Discipline	Course Number	Title
Nursing	128	NUR 128 01/09/2019- Nursing Concepts II
Division	Department	Faculty Preparer
Health Sciences	Nursing	Theresa Dubiel
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 the nursing process to provide safe patient-centered care for adult patients with acute and chronic health problems.

- 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)
2018	2018	

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

# of students enrolled	# of students assessed
512	128

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.

This course is taught in multiple sections: lecture, lab and clinical. Students are overcounted in the field for number of students enrolled. There were actually 129 students in the course itself. Therefore, of the 128 enrolled students, one student dropped the course and did not take 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 students from all sections were assessed.

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

The final exam was administered and graded within Blackboard. In Winter 2018, students took one combined final exam. In Fall 2018, students took an "adult-health" exam and a "family-health" exam. The scores on these exams were analyzed separately and together as a final exam score.

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

In Winter 2018, 38/70 students (54%) earned a score of 78% or higher. Students did not meet the standard of success on the Winter 2018 final exam.

In Fall 2018, 44/58 students (77%) scored 78% or higher on the combined final exam

When looking at the adult-health exam only, 53/58 students (91%) scored 78% or higher on the adult-centered exam.

Looking at the family-health exam only, 35/58 students (61%) scored 78% or higher.

Students met the standard of success on the adult-health exam and were able to apply the nursing process to safe patient-centered care for adults. Students did not meet the standard of success applying the nursing process to family topics.

A combined total of 82/128 students (64%) scored 78% or higher on the final exams.

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

The students met this standard of success (over 80%). According to the Blackboard item analysis, the following areas were areas of success:

- o pathophysiology
- o nursing interventions

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 following areas need improvement:

- o Math
- o Mental Health

The Blackboard site now includes math review videos as well as math worksheets. We also include a simulation related to therapeutic communication.

Outcome 1: Apply the nursing process to provide safe patient-centered care for adult patients with acute and chronic health problems.

- 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 the first attempt.

- o Who will score and analyze the data: Course Coordinators will analyze the lab tracking report 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)
2018	2018	

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

# of students enrolled	# of students assessed
512	128

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.

This course is taught in multiple sections: lecture, lab and clinical. Students are overcounted in the field for number of students enrolled. There were actually 129 students in the course itself. Therefore, of the 129 enrolled students, one student dropped the course and did not take 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 students from all sections were assessed.

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

Students demonstrated three skills in person in the clinical setting. Students demonstrated four skills in the lab setting. Those skills were assessed using a rubric.

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>
The standard of success was met for these skill demonstrations. The majority (120/128 students) scored at least 80% on the skills rubric on the first try. Students who did not pass the first try were offered remediation, and all passed on the second try.

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

The students met this standard of success (over 80%). According to the Blackboard item analysis, the following areas were areas of success:
 	
    o   pathophysiology
 	
    o   nursing interventions

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 following areas need improvement:
 	
    o   Math
 	
    o   Mental Health
 	
The Blackboard site now includes math review videos as well as math worksheets. We also include a simulation related to therapeutic communication.

Outcome 1: Apply the nursing process to provide safe patient-centered care for adult patients with acute and chronic health problems.

- 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 from the Final Clinical Evaluation forms.

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)
2018	2018	

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

# of students enrolled	# of students assessed
512	128

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.

This course is taught in multiple sections: lecture, lab and clinical. Students are overcounted in the field for number of students enrolled. There were actually 129 students in the course itself. Therefore, of the 129 enrolled students, one student dropped the course and did not take 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 students from all sections were assessed.

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

Students attend clinical with a program-wide anecdotal evaluation which is scored using a rubric and posted on Blackboard. We use the QSEN (Quality and Safety for Education of Nurses) program outcomes to evaluate 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

> The majority of students (125/128 students) met the standard of success by scoring >80% using the clinical evaluation tool in the maternal-infant and adult clinical setting.

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

> The students met this standard of success (over 80%). According to the Blackboard item analysis, the following areas were areas of success:
>
> o   pathophysiology
>
> o   nursing interventions

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 following areas need improvement:
>
> o   Math
>
> o   Mental Health
>
> The Blackboard site now includes math review videos as well as math worksheets. We also include a simulation related to therapeutic communication.

Outcome 2: Utilize the nursing process to provide safe patient-centered care for mother/baby couplets and their families during the uncomplicated childbearing experience.

- 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)
2018	2018	

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

# of students enrolled	# of students assessed
512	128

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.

This course is taught in multiple sections: lecture, lab and clinical. Students are overcounted in the field for number of students enrolled. There were actually 129 students in the course itself. Therefore, of the 129 enrolled students, one student dropped the course and did not take 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 students from all sections were assessed.

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

The final exam was administered and graded within Blackboard. In Winter 2018, students took one combined final exam. In Fall 2018, students took an "adult-health" exam and a "family-health" exam. The scores on these exams were analyzed separately and together as a final exam score.

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

In Winter 2018, 38/70 students (54%) scored 78% or higher on the combined final exam. Students did not meet the standard of success on the Winter 2018 final exam.

In Fall 2018, 44/58 students (77%) scored 78% or higher on the combined final exam

When looking at the adult-health exam only, 53/58 students (91%) scored 78% or higher on the adult-centered exam.

Looking at the family-health exam only, 35/58 students (61%) scored 78% or higher.

Students met the standard of success on the adult-health exam and were able to apply the nursing process to safe patient-centered care for adults.   Students did not meet the standard of success for applying the nursing process to the childbearing family.

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

Students did not meet the defined level of success (over 80%). If any student did not achieve 80% proficiency on the exams, they were offered remediation and review opportunities.

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.

Practice NCLEX questions will be incorporated into each weekly unit and homework. Review sessions will be scheduled. Exam questions will closely relate to the course lectures and activities.

Outcome 2: Utilize the nursing process to provide safe patient-centered care for mother/baby couplets and their families during the uncomplicated childbearing experience.

- 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 the first attempt.

o   Who will score and analyze the data: Course Coordinators will analyze the lab tracking report 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)
2018	2018	

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

# of students enrolled	# of students assessed
512	128

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.

This course is taught in multiple sections: lecture, lab and clinical. Students are overcounted in the field for number of students enrolled. There were actually 129 students enrolled in the course. Therefore, of the 129 enrolled students, one student dropped the course and did not take 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 students were assessed.

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

Students demonstrated three skills in person in the clinical setting. Students demonstrated four skills in the lab setting. Those skills were assessed using a rubric.

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

The standard of success was met for these skill demonstrations. The majority (120/128 students) scored at least 80% on the skills rubric on the first try. Students who did not pass the first try were offered remediation, and all passed on the second try.

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

> Students did not meet the defined level of success (over 80%). If any student did not achieve 80% proficiency on the exams, they were offered remediation and review opportunities.

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.

> Practice NCLEX questions will be incorporated into each weekly unit and homework. Review sessions will be scheduled. Exam questions will closely relate to the course lectures and activities.

Outcome 2: Utilize the nursing process to provide safe patient-centered care for mother/baby couplets and their families during the uncomplicated childbearing experience.

- 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 from the Final Clinical Evaluation forms.

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)
2018	2018	

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

# of students enrolled	# of students assessed
512	128

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.

> This course is taught in multiple sections: lecture, lab and clinical. Students are overcounted in the field for number of students enrolled. There were actually 129 students enrolled in the course. Therefore, of the 129 enrolled students, one student dropped the course and did not take 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 students from all sections were assessed.

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

> Students attend clinical with a program-wide anecdotal evaluation which is scored using a rubric, and posted on Blackboard. We use the QSEN (Quality and Safety for Education of Nurses) program outcomes to evaluate 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
>
> The majority of students (125/128 students) met the standard of success by scoring >80% using the clinical evaluation tool in the maternal-infant and adult clinical setting.

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

> Students did not meet the defined level of success (over 80%). If any student did not achieve 80% proficiency on the exams, they were offered remediation and review opportunities.

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.

> Practice NCLEX questions will be incorporated into each weekly unit and homework. Review sessions will be scheduled. Exam questions will closely relate to the course lectures and activities.

Outcome 3: Apply concepts of growth and development in order to plan safe family-centered care for children of all ages with acute/chronic pediatric conditions.

- 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)
2018	2018	

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

# of students enrolled	# of students assessed
512	128

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.

This course is taught in multiple sections: lecture, lab and clinical. Students are overcounted in the field for number of students enrolled. There were actually 129 students in the course itself. Therefore, of the 129 enrolled students, one student dropped the course and did not take 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 students from all sections were assessed.

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

> The final exam was administered and graded within Blackboard. In Winter 2018, students took one combined final exam. In Fall 2018, students took an "adult-health" exam and a "family-health" exam. The scores on these exams were analyzed separately and together as a final exam score.

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>
>
> In Winter 2018, 38/70 students (54%) scored 78% or higher on the combined final exam. Students did not meet the standard of success on the Winter 2018 final exam.
>
> In Fall 2018, 44/58 student (77%) scored 78% or higher on the combined final exam
>
> When looking at the adult-health exam only, 53/58 students (91%) scored 78% or higher on the adult-centered exam.
>
> Looking at the family-health exam only, 35/58 students (61%) scored 78% or higher.
>
> Students met the standard of success on the adult-health exam and were able to apply the nursing process to safe patient-centered care for adults. Students did not meet the standard of success applying the nursing process to pediatric patients.
>
> A combined total of 82/128 students (64%) scored 78% or higher on the final exams.

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

> Growth and development concepts are integrated into the class and final exam. According to the Blackboard item analysis, areas of strength included:
>
> o   family development
> o   fetal development

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 achieved the standard of success. Areas for improvement include math. Worksheets are now included as an option for students.

Outcome 4: Apply mental health concepts in order to plan safe patient-centered care across the lifespan for patients with acute/chronic mental health conditions.

- 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)
2018	2018	

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

# of students enrolled	# of students assessed
512	128

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.

> This course is taught in multiple sections: lecture, lab and clinical. Students are overcounted in the field for number of students enrolled. There were actually 129 students in the course itself. Therefore, of the 129 enrolled students, one student dropped the course and did not take 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 students from all sections were assessed.

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

The final exam was administered and graded within Blackboard. In Winter 2018, students took one combined final exam. In Fall 2018, students took an "adult-health" exam and a "family-health" exam. The scores on these exams were analyzed separately and together as a final exam score.

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

In Winter 2018, 38/70 students (54%) scored 78% or higher on the combined final exam. Students did not meet the standard of success on the Winter 2018 final exam.

In Fall 2018, 44/58 students (77%) scored 78% or higher on the combined final exam

When looking at the adult-health exam only, 53/58 students (91%) scored 78% or higher on the adult-centered exam.

Looking at the family-health exam only, 35/58 students (61%) scored 78% or higher.

Students met the standard of success on the adult-health exam and were able to apply the nursing process to safe patient-centered care for adults. Students did not meet the standard of success applying the nursing process to family topics.

A combined total of 82/128 or 64% students scored 78% or higher on the final exams.

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

Mental health is incorporated into the class and the final exam. According to the item analysis for the final exam, the areas of strength included

- o pharmacology
- o nursing interventions

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.

Mental health is incorporated into the class and the final exam. Areas of concern included application of practice in this area. We will now incorporate a simulation to include therapeutic communication.

Outcome 5: 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 the first attempt.
    - o Who will score and analyze the data: Course Coordinators will analyze the lab tracking report 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)
2018	2018	

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

# of students enrolled	# of students assessed
512	128

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.

> This course is taught in multiple sections: lecture, lab and clinical. Students are overcounted in the field for number of students enrolled. There were actually 129 students in the course itself. Therefore, of the 129 enrolled students, one student dropped the course and did not take 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 students were assessed.

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

> Students demonstrated three skills in person in the clinical setting. Students demonstrated four skills in the lab setting. Those skills were assessed using a rubric developed by the nursing faculty.

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
>
> The standard of success was met for these skill demonstrations. The majority (120/128 students) scored at least 80% on the skills rubric on the first try. Students who did not pass the first try were offered remediation, and all passed on the second try.

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

> Students achieved the criteria for success. According to the Blackboard final exam item analysis, the area of strength was:
>
> o patient safety

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 areas that could be improved can be included in simulation and debrief discussions. These areas include:
>
> - o medication safety
>
> - o incivility
>
> - o integrity
>
> - o report of unsafe behavior

Outcome 5: Demonstrate professional conduct within current legal and ethical standards of practice.

- Assessment Plan

  - o Assessment Tool: Final Clinical Evaluation

  - 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 on their final clinical evaluation.

  - o Who will score and analyze the data: Course Coordinators will analyze the data from the Final Clinical Evaluation forms.

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)
2018	2018	

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

# of students enrolled	# of students assessed
512	128

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.

> This course is taught in multiple sections: lecture, lab and clinical. Students are overcounted in the field for number of students enrolled. There were actually 129

students in the course itself. Therefore, of the 129 enrolled students, one student dropped the course and did not take 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 students were assessed.

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

Students attend clinical with a program-wide anecdotal evaluation which is scored using a rubric and posted on Blackboard. We use the QSEN (Quality and Safety for Education of Nurses) program outcomes to evaluate 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: <u>Yes</u>

The majority of students (125/128 students) met the standard of success by scoring >80% using the clinical evaluation tool in the maternal-infant and adult clinical setting.

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

Students achieved the criteria for success. According to the Blackboard final exam item analysis, the area of strength was:

   o   patient safety

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 areas that could be improved can be included in simulation and debrief discussions. These areas include:

   o   medication safety

   o   incivility

   o   integrity

	o report of unsafe behavior		

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.

N/A

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 was enlightening. This assessment process data reflected improvement between the first and second semester of NUR 128 which is a new course. The final exam data reflected student and teaching challenges. This new curriculum and new resources need to align closer to exam questions. The rigor of both parts of the class (adult and family health concepts) needs to be consistent.

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

NUR 128 has two course coordinators. This data and action plan will be shared with both faculty members as well as the nursing department.   The assessment data in the future will utilize Blackboard tools that automatically collect assessment results, streamlining the process.

4.
   Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	We will work with the Blackboard department to automatically align our assignments with assessment data.	The Blackboard tools will streamline the assessment process.	2019
Objectives	The NUR 128 master syllabus has been edited to reflect the new textbook edition.	The nursing faculty has decided to require a new edition of our current textbook. This edition may change our topics	2019

		slightly, outcomes and therefore, the assessment data.	
Course Assignments	We added new math videos and worksheets to address student difficulty with math problems.	We recognized from outcome #1 tool #1 that students were having challenges with the math problems.	2019

Course Materials (e.g. textbooks, handouts, on-line ancillaries)	A new edition of the nursing textbook will be required in NUR 128. This is listed under course materials.
	
	   o Pearson Education., (2015). Nursing: A Concept-Based Approach to Learning Volumes I, II, and III (3rd ed.). Boston, MA: Pearson Education, Inc.
	
	   o MyNursingLab for Nursing Concepts – Pearson Online
		Beginning in Fall 2019, the nursing department will require the newest edition of the Pearson Nursing Concept Textbook and online resources. The assignments, topics and exams will reflect the changes. This will impact the course objectives and assessment data.	2019

Course Materials (e.g. textbooks, handouts, on-line ancillaries)	NCLEX practice problems and worksheets.	Beginning in Fall 2019, the nursing department will require the newest edition of the Pearson Nursing Concept Textbook and online resources. My Nursing Lab includes weekly case studies and	2019

		NCLEX style questions.	
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Simulation of therapeutic communication.	Therapeutic communication technique is introduced in the first semester and incorporated in each of the NUR 128 simulation activities and grading rubrics.	2019

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

> 6.

III. Attached Files

NUR 128 Assessment Data

Faculty/Preparer:	Theresa Dubiel	**Date:** 05/24/2019
Department Chair:	Theresa Bucy	**Date:** 06/27/2019
Dean:	Valerie Greaves	**Date:** 06/27/2019
Assessment Committee Chair:	Shawn Deron	**Date:** 10/10/2019