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| 18/19  Program Assessment Report- Senior level | | | | | | | | |
| COURSES:  RNUR2030  RNUR2050  RNUR2070 | I.  Demonstrates critical thinking in the role of provider of care, manager of care and member of the discipline of nursing. | II. Integrates the nursing process to meet basic human needs of individuals or groups of individuals with common health problems in a variety of settings. | III. Safely performs technical procedures using judgment based on knowledge of bio-psychosocial principles. | IV. Establishes therapeutic relationships with clients and families as an integral part of nursing care. | V. Facilitates cooperative interpersonal relationships with co-workers as a member of the health care team. | VI. Assumes responsibility for self-direction in the on-going process of learning. | VII.  Incorporate knowledge of ethical and legal responsibilities and individual limitations in nursing practice | Comments |
| Course:  **RNUR2030/2050**       Assessment: Final Exam      Benchmark: earn at least 77% or higher  .     Faculty: Music/Rose/Stanger/Stevick | RNUR 2030  **Fall 2018**  38/38 for !00%  **Spring2019**  27/30 for 90%  RNUR2050  **Fall2018**  21/31 for 68%  **Spring 2019**  30/38 for 78% |  |  |  |  |  |  | All students will take a comprehensive final at the end of the course.  Action: Students are given the opportunity to review their final exam. This would assist the student in meeting their end of program outcomes. |
| Course:  **RNUR2030/2050**  Assessment:  Concept Map     Benchmark:90% will receive an S/U on the first attempt    Faculty : Rose/Music  Stanger/Stevick |  | RNUR2030  **Fall 2018**  57/76= 75%  **Spring 2019**  51/62= 82%  RNUR2050  **Fall 2018**  25/31 for 81%  **Spring 2019**  31/38 for 81% |  |  |  |  |  | Two comprehensive map is completed in RNUR2030. One for pediatric and one for Med/Surg/peds. We have given examples of paper. Most students need to resubmit due to lack of following directions or lack of detail in paper.  One comprehensive map is completed in RNUR2050.  The S/U % represents the first time the student submits the concept map.  Action: It is reviewed and suggestions are made on how to improve. The purpose is to show the student can correlate assessment data to actual or potential patient problems. |
| Course**: RNUR 2030/2050**   Assessment:  Clinical evaluation tool S/U   Benchmark: 100 % will receive an S on the evaluation tool.     Faculty: Music/Rose  Stanger.Stevick |  |  | RNUR 2030  **Fall 201**8  38/38 for 100%  **Spring 20**19  31/31 for 100%  RNUR2050  **Fall 2018**  31/31 for 100%  **Spring 2019**  38/38 for 100% |  |  |  |  | Completed at the end of the clinical experience and must obtain all of the stared and 50% of unstared objectives to receive a satisfactory clinically. This tool is subjective and has some limitations on accuracy. However, this tool has been utilized since the program start.  Action: This tool assist the student with keep the student on target for the end of course outcomes. If falling below satisfactory a plan is developed to assist the student to be successful. |
| Course:  **RNUR2050**     Assessment:  Process Recording     Benchmark:  75% will obtain an S on the first attempt.    Faculty: Rittenour, Parton & Harris |  |  |  | **Fall 2018**  24/31 for 77%  **Spring 2019**  29/38 for 76% |  |  |  | This assignment is completed during a mental health rotation.  The tool lets the professor and student evaluate their interactions during a 15-20 minute conversation with patients admitted to a psychiatric facility. The S/U % represents the first time submitted recording.  Action: Results are used to determine how therapeutic communication is developed throughout the program. If first time passes are below a 75%, discussion would take place between freshman and senior level nursing faculty on ways to improve communication skills. |
| Course: **RNUR2050**  Assessment:  Evaluation of Team Leader experience on the clinical unit.    Benchmark; 100% will receive an S on this assignment.    Faculty: Rose/Music |  |  |  |  | **Fall 2018**  31/31 for 100%  **Spring 2019**  38/38 for 100% |  |  | The team leader experience is done 1 time during the clinical rotation course.  The S/U % represents their ability to make patient assignments, delegate tasks and evaluate team members. They also include a self-evaluation of their role as the team leader. |
| Course **RNUR2030**  Health Promotion Teaching Activity  Benchmark 77%  Stanger,/ Stevick |  |  |  |  |  | **Fall 2018**  38/38 for 100%  **Spring 2019**  31/31 for 100% |  | This assignment is completed as part of the students community /pediatric clinical  The 77% represents the Final teaching plan/teaching project grade, which is graded on a rubric for the community health presentation. The Crestview health promotion presentation is satisfactory/ unsatisfactory.  During students clinical at the Crestview school system the student develop and teach a health promotion topic presentation which is done during health class. The students also work in groups of 3-5 students to develop a community health Promotion presentation and the class has a health fair at a community site or at the college. |
| RNUR2070  Legal/ethical Quiz  All students will take the Ethical & Legal Issues Quiz  Benchmark: Minimum 77% overall score w/ 100% passing  Adjunct Faculty:  Z. Zwahari M. Kamenick |  |  |  |  |  |  | **Spring 2018**  \*Section 901: Avg Score: 85%  \*Section 902:  Avg Score: 83%  \*Section 903:  Avg. Score: 89%  Total Avg: 86%  **Spring 2019** Results:  \* Section: 901  Avg score: 91%  \* Section 902 Avg Score 92%  Section 903 Avg Score: 89%  Total Average Score overall: 90.67% | 2017-2018 Analysis:  This assignment is one that prepares the graduating student for the transition to practice and the implications of potential issues in practice regarding the Law and licensure.  **Analysis:** Average quiz scores have improved 5% from 2017. The quiz reinforces understanding limitations of practice and legal/ethical language.  **Overall Observation:** The course has not been taken seriously by students in the past, believing a 1 hour credit course should not have any work involved. It must remain online to prep students for future work related online & BSN courses as well as maintaining the rigor & expectations required.   **Action Item**: For Spring 2019 new faculty will be teaching the online course with some change in presentation, resources and support to students in an effort to reinforce the importance of the course material.  **2018-2019 Analysis:** Course changes included:  Replaced Midterm & Final exam with an analysis paper related to course objectives.  Overall score average increased by 7.4% on the quiz.  Noted on the quiz that the specific question related to Autonomy, fidelity, Justice, Veracity, Beneficence and Advocacy there is an 85 to 100% pass rate on the question.  The question regarding the Code of Ethics from the American Nurses Association has a pass rate of 40 to 100%.  **Action Item: Spring 2020** 1. Review didactic materials related to both questions.  2. Rewrite both questions to fully meet the course objectives as well as the NCLEX test plan related to a graduate nurse understanding legal/ethical obligations for Nursing practice. |

**Reflection question to help you write your comment narrative and choose your benchmarks**

**BASIC PARAMTERS:**

•     Your benchmarks should coincide with benchmarks for any external agency you need to report to. DO NOT do double work.

•     This first year we are only using two variables- your benchmark and % of students that met the benchmark.  If you prefer your benchmark as a number (74% or higher vs. C or higher) obviously you are free to do that. Again, ESPECIALLY if your external accreditor has that benchmark.

•     Each faculty member should assess at least one program outcome.

•     First year of this you can use 1 assignment in 1 class to measure the outcome if you are allowed to do that from your accrediting agency.

•     Subsequent years you will want to use the same assignment across multiple sections to get your numbers up to a data reliable level.

**REFLECTION QUESTIONS: These are only given to help you to reflect, not for you to answer necessarily.**

1.     Does my accreditor need different benchmark numbers?  SEE parameters above 

2.     Is there anything unusual about this batch of students I used for the assessment?  Example given above \* for PSYC 2010 was actually experienced by a faculty member. Most of the students in a particular human growth and development section on quarters had taken the A & P sequence. It was a fluke; the success rates for the class were through the roof.

3.     Do I see a trend on this particular outcome from the previous year? (This is assumed this form will be used in subsequent years)

4.     In relation to question above - what did I do differently this year?

5.     Is this an introduction class to our program- does that have any impact on success rates?

6.     Was the sample size too small?  Was it a bad night and all the good students stayed home? (Probably not, but this type of creative brainstorming actually helps us to see patterns that are right in front of our faces that we discount because of their simplicity.