by Curricunet, which seems to include four sections of students (1132/4=283) and one section for one student who wasn't properly dropped. There were no drops or withdrawals. Two students failed clinical and did not take the final exam. The corrected number of students assessed is 281.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All populations were included for Fall 2019, Fall 2020, Winter 2020, and Winter 2021.

Fall 2019 was mixed-mode.

Winter 2020 was half mixed-mode and half virtual (COVID-19).

Fall 2020 and Winter 2021 were virtual except for in-person med-surg clinical.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

> The Final Exam is a cumulative exam based on the NCLEX-RN exam blueprint. It is multiple-choice, multiple answer, order, and fill-in-the-blank questions grounded in the NCLEX-RN exam format. The Final Exam has 100 questions: 45 questions of content from the last two learning modules of NUR 138, 10 math questions, and 45 questions from previous content taught earlier in the semester. Thirty percent of the questions are "Select All That Apply". All questions are written at the application and analysis level. The tool is scored by an answer key. There are 18 questions that apply to this outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

> Met Standard of Success: <u>No</u>
>
> 65.83% of students (185/281) passed the outcome related questions with a 78% or higher. The standard was not met. Per the nursing testing policy, the exams gradually have application and analysis level questions, and no partial credit given for select all that apply questions.
>
> Fall 2019 - 86.76% passed with 78% or higher
>
> Win 2020 - 56.92% passed with 78% or higher
>
> Fall 2020 - 70.15% passed with 78% or higher
>
> Win 2021 - 51.85% passed with 78% or higher

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

> Students are improving in this area.
>
> 100% of students passed clinical and skills each semester except for Winter 2021.  In Winter 2021, two students failed clinical.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Moving to the online format and having a larger class size negatively impacted the last two semesters.

In the interest of continuous improvement, students will be provided with additional opportunities in lab, simulation, and clinical to demonstrate professional conduct.

Ensure opportunities for review and discussion of clinical experiences that emphasize professional conduct, legal and ethical decision-making.

A new rubric will be added to Blackboard for clinical evaluation; formerly it was a paper copy only. This will provide formative and summative feedback to students.

Standardized rubrics were also developed for skill checkoff and simulation.

All rubrics are available in Blackboard.

Outcome 3: Demonstrate professional conduct within current legal and ethical standards of practice.

- Assessment Plan

    o   Assessment Tool: Simulation/lab skills checklist

    o   Assessment Date: Winter 2021

    o   Course section(s)/other population: All sections

    o   Number students to be assessed: All

    o   How the assessment will be scored: Departmentally-developed rubric

    o   Standard of success to be used for this assessment: 80% of students will pass all skills on their first attempt

    o   Who will score and analyze the data: Course coordinators will analyze the data

1.  Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| 2020, 2019 | 2021, 2020 | |

2.  Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 1133 | 283 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 283 students in this cohort. Multiple sections are created for this course including lecture, lab, mental health clinical, and med-surg clinical. The system counts all four sections when determining the number of students enrolled. The 1133 enrolled students were auto-populated by Curricunet, which seems to have counted the students four times (1133/4=283). There were no drops or withdrawals.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All populations were included for Fall 2019, Fall 2020, Winter 2020, and Winter 2021.

Fall 2019 was mixed-mode.

Winter 2020 was half mixed-mode and half virtual (COVID-19).

Fall 2020 and Winter 2021 were virtual except for in-person med-surg clinical.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The tool used to assess this outcome is a skills based checklist. A rubric tool is designed to score each skill on the checklist and the steps included in the process for students to complete each skill. Each step is scored as satisfactory or not satisfactory. This rubric contains evidence-based practice for each required nursing skill that describes each step in the checklist for a student to perform. The skills were selected as part of the concept-based curriculum for Nursing and were assigned to this course to be aligned with the concepts and exemplars taught in NUR 138.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

100% of the students passed each skill on the first attempt. The standard of success was met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

> Students are improving in this area.
>
> 100% of students passed clinical and skills each semester except for Winter 2021. In Winter 2021, two students failed clinical.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> Moving to the online format and having a larger class size negatively impacted the last two semesters.
>
> In the interest of continuous improvement, students will be provided with additional opportunities in lab, simulation, and clinical to demonstrate professional conduct.
>
> Ensure opportunities for review and discussion of clinical experiences that emphasize professional conduct, legal and ethical decision-making.
>
> A new rubric will be added to Blackboard for clinical evaluation; formerly it was a paper copy only. This will provide formative and summative feedback to students.
>
> Standardized rubrics were also developed for skill checkoff and simulation.
>
> All rubrics are available in Blackboard.

Outcome 3: Demonstrate professional conduct within current legal and ethical standards of practice.

- Assessment Plan
    - Assessment Tool: Final clinical evaluation
    - Assessment Date: Winter 2021
    - Course section(s)/other population: All sections
    - Number students to be assessed: All
    - How the assessment will be scored: Departmentally-developed rubric
    - Standard of success to be used for this assessment: 80% of students will pass on their final clinical evaluation

        o   Who will score and analyze the data: Course coordinators will analyze the data

1.  Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| 2020, 2019 | 2021, 2020 | |

2.  Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 1133 | 283 |

3.  If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 283 students in this cohort. Multiple sections are created for this course including lecture, lab, mental health clinical, and med-surg clinical. The system counts all four sections when determining the number of students enrolled. The 1133 enrolled students were auto-populated by Curricunet, which seems to include four sections of students (1132/4=283) and one section for one student who wasn't properly dropped. There were no drops or withdrawals.

4.  Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All populations were included for Fall 2019, Fall 2020, Winter 2020, and Winter 2021.

Fall 2019 was mixed-mode.

Winter 2020 was half mixed-mode and half virtual (COVID-19).

Fall 2020 and Winter 2021 were virtual except for in-person med-surg clinical.

5.  Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The clinical evaluation is based on the nursing program objectives. Each objective is evaluated weekly based on student performance in the clinical setting. Each objective is based on the end of program outcomes leveled though for a nursing student with advancing nursing skills for the population across the lifespan in the medical-surgical and mental health settings. Each objective is pass or no pass.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

| Met Standard of Success: Yes |
| --- |
| 99.3% (281/283) of the students passed the nursing clinical evaluation in medical-surgical, mental health settings.<br><br>Fall 2019 - 100% of the students passed the nursing clinical evaluation in medical-surgical, mental health settings<br><br>Winter 2020 - 100% of the students passed the nursing clinical evaluation in medical-surgical, mental health settings<br><br>Fall 2020 - 100% of the students passed the nursing clinical evaluation in medical-surgical, mental health settings<br><br>Winter 2021 - 97.59% of the students passed the nursing clinical evaluation in medical-surgical, mental health settings |

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

| |
| --- |
| Students are improving in this area.<br><br>100% of students passed clinical and skills each semester except for Winter 2021.  In Winter 2021, two students failed clinical. |

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

| |
| --- |
| Moving to the online format and having a larger class size negatively impacted the last two semesters.<br><br>In the interest of continuous improvement, students will be provided with additional opportunities in lab, simulation, and clinical to demonstrate professional conduct.<br><br>Ensure opportunities for review and discussion of clinical experiences that emphasize professional conduct, legal and ethical decision-making. |

A new rubric will be added to Blackboard for clinical evaluation; formerly it was a paper copy only. This will provide formative and summative feedback to students.

Standardized rubrics were also developed for skill checkoff and simulation.

All rubrics are available in Blackboard.

## III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

   It is difficult to ascertain the effectiveness of the changes indicated in the previous report to improve student learning. Over the four assessment sections the course has been revised each term from 100% mixed-mode; 1/2 virtual and 1/2 mixed-mode; virtual-only; and a virtual-only with an increase in the number of students to 83. The past three sections were affected by the limitations in place due to COVID-19 restrictions. Thus, it is challenging to compare results from previous assessments as well as from section to section. This affects the ability to foster meaningful trends based on course consistency.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

   This course is meeting the needs of students in most areas assessed. There are student and environmental factors that may affect student performance. This course has been adjusted each term to meet the needs of the students. These adjustments were grounded in student feedback, COVID-19 pandemic, and faculty observation. Students need "refreshing" of some clinical skills and some theory components. Students continue to show limitations in test-taking strategies; particularly on questions with multiple answers. It is also notable that having a cohort with n=83 in Winter 2021 was not conducive to individualized strategies to foster student achievement of learning outcomes.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

   This information will be shared with the department faculty during our scheduled faculty meetings and also at subcommittee meetings for Curriculum and Assessment. The action plan for future cohorts will include aligning simulation and lab with theory content to reinforce knowledge and give real-life application opportunities to improve student competence and confidence in theory assessment and clinical performance.

4.

Intended Change(s)

| Intended Change | Description of the change | Rationale | Implementation Date |
|---|---|---|---|
| Assessment Tool | Rubrics were developed to evaluate the steps used during skills and the simulation activities used to assess the learning outcomes.  These are electronic copies that will be housed in Bb instead of paper copies that are difficult to document and keep track of.<br><br>The clinical evaluation form used to evaluate student performance in each clinical setting will be moved to an electronic copy that will be housed in Bb.  This has previously been a paper copy that is difficult to keep track of.<br><br>Weekly Updates will be provided and weekly check-ins will be accomplished during each week of clinical. | The electronic rubrics and clinical evaluation forms will be easier to track and reference for future course assessments. These will also aid in keeping accurate records moving forward.<br><br>Weekly updates and weekly check-ins with clinical instructors will aid in ensuring the students remain on track and the clinical instructors are documenting in the expected ways (using rubrics and forms appropriately). | 2021 |

| | | | |
|---|---|---|---|
| Course Assignments | Course assignments that promote critical thinking and the application of theory to practice will be refined. Course assignments are looked at prior to each semester to ensure that the assignments aid in student learning outcomes being met. | The NUR 138 exam questions increase in complexity throughout the semester. The Final Exam has the highest percentage of analysis and multiple-answer style questions, per the nursing department testing policy. To better prepare students for more complex questions, the course assignments need to evolve as well. | 2021 |
| Course Materials (e.g. textbooks, handouts, on-line ancillaries) | Assessment Technologies Institute (ATI) Nursing Education program was added to all NUR courses in Fall 2020. The use of this program has been adjusted from semester to semester. Now that we are entering the third semester of use, it is clearer to identify the portions of the program that aid in each subsequent semester. The products aid in assessment, building critical thinking skills, answering application-based and analysis questions, just to name a few. | o   ATI offers an assessment-driven review program designed to enhance student NCLEX-RN success.<br><br>o   The comprehensive program offers multiple assessment and remediation activities. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as | 2021 |

| | | increase confidence and familiarity with nursing content.<br><br>○ Data from student testing and remediation can be used for the program's quality improvement and outcome evaluation. | |
|---|---|---|---|
| Other: Lab Activities and Simulations | Increase analytical and critical thinking in simulation and lab. Pre-simulation review and skills that align with simulation will be added. Lifespan application and medication minutes will be added. | Connecting theory to practice is important to increasing the critical thinking skills and analytical processes of the student. This course addresses care across the lifespan, and students will be better served to have an increase in content that builds this knowledge. | 2021 |

5. Is there anything that you would like to mention that was not already captured?

> Course Goal Performance reports for each outcome for F2019, W2020, F2020, and W2021 semesters are attached to this report as well as a summary data sheet.

## III. Attached Files

Summary Report - Summary Report
Goal Performance-Outcome 1- F2020
Goal Performance-Outcome 1- F2019
Goal Performance-Outcome 1- W2020
Goal Performance-Outcome 1- W2021
Goal Performance-Outcome 2- F2019

**Faculty/Preparer:** Marva Brooks **Date:** 07/01/2021

**Department Chair:** Theresa Bucy **Date:** 07/06/2021

**Dean:** Valerie Greaves **Date:** 07/08/2021

**Assessment Committee Chair:** Shawn Deron **Date:** 10/01/2021

| Discipline | Course Number | Title |
|---|---|---|
| Nursing | 138 | NUR 138 05/17/2019- Nursing Concepts III |
| Division | Department | Faculty Preparer |
| Health Sciences | Nursing | Marva Brooks |
| Date of Last Filed Assessment Report | | |

**I. Review previous assessment reports submitted for this course and provide the following information.**

1. Was this course previously assessed and if so, when?

   No

2. Briefly describe the results of previous assessment report(s).

   3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

   5.

**II. Assessment Results per Student Learning Outcome**

Outcome 1: Apply clinical judgment to prioritize safe, quality care for patients with complex physical and mental health problems across the lifespan.

- Assessment Plan

    o Assessment Tool: Cumulative final exam

    o Assessment Date: Winter 2021

    o Course section(s)/other population: All sections

    o Number students to be assessed: All

    o How the assessment will be scored: Answer key and/or rubric

    o Standard of success to be used for this assessment: 80% of students will score 78% or higher

- o Who will score and analyze the data: Course coordinators will analyze the cumulative final reports each semester

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| | 2019 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 284 | 57 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 57 students in this cohort. Multiple sections are created for this course including lecture, lab and clinical. The system counts all three sections when determining the number of students enrolled. The 284 enrolled students was autopopulated by Curricunet, which seems to have counted the students four times (284/4=57). There were no drops or withdrawals, and all students took the final exam.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All populations were included for Winter 2019. All students were MM.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Final Exam is a cumulative exam based on the NCLEX-RN exam blueprint. It is multiple choice, multiple answer, order, and fill-in-the-blank grounded in the NCLEX-RN exam format. The Final Exam has 100 questions: 40 questions of content from last two learning modules of NUR 138, 10 math questions, and 50 questions from previous content taught earlier in the semester. Thirty percent of the questions are "Select All That Apply". All questions are written at the application and analysis level. The tool is scored by an answer key. There are 52 traditional questions that apply to this outcome and 10 math questions that apply to this outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

| Met Standard of Success: <u>Yes</u> |
|---|
| 80.70% of students passed the final with a 78% or higher. The standard was met. Per the nursing testing policy, the exams gradually have application and analysis level questions, and no partial credit given for select all that apply questions. |

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

| Students are continuing to grow in the area of critical thinking and answering application and analysis level questions and transferring this knowledge to the lab and clinical setting. |
|---|

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

| Students need more reinforcement of the online material. Opportunities for learning during lab and clinical were strengthened to better align with areas of student limitations. The weekly simulations, case studies, skills, and lab group work were re-designed to focus more on applying the content to situations so that students are more prepared for higher-level functioning as a nursing student and also to improve exam performance. |
|---|

Outcome 2: Demonstrate the theoretical concepts of leadership, management, and prioritization of patient care and apply this knowledge to the delivery of complex nursing care across a variety of health care settings, labs, and simulations.

- Assessment Plan

    - Assessment Tool: Cumulative final exam

    - Assessment Date: Fall 2021

    - Course section(s)/other population: All sections

    - Number students to be assessed: All

    - How the assessment will be scored: Answer key and/or rubric

    - Standard of success to be used for this assessment: 80% of students will score 78% or higher

    - Who will score and analyze the data: Course coordinators will analyze the cumulative final reports each semester

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
|  | 2019 |  |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 284 | 57 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 57 students in this cohort. Multiple sections are created for this course including lecture, lab and clinical. The system counts all three sections when determining the number of students enrolled. The 284 enrolled students was autopopulated by Curricunet, which seems to have counted the students four times (284/4=57). There were no drops or withdrawals, and all students took the final exam.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All populations were included for Winter 2019. All students were MM.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Final Exam a is cumulative exam based on the NCLEX-RN exam blueprint. It is multiple choice, multiple answer, order, and fill-in-the-blank grounded in the NCLEX-RN exam format. The Final Exam has 100 questions: 40 questions of content from last two learning modules of NUR 138, 10 math questions, and 50 questions from previous content taught earlier in the semester. Thirty percent of the questions are "Select All That Apply". All questions are written at the application and analysis level. The tool is scored by an answer key. There are 37 traditional questions that apply to this outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

80.70% of students passed the final with a 78% or higher. The standard was met. Per the nursing testing policy, the exams gradually have application and analysis level questions, and no partial credit given for select all that apply questions.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students are improving in the analytical and critical thinking required to apply in individual functioning in leadership, management, and prioritization.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In the interest of continuous improvement, more opportunities will be provided in lab and simulation to practice in these areas to provide foundational examples for students to build their practice.


Outcome 2: Demonstrate the theoretical concepts of leadership, management, and prioritization of patient care and apply this knowledge to the delivery of complex nursing care across a variety of health care settings, labs, and simulations.

- Assessment Plan

    o Assessment Tool: Simulation/lab skills checklist

    o Assessment Date: Fall 2021

    o Course section(s)/other population: All sections

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 80% of students will pass all skills on their first attempt

    o Who will score and analyze the data: Course coordinators will analyze the data

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| | 2019 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 284 | 57 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 57 students in this cohort. Multiple sections are created for this course including lecture, lab and clinical. The system counts all three sections when determining the number of students enrolled. The 284 enrolled students was autopopulated by Curricunet, which seems to have counted the students four times (284/4=57). There were no drops or withdrawals, and all students took the final exam.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All populations were included for Winter 2019. All students were MM.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A rubric tool is designed for each skill and contains checklists of the steps included in the process for each skill. Each step is scored as satisfactory or not satisfactory. This rubric contains evidence-based practice for each required nursing skill that describes each step in the checklist for a student to perform. The skills were selected as part of the concept-based curriculum for Nursing and were assigned to this course to be aligned with the concepts and exemplars taught in NUR 138.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

100% of the students passed the skill on the first attempt. The standard of success was met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students are improving in the analytical and critical thinking required to apply in individual functioning in leadership, management, and prioritization.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In the interest of continuous improvement, more opportunities will be provided in lab and simulation to practice in these areas to provide foundational examples for students to build their practice.

Outcome 2: Demonstrate the theoretical concepts of leadership, management, and prioritization of patient care and apply this knowledge to the delivery of complex nursing care across a variety of health care settings, labs, and simulations.

- Assessment Plan

    o Assessment Tool: Final clinical evaluation

    o Assessment Date: Fall 2021

    o Course section(s)/other population: All sections

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 80% of students will pass on their final clinical evaluation

    o Who will score and analyze the data: Course coordinators will analyze the data

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| | 2019 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 284 | 57 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 57 students in this cohort. Multiple sections are created for this course including lecture, lab and clinical. The system counts all three sections when determining the number of students enrolled. The 284 enrolled students was

> autopopulated by Curricunet, which seems to have counted the students four times (284/4=57). There were no drops or withdrawals, and all students took the final exam.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

> All populations were included for Winter 2019. All students were MM.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

> The clinical evaluation is based on the nursing program objectives. Each objective is evaluated weekly based on student performance in the clinical setting. Each objective is based on the end of program outcomes leveled though for a nursing student with advancing nursing skills for the population across the lifespan in the medical-surgical, mental health, and pediatric settings.  Each objective is pass or no pass.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

> Met Standard of Success: Yes
>
> 100% of the students passed the nursing clinical evaluation in medical-surgical, mental health, and pediatric settings.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

> Students are improving in the analytical and critical thinking required to apply in individual functioning in leadership, management, and prioritization.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> In the interest of continuous improvement, more opportunities will be provided in lab and simulation to practice in these areas to provide foundational examples for students to build their practice.

Outcome 3: Demonstrate professional conduct within current legal and ethical standards of practice.

- Assessment Plan

    o Assessment Tool: Cumulative final exam

    o Assessment Date: Winter 2021

    o Course section(s)/other population: All sections

    o Number students to be assessed: All

    o How the assessment will be scored: Answer key and/or rubric

    o Standard of success to be used for this assessment: 80% of students will score 78% or higher

    o Who will score and analyze the data: Course coordinators will analyze the data

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| | 2019 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 284 | 57 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 57 students in this cohort. Multiple sections are created for this course including lecture, lab and clinical. The system counts all three sections when determining the number of students enrolled. The 284 enrolled students was autopopulated by Curricunet, which seems to have counted the students four times (284/4=57). There were no drops or withdrawals, and all students took the final exam.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All populations were included for Winter 2019. All students were MM.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

> The Final Exam is a cumulative exam based on the NCLEX-RN exam blueprint. It is multiple choice, multiple answer, order, and fill-in-the-blank grounded in the NCLEX-RN exam format. The Final Exam has 100 questions: 40 questions of content from last two learning modules of NUR 138, 10 math questions, and 50 questions from previous content taught earlier in the semester. Thirty percent of the questions are "Select All That Apply". All questions are written at the application and analysis level. The tool is scored by an answer key. There are 11 traditional questions that apply to this outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

> Met Standard of Success: Yes
>
> 80.70% of students passed the final with a 78% or higher. The standard was met. Per the nursing testing policy, the exams gradually have application and analysis level questions, and no partial credit given for select all that apply questions.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

> Students are strong in this outcome.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> The plan for continuous improvement is to ensure opportunities for review and discussion of clinical experiences that emphasize legal and ethical decision-making.


Outcome 3: Demonstrate professional conduct within current legal and ethical standards of practice.

- Assessment Plan

    o Assessment Tool: Simulation/lab skills checklist

    o Assessment Date: Winter 2021

    o Course section(s)/other population: All sections

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed rubric.

- o Standard of success to be used for this assessment: 80% of students will pass all skills on their first attempt.
- o Who will score and analyze the data: Course Coordinators will analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| | 2019 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 284 | 57 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 57 students in this cohort. Multiple sections are created for this course including lecture, lab and clinical. The system counts all three sections when determining the number of students enrolled. The 284 enrolled students was autopopulated by Curricunet, which seems to have counted the students four times (284/4=57). There were no drops or withdrawals, and all students took the final exam.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All populations were included for Winter 2019. All students were MM.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A rubric tool is designed for each skill and contains checklists of the steps included in the process for each skill. Each step is scored as satisfactory or not satisfactory. This rubric contains evidence-based practice for each required nursing skill that describes each step in the checklist for a student to perform. The skills were selected as part of the concept-based curriculum for Nursing, and were assigned to this course to be aligned with the concepts and exemplars taught in NUR 138.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

| Met Standard of Success: <u>Yes</u> |
| --- |
| 100% of the students passed the skill on the first attempt. The standard of success was met. |

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

| Students are strong in this outcome. |
| --- |

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

| The plan for continuous improvement is to ensure opportunities for review and discussion of clinical experiences that emphasize legal and ethical decision-making. |
| --- |

Outcome 3: Demonstrate professional conduct within current legal and ethical standards of practice.

- Assessment Plan
    - Assessment Tool: Final clinical evaluation
    - Assessment Date: Winter 2021
    - Course section(s)/other population: All sections
    - Number students to be assessed: All
    - How the assessment will be scored: Departmentally-developed rubric
    - Standard of success to be used for this assessment: 80% of students will pass on their final clinical evaluation
    - Who will score and analyze the data: Course coordinators will analyze the data

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
| --- | --- | --- |
| | 2019 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 284 | 57 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 57 students in this cohort. Multiple sections are created for this course including lecture, lab and clinical. The system counts all three sections when determining the number of students enrolled. The 284 enrolled students was autopopulated by Curricunet, which seems to have counted the students four times (284/4=57). There were no drops or withdrawals, and all students took the final exam.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All populations were included for Winter 2019. All students were MM.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The clinical evaluation is based on the nursing program objectives. Each objective is evaluated weekly based on student performance in the clinical setting. Each objective is based on the end of program outcomes leveled though for a nursing student with advancing nursing skills for the population across the lifespan in the medical-surgical, mental health, and pediatric settings. Each objective is pass or no pass.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

100% of the students passed the medical-surgical, mental health, and pediatric clinical.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students are strong in this outcome.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The plan for continuous improvement is to ensure opportunities for review and discussion of clinical experiences that emphasize legal and ethical decision-making.

## III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

This is the first Assessment Report for this course.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Overall, the course is meeting the needs of the students. However, the students did need "refreshing" of some clinical skills and more strategies for success in addressing exam questions with multiple answers.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information will be shared with the faculty department during our scheduled faculty meeting. The action plan for future cohorts will include aligning simulation and lab with theory content to reinforce knowledge and give real-life application opportunities to improve student competence and confidence in theory assessment and clinical performance.

4.
Intended Change(s)

| Intended Change | Description of the change | Rationale | Implementation Date |
|---|---|---|---|
| Course Assignments | Course assignments that promote critical thinking and application of theory to practice will be added. | The NUR 138 exams increase in complexity of questions across the semester. The Final Exam has the most percentage of analysis and | 2019 |

| | | multiple-answer style questions, per the nursing department testing policy. To better prepare students for more complex questions, the course assignments need to be more complex. | |
|---|---|---|---|
| Course Materials (e.g. textbooks, handouts, on-line ancillaries) | Practice quizzes will be added. | Modified Blackboard quizzes using the correct answer function will be added.  Students will have three attempts. The correct answer cannot be accessed until after the due date.<br><br>This should improve student learning and prevent access to correct answers before the due date has passed. | 2019 |
| Course Materials (e.g. textbooks, handouts, on-line ancillaries) | Pediatric VSim will no longer be used in this course. | Clinical hours were reduced; pediatric on-site clinical will no longer be an independent course component.  Pediatric clinical learning will be incorporated into the weekly labs and assignments. | 2019 |
| Course Materials (e.g. textbooks, handouts, on-line ancillaries) | Course textbook will be changed in Winter 2020 to the 3rd edition of the current textbook. | The nursing program is transitioning to the 3rd edition of the program textbook, and the Winter 2020 cohort will be the initial cohort to | 2020 |

| Other: Lab/Clinical | Increase analytical and critical thinking in simulation and lab.

Pre-simulation review and skills that align with simulation will be added.

Lab will be reduced from four hours to three hours.

Pediatric lab-clinical will be integrated into the regular lab sessions. | The NUR 138 exams increase in complexity of questions across the semester. The Final Exam has the most percentage of analysis and multiple-answer style questions, per the nursing department testing policy. To better prepare students for more complex questions, the course assignments need to be more complex.

Lab hours were reduced due to budgetary constraints and more hours will be dedicated to theory.

This course addresses care across the lifespan, and students will be better served to have an integrated pediatric learning experience throughout the term. | 2019 |
| --- | --- | --- |

5. Is there anything that you would like to mention that was not already captured?

| Course resources are available on the Blackboard site for NUR 138.

Thank you! |
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**III. Attached Files**

**Faculty/Preparer:**             Marva Brooks   **Date:** 08/13/2019

**Department Chair:**         Theresa Bucy    **Date:** 09/19/2019

**Dean:**                          Valerie Greaves **Date:** 09/24/2019

**Assessment Committee Chair:** Shawn Deron    **Date:** 01/27/2020