

Program Assessment Report

15/16 Program Assessment Report

	Program outcome 1 Functions as a health team member under appropriate supervision.	Program outcome 2 Utilizes the nursing process when assisting the patient/client to reach optimal state of wellness throughout the life span.	Program outcome 3 Safely performs technical procedures based on knowledge of scientific and humanistic principles.	Program outcome 4 Utilizes various communication methods in maintaining relationships with patients, families, and coworkers.	Program outcome 5 Adjusts to changes occurring in society in relation to health care needs.	Comments
2014-2015 Data Baseline	100% of students met the benchmark (N=13)	46.2% of the students met the benchmark (N=13) 100% of graduates passed NCLEX	100% met the benchmark N varied due to changes in roster during and between semesters)	83.3% of students met benchmark (N=12) 85% (N=13) rated as 4 or 5 on the preceptor evaluation at the end of the program	100% of students met the benchmark	
Course PNUR2030 Assessment Preceptor Evaluations Benchmark Rate as 4 or 5 (on 1- 5 scale) Faculty Danielson	78% of students met the benchmark (N=9) Average score= 4.1					Evaluation is completed by a LPN- preceptor after the student completes a 40-hour experience with the nurse in the last course of the program
Course: PNUR2050 Assessment: HESI Exam Benchmark: Score of 850 or higher Faculty Danielson		22.2% of the students met the benchmark (N=9)				HESI score of 850 is the benchmark set by the company as the minimum for average probability of passing NCLEX* As of 11/17/16, 7 out of 9 graduates have taken NCLEX and all 7 have passed. (all questions on HESI & NCLEX-PN require students to apply the nursing process)

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Course: PNUR1010 & PNUR2010 Assessment: College lab evaluations Benchmark: Satisfactory performance Faculty: Danielson			100% met the benchmark (N varied due to changes in roster during and between semesters)			Students have two attempts to pass skills evaluations; the majority of students pass on the first attempt
Course: PNUR1010 Assessment: Selected test questions Benchmark: Answer 5/ 6 test items correctly (83% of items) Faculty: Danielson				100% of students who graduated in Fall 2016 met benchmark (N=9) 92% of students who took the exam in Fall 2015 met the benchmark (N=12)		These test items are from the unit test assessing the material about communication at the beginning of the program. 89% (N=9) of the students were rated as 4 or 5 on the preceptor evaluation at the end of the program (Average score= 4.2)
Course: PNUR2050 Assessment: Final course grade Benchmark: C+ or higher Faculty: Danielson					100% of students met the benchmark	The course grade includes test items related to nursing history, legal issues, trends in nursing, & health care; job-seeking documents and a presentation contemporary issues faced by new graduates

* <http://www.hesi-exam.com/hesi-exit-exam/>

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

BASIC PARAMETERS:

- 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.

