

PN, ADN, & RN-BS Programs/Nursing  
SBLA  
2019 Calendar Year Assessment Report



Curriculum Coordinator:

Date of Presentation: January 17, 2019

# What was assessed?

- List Program Student Learning Outcomes Assessed (list PSLOs that were aligned with the ISLOs for this cycle year).



# Actual assessment data-PN

Component	Assessment Method(s)*	Expected Level of Achievement	Frequency of Assessment	Results of Data Collection and Analysis Including actual level(s) of achievement	Actions for Program Development, Maintenance, or Revision
<p><b>EPSLO #2: Industry, Professional Discipline Specific Knowledge and skills OR Critical Thinking-</b>Understand client disorders and nursing care utilizing current evidence based practice.</p>	LPNC 103 Clinical evaluation tool	The cohort average score will be at or above Satisfactory on the Clinical Evaluation Tool "Evidence-based Practice"	<b>Annual - spring</b>	2017: 100% (n= 29) 2018: 100% (n=30) 2019: 100% (n=26) Goal met	Maintain  Fall 2018
<p><b>QSEN Evidence-Based Practice (EBP):</b> Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p>	ATI Predictor	The cohort average score will be at or above the normed benchmark in the category: "Evidence-based Practice."		ATI Predictor: Evidence-based Practice group score/group national percentile rank	12/11/17 Action plan: implement the NLN unfolding case studies that are evidence-based, effective spring 2018
<p><b>Safety</b> Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.</p>				2016:63.5.7% /68.7% 2017: 61.1%/69.3% 2018: 66.7%/69. 2019: 66.4%/69.3%	12/6/19 Implement the following types of activities in all lectures, skills labs and clinical rotations.(see slide #6)
<p><b>NLN Nursing Judgment</b> Make judgments in practice, substantiated with evidence, that synthesize nursing science and knowledge from other disciplines in the provision of safe, quality care and that promote the health of patients, families and communities.</p>				Goal not met, improvement noted	Continue as above

# Actual assessment data-ADN

Component	Assessment Method(s)*	Expected Level of Achievement	Frequency of Assessment	Results of Data Collection and Analysis Including actual level(s) of achievement	Actions for Program Development, Maintenance, or Revision
<p><b>EPSLO #4: Industry, Discipline-Specific Knowledge and Skills-</b> Students will demonstrate the knowledge and skills necessary to safely care for patients in all health care scenarios.</p> <p><b>NLN Professional Identity</b> Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.</p>	<p>NURS 202: Clinical Portfolio</p> <p>NURS 203- to correlate new changes in redesigning course Implementation Spring 2020</p>	<p>The cohort average score will be at or above Satisfactory on the Clinical Portfolio</p>	<p><b>Every 3 years</b> <b>Next review spring 2021</b></p>	<p>2017: 100% (n=72) 2018: 100% (n=68) 2019: 100% (n=64) Goal met</p> <p>This will start spring 2020 after course revisions</p>	<p>Maintain</p>



# Actual assessment data-RN-BS

Component	Assessment Method(s)*	Expected Level of Achievement	Frequency of Assessment	Results of Data Collection and Analysis Including actual level(s) of achievement	Actions for Program Development, Maintenance, or Revision
<ul style="list-style-type: none"> <li>▪ <b>EPSLO #5:</b> Industry, Professional, Discipline-Specific Knowledge and Skills Incorporate leadership theory to the nurse manager role in the collaboration, coordination, and provision of nursing care in health care settings.</li> <li>▪ <b>QSEN: Leadership</b> Apply leadership strategies to direct nursing care, effect change and achieve health care goals.</li> </ul>	<p>NURS 400: Organizational Analysis PowerPoint Presentation</p> <p>Grading rubric will depict evaluation of the student's presentation will provide evidence of key nursing strategies and interventions implemented to overcome barriers to collaboration, coordination, and conflict in health care organizations.</p>	<p>The cohort average score will be at or above 80% on the organizational analysis PowerPoint</p>	<p><b>Every 3 years Next assessment is fall 2022</b></p>	<p>2017: 93% (40/43) 2018: 94% (29/31) 2019: 95% (36/38)</p> <p>Goal met</p>	<p>Maintain</p>



# How was the assessment accomplished?

## PN

- Strategies utilized: Discussion re: changes made in program
  - Increased number of exams from 4/semester to 6/semester and final
  - Faculty meeting with student after graduation to offer NCLEX review class
  - Remediation is highly recommended, students review wrong answers and utilize the Lola University form for self evaluation
  - Peer review (instructor) of all test questions prior to administration to assure questions are clear and understandable
  - Implementation of the ATI EMR in labs for simulation practice
  - Use case studies, tickets to class active learning exercises-example and practice, games (popsicle sticks), carousel, role playing, spot questions to individual students during lectures.
  - 1:1 appointments with students that are struggling to understand concepts
  - If students miss a large number of questions on a specific topic, 1-2 questions related to that topic will be on the next exam.
  - Power hour review-review of content highlight for exam.
- Student work assessed: ATI predictor exam
- Measurement strategy: scores-must achieve a % to pass
- Sample size: 26 students in class that took predictor exam



# How was the assessment accomplished?

## ADN

- Strategies utilized: Discussion re: changes made in program
  - Increased number of exams from 4/semester to 6/semester and final
  - Remediation is mandatory for any exam grade below 75%. If students do not remediate-they receive a “)” on that exam. Students review wrong answers and utilize the Test Success form for self evaluation.
  - Peer review (instructor) of all test questions prior to administration to assure questions are clear and understandable
  - Use case studies, tickets to class active learning exercises-example and practice, games (popsicle sticks), carousel, role playing, spot questions to individual students during lectures.
  - 1:1 appointments or group reviews with students that are struggling to understand concepts
  - If students miss a large number of questions on a specific topic, 1-2 questions related to that topic will be on the next exam.
  - Study review guides posted for all exams
  - Individual meetings with students that instructors have concerns with success to assist the student with any issues-counseling utilized if necessary
- Student work assessed: Kaplan predictor exam
- Measurement strategy: Rubric of clinical portfolio. Portfolio to be complete per handbook and rubric standards.
- Sample size: 64 students in class that took predictor exam



# How was the assessment accomplished? RN-BS

- For NURS 400-the course reviewed for this ISLO:

Course Objective	Evaluation Method
<b>NURS 400:</b> To analyze the influence of organizational structure on the nursing process and in the administration of client care.	<b>NURS 400:</b> Organizational Analysis PowerPoint Presentation





# Assessment results: What have the data told us?

**PN-** we are on track, offering our students many different venues for learning and developing the nursing skills necessary.

**ADN-**on track, this past years NCLEX pass rate has risen to 87.5%. Above NYS rates, just under (0.5%) national pass rates!

**RN-BS-**meeting goals. Instructors individually meet with students (phone or office hours) to assist with any concerns



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- All program are meeting their goals. Revision and review of these goals occurs in Spring semester.
- Discussion at Dept meeting re: what can we do better has resulted in alternative teaching methods for increased understanding of concepts.
- Will be discussion potential changes this semester.



# What resources were used or have been requested to close the loop?

- For the PN and The ADN groups, changes were made to utilize ATI as the electronic program for supplemental learning and assessment of learning via predictor exams at the end of each semester.
- RN-BS has been strong, after ACEN review, minimal changes were made to ISLOs to make them more specific.



# What changes would you make to the Assessment Process?

- The current assessment process does not fit the regulatory assessment process. Allowing us to continue to use our Regulatory assessment process is a benefit. We review our assessments yearly and try to align to the rubrics from AACU.

