

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Nursing	223	NUR 223 03/12/2013-Medical-Surgical Nursing II
Division	Department	Faculty Preparer
Math, Science and Health	Nursing & Health Science	Mary Burns-Coral
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Identify principles of nursing care of adults with common and more specialized chronic and acute medical-surgical needs.

- Assessment Plan
 - Assessment Tool: Assessment Technologies Institute, LLC - Adult Medical-Surgical Nursing Exam - customized exam covering the following body functions: cognition and sensation; immunity; ingestion, digestion, absorption and elimination; integument; mobility; and reproduction.
 - Assessment Date: Spring/Summer 2013
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: ATI scores the exam and gives the specific data to instructors for item analysis.
 - Standard of success to be used for this assessment: 75 percent of all students should achieve a score that places them at or above proficiency level 2 for body function areas from the customized ATI Adult Medical-Surgical test on their first attempt.
 - Who will score and analyze the data: NUR 223/224 Course Coordinator

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)
2012, 2011	2012, 2011	

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

# of students enrolled	# of students assessed
161	161

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 161 students were 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.

All 161 students were assessed.

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

The ATI customized exam created by this vendor would have cost students more money or the college more money to develop/customize based on the NUR 223 course material. ATI was also unable to perform this customized exam since there was difficulty with correlation between a systems approach (NUR 223 course) and a Client Needs approach (ATI exam). The only commonality found between all eight sections of NUR 223 to assess was the average exam score of their weekly exams. An Excel Spreadsheet was developed showing each student's average weekly exam score for each of the eight sections.

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

Winter 2011 NUR 223 A1 Group had an average weekly exam score of 88%.

Winter 2011 NUR 223 H1 Group had an average weekly exam score of 91%.

Fall 2011 NUR 223 A1 Group had an average weekly exam score of 86%.

Fall 2011 NUR 223 H1 Group had an average weekly exam score of 83%.

Winter 2012 NUR 223 A1 Group had an average weekly exam score of 90%.

Winter 2012 NUR 223 H1 Group had an average weekly exam score of 91%.

Fall 2012 NUR 223 A1 Group had an average weekly exam score of 88%.

Fall 2012 NUR 223 H1 Group had an average weekly exam score of 89%.

The outcome was not met since there was not an individualized ATI exam developed for these cohorts due to the cost. The only correlation between the customized ATI exam and the weekly exams is the body functions of cognition and sensation; immunity; ingestion, digestion, absorption and elimination; integument; mobility; and reproduction are tested throughout the course in the weekly exams. However, there is no correlation between a Proficiency Level of 2 on a customized ATI exam and the weekly exam average. It would be difficult to measure the standard of success for this outcome since the tool did not exist. The Course Coordinator did not have input on the choice of a tool for measurement of outcome success and would have chosen an either/or tool.

A Cumulative Final exam was developed in Fall of 2011 and has been used for six out of the eight cohorts. This tool would be an excellent alternative to use to measure the outcome, however only six of the eight cohorts would be assessed. Weekly exams have been a part of this

course since Winter of 2011 so the average score for all cohorts could be assessed.

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

All 161 students met the course objectives and successfully passed the course, however since the outcome was restricted to using only one tool, the ATI customized exam, this made it difficult to assess the outcome. As mentioned previously, this Course Coordinator did not have input on the choice of a tool for measurement of outcome success and would have chosen an either/or tool for assessment/measurement.

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.

What is noted in assessing the eight cohorts of NUR 223's average of their weekly exams was the Fall cohorts were noticeably lower averages than the Winter cohorts. This is due to the long break from the first of May till the end of August where students do not take classes, forget to study, and forget the material. The students in the Fall transition after three weeks of Christmas break right back into studying/taking exams. A year round program with three weeks breaks quarterly would prevent the loss of knowledge and difficulty transitioning back into studying patterns.

Outcome 2: Identify current evidence-based management strategies for care of adults with specialized medical-surgical needs to facilitate adaptation to optimal health by applying the nursing process.

- Assessment Plan
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 - Assessment Date: Spring/Summer 2013
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: ATI scores the exam and gives the specific data to instructors for item analysis.
 - Standard of success to be used for this assessment: 75 percent of all students should achieve a score that places them at or above proficiency level 2 for body function areas from the customized ATI Adult Medical-Surgical test on their first attempt.
 - Who will score and analyze the data: NUR 223/224 course coordinator.
1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

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The ATI customized exam created by this vendor would have cost students more money or the college more money to develop/customize based on the NUR 223 course material. ATI was also unable to perform this customized exam since there was difficulty with correlation between a systems approach (NUR 223 course) and a Client Needs approach (ATI exam). The only commonality found between all eight sections of NUR 223 to assess was the average exam score of their weekly exams. An Excel Spreadsheet was developed showing each student's average weekly exam score for each of the eight sections.

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A Cumulative Final exam was developed in Fall of 2011 and has been used for six out of the eight cohorts. This tool would be an excellent alternative to use to measure the outcome however only six of the eight cohorts would be assessed. Weekly exams have been a part of this course since Winter of 2011 so the average score for all cohorts could be assessed.

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

All 161 students met the course objectives and successfully passed the course, however since the outcome was restricted to using only one tool, the ATI customized exam, this made it difficult to assess the outcome. As mentioned previously, this Course Coordinator did not have input on the choice of a tool for measurement of outcome success and would have chosen an either/or tool for assessment/measurement.

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What is noted in assessing the eight cohorts of NUR 223's average of their weekly exams was the Fall cohorts were noticeably lower averages than the Winter cohorts. This is due to the long break from the first of May till the end of August where students do not take classes, forget to study, and forget the material. The students in the Fall transition after three weeks of Christmas break right back into studying/taking exams. A year round program with three weeks breaks quarterly would prevent the loss of knowledge and difficulty transitioning back into studying patterns.

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?

All 161 students met the course objectives and successfully passed the course, however since the outcome was restricted to using only one tool, the ATI customized exam, this made it difficult to assess the outcome. As mentioned previously, this Course Coordinator did not have input on the choice of a tool for measurement of outcome success and would have chosen an either/or tool for assessment/measurement.

A Cumulative Final exam was developed in Fall of 2011 and has been used for six out of the eight cohorts. This tool would be an excellent alternative to use to measure the outcome however only six of the eight cohorts would be assessed. Weekly exams have been a part of this course since Winter of 2011 so the average score for all cohorts was the only item that could be

assessed.

NUR 223 Medical/Surgical II should not be assessed based only on one ATI exam or a Cumulative Final exam since the course has been developed to include a weekly Simulation lab where students care for a patient based on a Case Study (see case study example under files). This is to increase/encourage development of the critical thinking/clinical judgment which is a requirement for all new graduate RN's in their clinical facilities and also will be assessed in their NCLEX-RN.

The students change roles every week from observer, to family member, to the voice of the patient, to the primary nurse, and to the medication nurse (see definition of roles and the observer sheet under files). NUR 223 students also use DocuCare which is an electronic medical record format for charting their assessments, documenting medications given, assessing lab/diagnostic test results (unable to give access to the DocuCare account) in Simulation lab. All of the student's weekly case studies have been created in DocCare by the Course Coordinator.

One half of the students attend Simulation lab at a time. While the one half are in Simulation lab the other half are collaborating on a concept map in Google docs. The students who are the "Voice" must also create a report labeled Introduction, Situation, Background, Assessment, and Recommendation, (ISBAR) report for the beginning of the Simulation lab to read to their team. This is also created in Google docs. A three part video was created for all students by this Course Coordinator and WCC nursing students to demonstrate the roles they might be playing in Simulation and also how a case study might play out in the Simulation lab.

Midway in the course, the students have an Eye, Ear, Nose, Throat clinic where they learn to use otoscopes, ophthalmoscopes, perform Rinne/Weber tests on each other using a tuning fork, check each others eyesight using the Snellen chart and penlight for pupillary response. The Clinic ends with student presentations on safety measures and community resources in Washtenaw County for the visually/hearing impaired persons (see file on EENT Clinic).

Students also participate in group collaborative quizzes/exams as part of the course work. Many videos from Films on Demand, SmartImage database, and Youtube have been included in the course allowing for use of all senses as a way to learn (visual, aural, reading, and kinesthetic). Included in the bi-weekly lectures are embedded NCLEX-RN type questions where students use clickers to make their choices and an emphasis is placed on understanding the rationale for why there is a "best" response. The weekly exams increase in difficulty from Week One to Week Seven with more multi-format questions.

The Assessment tools should be not only an ATI exam or Cumulative Final exam but also the student's self-critique of their improvement/comfort level in Simulation and the Course Coordinator's assessment/grade of two of their last Simulation Concept Maps/ISBAR report in Google docs along with their performance in the last two Simulations which also increase in complexity from week to week. Weekly points are given for participation/performance in collaborative quizzes/exams, case studies, Simulation labs including performance/concept mapping & ISBAR reports which allows the entire course to be interactive and challenging requiring students to develop/increase their critical thinking/clinical judgment skills.

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

The course assessment and action plan will be presented to the nursing faculty at the April

meeting or at the Spring/Summer retreat days.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	<p>First Outcome: Applying/Analyzing adult patient concepts such as functional ability, family dynamics, culture, motivation, and adherence to health and illness concepts such as protection/movement, homeostasis/regulation, oxygenation/hemostasis, cognitive function, and sexuality.</p> <p>Second Outcome: Applying/Analyzing professional nursing and health care concepts such as attributes and roles of the registered nurse, care competencies, types of health care delivery, and health care infrastructures.</p>	<p>Rationale for changes: The healthcare environment has increased in complexity for new graduate RN's and they are challenged as nursing students to develop/inculcate an ever increasing body of knowledge, new evidence-based practices, increased use of technology, while developing the clinical knowledge/critical thinking skills to keep patients in various healthcare settings safe.</p> <p>As a nurse educator, there is a challenge to not increase the amount of material covered but to change from a systems approach to a conceptual approach which allows students to search, retrieve, critique, and synthesize information visually, aurally, kinesthetically, and also through reading, so they are able to make those situational clinical judgments.</p>	2013
Assessment Tool	ATI and/or Cumulative Final Exam developed/scored by Course Coordinator, student's self-critique of their improvement/comfort level in Simulation and the Course Coordinator's assessment/grade of two of their last Simulation Concept Maps/ISBAR report in Google docs along with their	Rationale for changes: The healthcare environment has increased in complexity for new graduate RN's and they are challenged as nursing students to develop/inculcate an ever increasing body of knowledge, new evidence-	2013

	<p>performance in the last two Simulations.</p>	<p>based practices, increased use of technology, while developing the clinical knowledge/critical thinking skills to keep patients in various healthcare settings safe.</p> <p>As a nurse educator, there is a challenge to not increase the amount of material covered but to change from a systems approach to a conceptual approach which allows students to search, retrieve, critique, and synthesize information visually, aurally, kinesthetically, and also through reading, so they are able to make those situational clinical judgments.</p> <p>Assessment involves not just exams but also assessments of clinical judgment as evidenced by student self-critique of improvement in Simulation lab performance, concept mapping, and ISBAR reports.</p>	
Objectives	<ol style="list-style-type: none"> 1. Apply key concepts learned from previous biology, health sciences, medical-surgical, fundamental, obstetrics, and pharmacology courses to exemplars throughout the course. 2. Apply/thread concepts of functional ability, family dynamics, culture, motivation, adherence to all of the new concepts throughout the course. 3. Apply/thread concepts of professionalism, patient 	<p>Rationale for changes: The healthcare environment has increased in complexity for new graduate RN's and they are challenged as nursing students to develop/inculcate an ever increasing body of knowledge, new evidence-based practices, increased use of technology, while developing the clinical knowledge/critical thinking skills to keep patients in various</p>	2013

	<p>education, clinical judgment, communication, safety, evidence, collaboration, technology/informatics, and health policy to all of the new concepts throughout the course.</p> <p>4. Apply/Analyze concepts of Immunity, Inflammation, and Infection using the nursing process to adult populations at risk while providing safe/competent care for patients in Simulation lab and in case studies.</p> <p>5. Apply/Analyze concepts of Mobility, Tissue Integrity, and Elimination using the nursing process to adult populations at risk while providing safe/competent care for patients in Simulation lab and in case studies.</p> <p>6. Apply/Analyze concepts of Sensory Perception, Intracranial Regulation, Perfusion, and Clotting to adult populations at risk while providing safe/competent care for patients in Simulation lab and in case studies.</p>	<p>healthcare settings safe.</p> <p>As a nurse educator, there is a challenge to not increase the amount of material covered but to change from a systems approach to a conceptual approach which allows students to search, retrieve, critique, and synthesize information visually, aurally, kinesthetically, and also through reading, so they are able to make those situational clinical judgments.</p>	
<p>Course Materials (e.g. textbooks, handouts, on-line ancillaries)</p>	<p>Hesi Case Studies: RN Medical-Surgical Collection (1 Year Version) by Elsevier ISBN: 9781455727339</p> <p>Concepts for Nursing Practice by Giddens, Jean. Publisher Elsevier ISBN:9780323083768</p>	<p>The book will aid the students in understanding nursing concepts to encourage deeper understanding and linking for concept mapping and help build on their critical thinking/clinical judgment.</p> <p>The case studies are exemplars of concepts discussed in the course.</p>	<p>2013</p>

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

There is no additional information to include.

III. Attached Files

[Explanation of Simulation Lab Roles](#)

[Simulation Lab Observer Form](#)

[Week One Case Study Example](#)

[EENT Clinic Skills/Presentations](#)

[Excel NUR 223 Exam Average](#)

Faculty/Preparer: Mary Burns-Coral

Date:4/8/13

Department Chair: Vickie Salter

Date:4/9/13

Dean: Martha Showalter

Date:4/15/13

Assessment Committee Chair: Rosemary Rader

Date:5/8/13

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: **NUR 223**
 Course Title: **Acute Care Nursing II**
 Division/Department Codes: **HAT / NHSD**

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 2010
 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
 Capstone experience (specify):
 Other (specify):

4. Have these tools been used before?
 Yes
 No

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

NA

5. Indicate the number of students assessed/total number of students enrolled in the course.

256 = all students enrolled in all sections for: F07, W08, F08, W09, F09, W10

6. Describe how students were selected for the assessment.
All students in six (6) semesters (12 sections).

II. Results

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

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
A. Identify principles of nursing care of adults with specialized medical-surgical needs incorporating knowledge of previous courses.

B. Identify current management strategies for care of adults with specialized medical-surgical needs to facilitate adaptation to optimal health, by applying the nursing process.

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. *Please attach a summary of the data collected.*
For the assessment period, the overall combined percentage of students meeting the passing criterion (60th percentile or proficiency level 2) for ATI Adult Medical-Surgical exam on first attempt was 42%. Only 57 % of students are able to answer NUR 223 course content area questions correctly on first attempt.

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.*
Standard of success is 75 % of students will meet the passing criterion (60th percentile or proficiency level 2) for ATI Medical-Surgical exam on first attempt. Pass rates for ATI Medical-Surgical exam on

COURSE ASSESSMENT REPORT

first attempt was 42% overall. Only 57 % of students are able to answer NUR 223 course content area questions correctly on first attempt.

The standard is not being met in the overall Adult Med-Surg ATI test.

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

Strengths: Acceptable numbers of students are passing the sub-topic areas of neurology (76%) and integumentary (79%).

Weaknesses: Unacceptable numbers of students are passing the sub-topic areas of Gastrointestinal (56%), Reproductive (41%), Immune (47%) and Muscular/skeletal (40%).

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.

This comprehensive medical-surgical nursing test does not appear to accurately evaluate the course content of NUR 223 (includes content from NUR 123 also). The Department has been communicating with ATI to explore improved report format by body systems of the Adult Medical-Surgical ATI exam so that better data extraction can be done for specific areas. Also, we will determine if a customized test to cover only the content covered in the course can be developed.

Also, the Nursing Department will consider the timing of when the Adult Med-Surg ATI should be given. It is possible that the content should be distributed over three (3) semesters instead of two (2).

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: **Explore other assessment tools that may evaluate the course outcomes more effectively– i.e. customized ATI test that only covers specific course content (disadvantage: will lose statistical significance of the results).**

- b. Objectives/Evaluation on the Master Syllabus

Change/rationale:

- c. Course pre-requisites on the Master Syllabus

Change/rationale:

- d. 1st Day Handouts

Change/rationale:

- e. Course assignments – added ATI online practice tests

Change/rationale: completion of this assignment contributes 5 percent to the final grade, when all ten (10) body system quizzes are completed successfully.

- f. Course materials (check all that apply)

Textbook - Changed to new med-surg book; Author: Ignatavicius (W10)

Handouts

Other:

- g. Instructional methods –

Change/rationale:

- 1) Revised all course tests

Used the testbank that accompanied the new textbook and made a test blue print for NUR 223 showing that the proper level of difficulty was being used for unit exams.

- 2) Used ATI videos (DVDs) that accompany modules

Please return completed form to the Office of Curriculum & Assessment, SC 247.

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