Discipline	Course Number	Title
Nursing	124	NUR 124 07/08/2016- Medical-Surgical Nursing I - Clinical Practice
Division	Department	Faculty Preparer
Health Sciences	Nursing & Health Science	Gloria Velarde
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Recognize evidence-based principles underlying advanced nursing procedures and skills.

- Assessment Plan

    o Assessment Tool: Multiple choice or fill in the blank quizzes

    o Assessment Date: Spring/Summer 2017

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

    o Number students to be assessed: ~ 48/semester or 96 students per academic year

    o How the assessment will be scored: Answer Key

    o Standard of success to be used for this assessment: 75% of all students should achieve a score at or above 78% for the NUR 124 quizzes on their first attempt.

    o Who will score and analyze the data: The NUR 124 Course Coordinator 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)
2015, 2014	2016, 2015	

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

# of students enrolled	# of students assessed
172	170

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.

One student did not drop the course and withdrew from the nursing program (F14-H2C); another student was approved for a refund exception.

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 students from all sections.

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

A 15-item departmentally-developed quiz on Chest Tube Drainage Systems was given following completion of Atrium online training modules and 'in lab' discussion. All items were multiple-choice or multiple-answer in format. The quiz was administered and scored through the course Blackboard site.

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>		
Semester	% students passing CT quiz 1st attempt	
F14-A1C-A4C	(9) 37.5%	
F14-H1C-H4C	**(22) 84.6%**	
W15-A1C-A3C	(16) 69.6%	
W15-H1C-H3C	(11) 68.8%	
F15-A1C-A3C	**(17) 80.9%**	
F15-H11C-H3C	(11) 52.4%	
W16-A1C-A3C	(12) 63.2%	

W16-H1C-H3C	(8) 42.1%
TOTAL	**(106)/170 62.4%**

Summary: There were two (2) sections that met the benchmark, however, overall for 8 groups; the percentage fell below the desired 75%.

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

The addition of the Chest Tube Drainage System quiz served to evaluate students' learning from the Atrium online training modules and in-lab discussion. Prior to Fall 2014, students simply completed online chest tube drainage system training modules and submitted a certificate of completion as proof of skill competency.

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 single quiz given for NUR 124 primarily focused on the theoretical concepts associated with chest tube drainage systems.

Only two (2) groups out of the 8 assessed met the benchmark of passing the quiz on the first attempt.

Chest tube drainage systems was determined to be a higher-level nursing skill that most likely was prematurely given during Med-Surg I. It was determined during a joint Medical-Surgical Nursing faculty meeting in Winter 2016 that this skills would be moved to Med-Surg III to correspond with the theory discussion of heart & lung surgeries.

Outcome 2: Perform advanced nursing skills in the lab setting.

- Assessment Plan

  - Assessment Tool: Laboratory skills check lists

  - Assessment Date: Spring/Summer 2017

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

  - Number students to be assessed: ~ 48/semester or 96 students per academic year

  - How the assessment will be scored: Review of NUR 124 skills check-out tracking sheets for number of attempts before students achieve proficiency

o   Standard of success to be used for this assessment: 75% of all students will pass each advanced nursing skill during check-out on the first attempt.

o   Who will score and analyze the data: The NUR 124 Course Coordinator 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)
2015, 2014	2016, 2015	

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

# of students enrolled	# of students assessed
172	170

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.

One student did not drop the course and withdrew from the nursing program (F14-H2C); another student was approved for a refund exception.

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 students in all sections.

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

Using a skills check-outs list, students were evaluated on correcting completing the following skills:

o   In-lab:

▪   SASH (IVP meds through a peripheral site)

o   By-appt:

▪   Central venous catheter sterile dressing change

▪   Setting an infusion pump

▪   Tracheostomy suction

▪   Tracheostomy care

Designated lab faculty evaluated students during time slots selected by students.

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						
Semester	n	% of students passing SASH 1st attempt	% of students passing CVC drsg 1st attempt	% of students passing IV pump 1st attempt	% of students passing trach sx 1st attempt	% of students passing trach care 1st attempt
F14 A1C-A4C	26	100%	96.1	100	96.1	96.1
F14 H1C-H4C	26	100%	92.3	88.5	100	88.5
W15 A1C-A3C	23	100%	95.7	91.3	100	95.7
W15 H1C-H3C	16	100%	93.8	87.5	93.8	100
F15 A1C-A3C	21	100%	100	100	100	95.2
F15 H1C-H3C	20	100%	100	100	100	100
W16 A1C-A3C	19	100%	100	100	100	100
W16 H1C-H3C	19	100%	100	94.7	100	100
TOTAL	170	100%	97.1%	95.3%	98.2%	96.5%

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

The lab skills check-list provide an objective way to evaluate key points for these NUR 124 skills: SASH (IVP medications), IV infusion pump setting, CVC dressing change, tracheostomy suctioning and care. Additionally, lab faculty evaluated 4 of the 5 skills (exception: SASH). These faculty members are not the same faculty who provide the instruction - this removed instructor bias.

Since 4 of the 5 advanced nursing lab skills are evaluated on a "by-appointment" basis, students are able to determine their level of practice time, utilizing

supervised lab practice as needed prior to their self-selected appointment time. This follows the scheduled lab time during the course.

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.

Although, the benchmark was met with all advanced nursing lab skills, there will be content shifts among the three (3) medical-surgical nursing theory courses for the Fall 2016 semester. It was determined that it made more sense to align lab skills to the theory course to improve students' understanding of the theoretical concepts and principles behind the skills. The following advanced nursing skills will be moved to Med-Surg II and III:

- o Chest tube drainage systems
- o Tracheostomy suctioning and care
- o Central venous catheter dressing changes/care

Based on changes in the preceding clinical course (i.e. NUR 106 Fundamentals of Nursing - Lab/Clinical Practice), the following skills will be added in the next MSF revision as these were removed from NUR 106:

- o IV therapy - all skills associated with set-up of primary and secondary; will retain monitoring/trouble-shooting, IV infusion pumps.
- o Sterile dressing changes - Fundamentals will evaluate clean dressing changes, as this is what students will see in their clinical sites.
- o Focused assessments - to build on head-to-toe assessments taught in NUR 106 and focusing on the specific needs of the acutely ill adult.

Outcome 3: Provide safe nursing care of one (1) moderately complex patient in the acute care setting, using the nursing process in each of the core competencies.

- Assessment Plan
    - o Assessment Tool: Final Clinical Evaluation
    - o Assessment Date: Spring/Summer 2017
    - o Course section(s)/other population: All students in all sections
    - o Number students to be assessed: ~ 48/semester or 96 students per academic year

- How the assessment will be scored: Review of final clinical evaluations for number of students passing (P) and number of students not passing (NP).

- Standard of success to be used for this assessment: 90% of students will achieve a grade of "Pass" (P) in clinical based on final clinical evaluations.

- Who will score and analyze the data: The NUR 124 Course Coordinator 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)
2015, 2014	2016, 2015	

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

# of students enrolled	# of students assessed
172	170

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.

One student did not drop the course and withdrew from the nursing program (F14-H2C); another student was approved for a refund exception.

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 students from all sections.

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

The Final Clinical Evaluation evaluates eight (8) core components. Using the weekly anecdotal records, students achieve a 'Pass' in each component if they received a rating of '2' 60 percent of the time (or ~ 3 of 5 weeks) and demonstrating improvement throughout the course.

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

Semester	n	% students with "P" for clinical grade
F14-A1C-A4C	26	(26) 100%
F14-H1C-H4C	26	(26) 100%
W15-A1C-A3C	23	(23) 100%
W15-H1C-H3C	16	(16) 100%
F15-A1C-A3C	21	(20) 95.2%
F15-H1C-H3C	21	(21) 100%
W16-A1C-A3C	19	(19) 100%
W16-H1C-H3C	19	(19) 100%
TOTAL	**170**	**(169) / 170 99.4%**

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

There is a high percentage of passing the clinical component of Med-Surg I. Increased time has been spent educating part-time nursing faculty in how to evaluate students using the anecdotal record.

Students are consistently evaluated on eight (8) core competencies throughout the program. The current rating scale attempts to evaluate students objectively using the frequency of cueing with the delivery of nursing care

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.

It was pointed out in our department's meeting with an external curriculum consultant, that clinical paperwork should not be so extensive that excessive time is spent with its completion. NUR 124 faculty will be reevaluating weekly written assignments for clinical.

Continued effort will be spent to ensure that all students in NUR 124 have comparable exposure to moderately complex patients and consistent medication administration (IVs and injections).

II. Course Summary and Action Plans Based on Assessment Results

1. 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?

While students completed advanced nursing skills effectively, their underlying knowledge of concepts related to the skills may be lacking due to their level of complexity.

Students show a great deal of learning and integration of prior knowledge during the course of this nursing sequence; however, it is still a huge leap from the previous course sequence, NUR 102/106 Fundamentals of Nursing.

Since the last CAR with the addition of IV infusion pump lab, students comfort and proficiency has improved in the clinical setting.

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

During our regular department meetings, also, a written report with the course assessment highlights will be provided to Full-time nursing faculty.

3.
Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Objectives	Update lab objectives to: o remove: tracheostomy suctioning and care, chest tube drainage systems, and CVC care/dressing changes o add: sterile dressing changes, IV set-up (primary and secondary), focus assessments	Based on recommendations of external curriculum consultant --- Content from the corresponding theory course (NUR 123) was shifted to other medical-surgical nursing courses (NUR 223 and 283), to improve progression from simple to complex conditions. Therefore, it was decided that lab skills among the med-surg lab/clinical courses would also be	2016

		shifted to align with theory changes. More complex nursing skills were moved to higher level courses.	
1st Day Handout	Updates to course objectives.	To reflect changes in lab skills.	2016
Course Assignments	Additional reading and video assignments for skills on: sterile dressing changes, IV set-up, and focus assessments.	To cover new skills added to lab component of course based on external curriculum consultant recommendations.	2016

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

Due to recommendations by our external curriculum consultant, the CAR was completed early due to changes in all medical-surgical courses that were determined to be needed for Fall 2016. A major curriculum revision will follow for Fall 2017.

III. Attached Files

NUR 124 - LAB: IVP Capping/Flushing
NUR 124 - LAB: Infusion Pump
NUR 124 - LAB: CVAD Dressing Change
NUR 124 - LAB: Trach sx
NUR 124 - LAB: Trach care
NUR 124 - LAB: Chest Tube Quiz #1
NUR 124 - LAB: Chest Tube Quiz #2
NUR 124 - CLIN: Anecdotal records
NUR 124 - CLIN: Final Clinical Evaluation form

Faculty/Preparer: Gloria Velarde   **Date:** 07/09/2016
Department Chair: Mary Burns-Coral **Date:** 07/15/2016
Dean: Valerie Greaves **Date:** 07/19/2016
Assessment Committee Chair: Michelle Garey   **Date:** 10/03/2016

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Nursing	124	NUR 124 05/21/2014- Medical-Surgical Nursing I - Clinical Practice
Division	Department	Faculty Preparer
Math, Science and Health	Nursing & Health Science	Gloria Velarde
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Recognize evidence-based principles underlying advanced nursing procedures and skills.

- Assessment Plan

    o Assessment Tool: Multiple choice or fill in the blank quizzes.

    o Assessment Date: Spring/Summer 2012

    o Course section(s)/other population: All students in all sections.

    o Number students to be assessed: ~ 48/semester or 96 students per academic year.

    o How the assessment will be scored: Answer Key

    o Standard of success to be used for this assessment: 75% of all students should achieve a score at or above 78% for the NUR 124 quizzes on their first attempt.

    o Who will score and analyze the data: The NUR 124 Course Coordinator 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)
2013	2014, 2013	

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

# of students enrolled	# of students assessed
94	94

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.

all students assessed

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.

100% of students enrolled in NUR 124 sections for W13, F13, W14

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

Before I took over as Course Coordinator for Medical-Surgical Nursing I in Fall 2012, the quizzes for CVC care/CVP readings and Chest Tube care were discontinued. The Chest Tube care competency was replaced by an online training module, which provided students with a certificate of completion.

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 all students completed the online chest tube drainage system training module and submitted a certificate of completion by the deadline date.

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

Students reported online training was helpful in understanding chest tube drainage systems.

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 certificate of completion merely showed that students read the information; it did not assess their overall understanding of the content. The previous quizzes may serve to be a better measure of this outcome.

Outcome 2: Perform advanced nursing skills in the lab setting.

- Assessment Plan
  - o Assessment Tool: Laboratory skills check lists.
  - o Assessment Date: Spring/Summer 2012
  - o Course section(s)/other population: All students in all sections.
  - o Number students to be assessed: ~ 48/semester or 96 students per academic year.
  - o How the assessment will be scored: Review of NUR 124 skills check-out tracking sheets for number of attempts before students achieve proficiency.
  - o Standard of success to be used for this assessment: 75% of all students will pass each advanced nursing skill during check-out on the first attempt.
  - o Who will score and analyze the data: The NUR 124 Course Coordinator 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)
2013	2014, 2013	

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

# of students enrolled	# of students assessed
94	93

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.

One student in W14 (first half) did not complete lab check-outs since she was appealing a withdrawal from not passing the calculation competency.

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.

100% of students enrolled in all sections of NUR 124

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

Using a skills-check out list, students were evaluated on correctly completing key points for: central venous site dressing change, tracheostomy suctioning, and

tracheostomy care.
Designated lab faculty evaluated each student.

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			
CLASS	CVC DRSG	TRACH SX	TRACH CARE
W13-A GROUPS	14/15	15/15	14/15
W13-H GROUPS	16/16	16/16	14/16
F13-A GROUPS	16/16	14/16	15/16
F13-H GROUPS	12/12	11/12	10/12
W14-A GROUPS	16/16	16/16	14/16
W14-H GROUPS	17/18	18/18	18/18
OVERALL-SKILL	91/93	90/93	85/93
%	97.8%	96.8%	91.4%

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

The lab skills check-list provide an objective way to evaluate key points for these NUR 124 skills: CVC dressing change, tracheostomy suctioning and care. Additionally, lab faculty who evaluate these skills are not the same faculty who provide the instruction - this removed instructor bias.

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.

Although, the benchmark was met for each skill, since students did not do as well in tracheostomy care, additional supervised practice will be provided.

Outcome 3: Provide safe nursing care of one (1) moderately complex patient in the acute care setting, using the nursing process in each of the core competencies.

- Assessment Plan
    - o Assessment Tool: Final Clinical Evaluation.
    - o Assessment Date: Spring/Summer 2012

- o Course section(s)/other population: All students in all sections.

- o Number students to be assessed: ~ 48/semester or 96 students per academic year.

- o How the assessment will be scored: Review of anecdotal record summaries and final clinical evaluations for number of students passing (P) and number of students not passing (NP).

- o Standard of success to be used for this assessment: 90% of students will achieve a grade of "Pass" (P) in clinical based on final clinical evaluations.

- o Who will score and analyze the data: The NUR 124 Course Coordinator 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)
2013	2014, 2013	

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

# of students enrolled	# of students assessed
94	94

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.

All students assessed

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.

100% of all students enrolled in NUR 124 sections

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

The Final Clinical Evaluation evaluates eight (8) core components. Using the weekly anecdotal records, students achieve a 'Pass' in each component if they received a rating of '2' 60 percent of the time (or ~ 3 of 5 weeks) and demonstrating improvement throughout the course.

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		
SEM/GROUP	FINAL EVAL = P	
W13-A GROUPS	15/15	
W13-H GROUPS	16/16	
F13-A GROUPS	15/16	
F13-H GROUPS	12/12	
W14-A GROUPS	16/17	
W14-H GROUPS	18/18	
OVERALL/%	91/93 or 97.8%	

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

> Students are consistently evaluated on eight (8) core competencies throughout the program. The current rating scale attempts to evaluate students objectively using the frequency of cueing with the delivery of nursing care.

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.

> Depending on the clinical site (agency/unit), some experiences may not be available (i.e. opportunities to practice previous and new nursing skills). It would be beneficial if all students in NUR 124 could have comparable exposure to moderately complex patients and consistent medication administration (IVs and injections).

II. Course Summary and Action Plans Based on Assessment Results

1. 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, this course is a huge transition from fundamentals, but students appear to perform well - both with first-time skills check-outs and clinical practice.
>
> Re: the NUR 124 lab skills, the online learning module for chest tube drainage systems does not guarantee student learning.
>
> IV therapy remains a challenging nursing skills, especially when using an infusion

pump.

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

During our regular department meetings - also, a written report with the course assessment highlights will be provided to full-time nursing faculty.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Will administer departmentally-developed quizzes for each new advanced nursing skill. This was not done since the last course assessment (i.e. changed assessment for chest tube drainage systems from quiz to completion of online training module). Would like to go back to the original assessment plan.	Online training module does not evaluate student learning but only whether they read the information on the training module.	2014
Objectives	Add #1: Demonstrate how to administer primary IV fluids and secondary IV medications by correctly using an infusion pump. Add #2: Simulation lab for last week as a transition to Med-Surg II - managing the needs of a 2-patient assignment.	#1: Students had difficulty setting infusion pumps efficiency in the clinical setting. #2: As a department, we are trying to integrate simulation throughout the curriculum.	2014

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

III. Attached Files

NUR 124 Anecdotal records: weekly
NUR 124 Check-out sheet: CVC care
NUR 124 Final Clinical Evaluation form
NUR 124 Check-out sheet: Trach sx
NUR 124 Check-out sheet: Trach care
NUR 124 Check-out Tracking sheet data

Faculty/Preparer:	Gloria Velarde	**Date:** 05/31/2014
Department Chair:	Rene Stark	**Date:** 07/24/2014
Dean:	Kristin Brandemuehl	**Date:** 07/29/2014
Assessment Committee Chair:	Michelle Garey	**Date:** 09/24/2014

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:

    Course Discipline Code and Number: **NUR 124**
    Course Title: **Acute Care Nursing I – Clinical Practice**
    Division/Department Codes: **HAT/NHSD**

2. Semester assessment was conducted (check one):
    - ☒ **Fall 2009**
    - ☐ Winter 20___
    - ☐ Spring/Summer 20___

3. Assessment tool(s) used: check all that apply.
    - ☐ Portfolio
    - ☐ Standardized test
    - ☐ Other external certification/licensure exam (specify):
    - ☐ Survey
    - ☐ Prompt
    - ☒ **Departmental exam: One (1) multiple choice/fill in the blank test**
    - ☐ Capstone experience (specify):
    - ☒ **Other (specify): NUR 124 Lab Skills Tracking Sheet; NUR 124 Anecdotal Record Summary and Final Clinical Evaluation.**

4. Have these tools been used before?
    - ☐ Yes
    - ☒ **No – New since Fall 2006**

    If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.
    Since last MSF revision – Five (5) semesters used for assessment (i.e., F07, W08, S/SU08, F08, W09)
    Enrolled = 176
    Assessed = 176

6. Describe how students were selected for the assessment.
    All APNURS students enrolled in NUR 124.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

    N/A – this is the first course assessment since MSF was revised in 2007.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.

    1.   Recognize principles underlying advanced nursing procedures and skills incorporating knowledge from previous nursing theory and science courses.
    2.   Perform advanced nursing skills in the lab setting.
    3.   Provide safe nursing care of one (1) moderately complex patient in the acute care setting using the nursing process in each of the core competencies.

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above.

    Students did not achieve the standard of success for Outcome #1. However, we have made remarkable progress. Students did meet the standard of success for Outcomes #2 and #3. A summary of the data collected is attached and reports semester results.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*

> **Outcome 1: 75% of all students should achieve a score at or above 78 percent for the NUR 124 test on their first attempt.**
>
> **Outcome 2: 75% of all students pass each skill check-out on the first attempt.**
>
> **Outcome 3: 90% of students achieve a grade of 'Pass' in clinical based on final clinical evaluations.**
>
> **For Outcome #1, on average, 70.05% of the students achieved the score of 78% for the NUR 124 test on their first attempt. However, when reviewing student achievement by semester, students have made remarkable progress. In Fall 2007, student success was reported at 54.05%; reviewing the results of student success in later semesters (Fall 2008 and Winter 2009), student achievement of success was met in both of these semesters – 80.95% and 78.57%.**
>
> **For Outcomes #2 and #3, students achieved the standard of success in all terms.**

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

> **Strengths: For Outcome #2 (Perform advanced nursing skills in the lab setting), students were successful in meeting the identified benchmark as indicated by the reported data. Success rates varied from 75% to 100% across the five semesters. Students performed very well on check-outs of advanced primary and secondary IV set-up, airway management and tracheostomy suctioning and the care of central IV lines (examples of objectives identified for this outcome).**
>
> **Students were much more consistent in achieving Outcome #3 (Provide safe nursing care of one (1) moderately complex patient in the acute care setting using the nursing process in each of the core competencies). The benchmark was met in all five semesters, with success rates varying from 94.59% to 100%. A review of their performance as rated on the Anecdotal Record and Final Clinical Evaluation demonstrates successful achievement of the multiple objectives identified for this outcome (ex., professional behaviors, assessment, collaboration and managing care).**
>
> **Weaknesses: For Outcome #1 (Recognize principles underlying advanced nursing procedures and skills incorporating knowledge from previous nursing theory and science courses), the assessed data indicated that the benchmark was met in only 2 out of the 5 semesters assessed. This demonstrates that students are not meeting identified objectives for this outcome (ex., care of patients with chest tubes, an advanced nursing skill) across all semesters.**

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

> **New equipment and learning tools have been acquired by the NUR Department that cover the content areas assessed in Outcome #1. In lieu of the number of students unable to reach the assessment benchmark, the measure of achievement will be changed to utilize these new resources. Presently, this outcome is not assessing the psychomotor domain of learning. A new measure of achievement will incorporate this domain, which will improve student learning of the content.**

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
   a. ☒ Outcomes/Assessments on the Master Syllabus

> **Change/rationale: For Outcome #1, the assessment will change to "an item analysis of the laboratory skills check list."**

b. ☒ Objectives/Evaluation on the Master Syllabus

Change/rationale: For all objectives in Outcome #1, the evaluation will be changed to "performance as rated on laboratory skills check list (must be passed on two attempts and/or observed supervised practice)." The standard of success will be the same of that for Outcome #2, which is that 75% of students pass each skill check-out on the first attempt. as

c. ☐ Course pre-requisites on the Master Syllabus
Change/rationale:

d. ☐ 1st Day Handouts
Change/rationale:

e. ☒ Course assignments

Change/rationale: incorporate the newly acquired learning modules (these are specific to the content areas identified in Outcome #2) as a mandatory assignment.

f. ☐ Course materials (check all that apply)
    ☐ Textbook
    ☐ Handouts
    ☐ Other

g. ☒ Instructional methods – **integration of simulation activities into this course sequence.**

   Change/rationale: to enhance student learning of key concepts which are assessed in Outcome #3.

h. ☒ Individual lessons & activities – **Enhance Blackboard site with interactive modules covering key course content.**

   Change/rationale: to create a more student-centered learning environment.

3. What is the timeline for implementing these actions?

   Fall 2010

IV. Future plans
1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

   For Outcome #1, I was able to identify that the assessment of a psychomotor skill is more difficult with a quiz/test; with new equipment, I will now be better able to assess learning outcomes, and the students will have a greater success with key content. This will lead to an increase in meeting the desired benchmark.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

   The assessment tools were effective; however there was a gap in the area of collecting the data appropriately. This will be alleviated with a newly designed Laboratory Skills Tracking sheet that will be centrally located in the nursing lab. This way, all lab staff will have access to the document to appropriately record the data. This will be instituted immediately.

3. Which outcomes from the master syllabus have been addressed in this report?
   All **X**   Selected _____
   If "All", provide the report date for the next full review: **2012**

   If "Selected", provide the report date for remaining outcomes: _____.

COURSE ASSESSMENT REPORT

Submitted by:

Print:___Melissa Keck_____   Signature___Submitted electronically_____   Date:_____
         Faculty/Preparer

Print:____Gloria Velarde_____   Signature _~~Gloria Velarde~~_____   Date: 8/6/2010
         Department Chair

Print:____Granville Lee_____   Signature _~~signature~~_____   Date: 8/24/2010
         Dean/Administrator