

# HAWAI‘I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW (APR)

Associate in Science Degree in Nursing

AS-NURS

**Date: January 16, 2019**

**Review Period  
July 1, 2017 to June 30, 2018**

Initiator: Laura A. Hill

Writer(s): Laura A. Hill

*Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>*

*Please remember that this review should be written in a professional manner. Mahalo.*

## PART 1: PROGRAM DATA AND ACTIVITIES

### Program Description (required by UH System)

Provide the short description as listed in the current catalog.	This program prepares students to take the National Council Licensure Exam for Registered Nursing (NCLEX-RN). Graduates are qualified to work in hospitals, long-term care facilities, and community based settings. The Associate of Science Degree program requires four semesters of course work in nursing (42 credits) and 30 credits of non-nursing prerequisite and co-requisite courses for a total of 72 credits.
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### Comprehensive Review information (required by UH System)

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: <a href="http://hawaii.hawaii.edu/files/program-unit-review/">http://hawaii.hawaii.edu/files/program-unit-review/</a>	
Year	2015
URL	<a href="http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_nurs_comprehensive_program_review.pdf">2012-2015 AS-NURS CPR</a> <a href="http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_nurs_comprehensive_program_review.pdf">http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_nurs_comprehensive_program_review.pdf</a>
Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review.  Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.	Overall recommendations included providing more information to support funding needs. It was also suggested that aligning funding needs with appropriate sections of the narrative would provide readers the connection between program success and funding. Additionally, it was recommended that writers complete all sections of future comprehensive reviews.

### ARPD Data: Analysis of Quantitative Indicators (required by UH System)

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

**Please attach a copy of the program's data tables and submit with this Annual Program Review (APR).**

Unable to download pdf of ARPD or print in the proper format.

<p><b>Analyze the program’s ARPD data for the review period.</b> Describe, discuss, and provide context for the data, including the program’s health scores in the following categories:</p>	
<p>Demand  <b>Healthy</b></p>	<p>According to the ARPD, the AS-NURS program received a Demand Health Call of <b>Healthy</b>. Using the scoring rubric, the calculation for New and Replacement County Positions/Degrees awarded = 3.41. Similar to AY16-17 at 3.56.</p> <p>At least 90% of our graduates are employed as an RN 6-12 months after graduation. The small percentage of graduates not employed as an RN is commonly due to personal reasons, those who choose to attend an RN-BSN program, or those who are unsuccessful on the licensing exam.</p>
<p>Efficiency  <b>Cautionary</b></p>	<p>According to the ARPD, the AS-NURS program received an Efficiency Health Call of <b>Cautionary</b>.</p> <p>The AS-NURS program has a mandated enrollment capacity of 30 students per cohort, therefore the maximum number of students would be 60 (1<sup>st</sup> and 2<sup>nd</sup> year). For AY 2017-2018, we had a total of 53 students. Using the % of program capacity for measure, <math>53/60 = 88.3\%</math> which per the rubric is <b>Healthy</b>.</p>
<p>Effectiveness  <b>Healthy</b></p>	<p>According to the ARPD, the AS-NURS program received an Effectiveness Health Call of <b>Healthy</b>.</p> <p>The rubric states the benchmark as an increase in degrees awarded by 5% each year. Our maximum number of degrees awarded will always be 30 due to our enrollment capacity. For AY 2017-18, we had 25 graduates (<math>25/30 = 83.3\%</math>). The programs expected level of achievement for completion is 85%. With the current enrollment capacity, the AS-NURS program would not be able to increase per the rubric benchmark.</p>
<p>Overall Health  <b>Healthy</b></p>	<p>According to the ARPD, the AS-NURS program received an Overall Health Call of <b>Healthy</b>.</p> <p>The AS-NURS program has seen great improvement in student success for AY 2017-18 and we continue to make upward progress. Our student achievement outcome data can be accessed on our nursing webpage: <a href="#">AS-NURS Data</a></p>

Distance Education	<p>The ASN program has two completely on-line courses. The ARPD data indicates successful completion for AY 2017-18 at 98%.</p> <p>These courses are currently required courses in the AS-NURS program, however, revisions to the AS-NURS program curriculum eliminates these online courses from the program. Expected implementation of redesigned curriculum is Fall 2019.</p>																																							
Perkins Core Indicators (if applicable)	<table border="1" data-bbox="526 506 1279 1157"> <thead> <tr> <th></th> <th>Perkins IV Core Indicators</th> <th>Goal</th> <th>Actual</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>1P1</td> <td>Technical Skills Attainment</td> <td>92.92</td> <td>92.86</td> <td>Not Met</td> </tr> <tr> <td>2P1</td> <td>Completion</td> <td>51.51</td> <td>57.14</td> <td>Met</td> </tr> <tr> <td>3P1</td> <td>Student Retention or Transfer</td> <td>81.81</td> <td>84.31</td> <td>Met</td> </tr> <tr> <td>4P1</td> <td>Student Placement</td> <td>64.51</td> <td>68.18</td> <td>Met</td> </tr> <tr> <td>5P1</td> <td>Nontraditional Participation</td> <td>23</td> <td>13.96</td> <td>Not Met</td> </tr> <tr> <td>5P2</td> <td>Nontraditional Completion</td> <td>22.22</td> <td>5.88</td> <td>Not Met</td> </tr> </tbody> </table> <p><b>1P1- Not Met:</b> Honestly, I am not sure what this indicator is indicating. All graduates of the AS-NURS program have attained the skills required for competent practice. If it is referring to those completing the program, our completion rate for 2018 was 83.3%. Our outcome data is published on our nursing webpage per ACEN guidelines.</p> <p><b>5P1/5P2- Not Met:</b> Participation of men in nursing is increasing overall. The numbers will fluctuate by cohort. On average, 20% are male. We inform and recruit for men in nursing by attending various high school career day events. For our current male students, we are working on getting them involved in the American Association for Men in Nursing (AAMN) organization, which provides leadership and comradery for men in nursing.</p>						Perkins IV Core Indicators	Goal	Actual	2017	1P1	Technical Skills Attainment	92.92	92.86	Not Met	2P1	Completion	51.51	57.14	Met	3P1	Student Retention or Transfer	81.81	84.31	Met	4P1	Student Placement	64.51	68.18	Met	5P1	Nontraditional Participation	23	13.96	Not Met	5P2	Nontraditional Completion	22.22	5.88	Not Met
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Performance Funding Indicators (if applicable)	N/A																																							

<p>What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.</p>	<p>The ARPD is not accurate.</p> <p>The ASN program completes annual program reviews for both the Hawaii Board of Nursing and the Accreditation Commission for Education in Nursing (ACEN). The primary focus of the evaluation centers on end-of-program student learning outcomes; first-time NCLEX-RN (licensing) pass rates, program completion rates and job placement.</p> <p>Overall, we are seeing increasing trends in NCLEX-RN pass rates and program completion.</p>
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## PROGRAM ACTIVITIES

**Report and discuss all major actions and activities that occurred in the program during the review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.**

For example, discuss:

- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program's operations or services to students.

- AY 2017-18 faculty redesigned and re-sequenced AS-NURS program curriculum. Scheduled for implementation Fall 2019. Faculty created a new mission and vision statement for the program, which is congruent with Hawai'i CC mission and vision.
- A new LPN-to-AS-NURS pathway was created and implementation is scheduled for Summer 2020. This pathway provides the opportunity for practicing LPNs in the community to return and continue their education to become a Registered Nurse (RN). Those selected for admission will be given advanced placement (given credit for their LPN experience/education) and will be able to finish the AS-NURS program in one year.
- Four new FT Faculty hired August 2017
- One FT Faculty resignation August 2017/this position (#74863) was reallocated by administration despite submission of justification for position by Laura Hill (DC).

- One FT Faculty resignation August 2018.
- One FT Faculty granted sabbatical AY 2018-19

The addition of two FT Faculty at the Kona location has brought stability and strengthened that cohort of students. Our completion rates and NCLEX-RN first-time pass rates are trending up.

### **PROGRAM WEBSITE**

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program’s website up-to-date.

Program faculty/staff have reviewed the website in the past six months, no changes needed.

Program faculty/staff reviewed the website in the past six months. ~~submitted a change request to the College’s webmaster on \_\_\_\_\_ (date).~~ Changes are made by the Program Director.

Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College’s webmaster in a timely manner.

*Please note that requests for revisions to program websites must be submitted directly to the College’s webmaster at*

<http://hawaii.hawaii.edu/web-developer>

## **PART 2: PROGRAM ACTION PLAN**

### **AY18-19 ACTION PLAN**

**Provide a detailed narrative discussion of the program’s overall action plan for AY18-19, based on analysis of the Program’s AY17-18 data and the overall results of course learning outcomes assessments conducted during the AY17-18 review period.**

**This Action Plan should identify the program’s specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal.**

The action plan created in AY 2017-18 has been implemented and successful.

**Action Item #1** addressed stabilizing Division faculty. In August 2017, we were able to fill four vacant FT faculty position that were in various stages of recruitment as of June 2017. The new

faculty have easily settled into their roles and have brought stability to the programs and great support for our students. Unfortunately, we had a FT faculty resignation in August 2017, and that position has since been reallocated (despite letter of justification from DC).

**Action Item # 2** addressed review of the ASN curriculum to better facilitate student attainment of end-of-program student learning outcomes and program outcomes. The AS-NURS curriculum has been redesigned and re-sequenced to better support student learning. Implementation is scheduled for Fall 2019.

**Action Item # 3** addressed supporting student remediation in order to decrease student attrition and increase completion of the program. Our 2018 data shows an upward trend in completion.

**Action Item # 4** addressed improving NCLEX-RN first-time pass rates. Our 2018 data shows an upward trend in NCLEX-RN first-time pass rates.

AY 2017-18 course assessment assisted faculty in determining the need for revision of the current PLOs. All new PLOs were crafted with the redesign of the curriculum. Course assessment data was used in decision-making regarding appropriate assessment methods and changes in instruction of instructional activities.

The action plan for AY 2018-19 includes getting the redesigned curriculum through the approval process and ready for implementation for Fall 2019. In addition, our plan includes successful preparation for the ACEN site visitors who come in March 2019 for a continuing accreditation visit. We hope to recruit and hire for one vacant faculty position for Fall 2019.

## **ACTION ITEMS TO ACCOMPLISH ACTION PLAN**

**For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.**

**For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs).**

### **Action Item 1:**

Get redesigned AS-NURS curriculum through the approval process for implementation Fall 2019. This action will lead to improvement in student learning by creating more meaningful PLOs and appropriate methods of evaluating student attainment of PLOs. The new curriculum sequence is designed to better support student learning and progression in the program.

**Action Item 2:**

Successfully prepare and host our ACEN site visitors in March. Earn continuing accreditation without conditions.

Preparation of the self-study for ACEN continuing accreditation provided faculty with the opportunity evaluate the program as a whole in more detail, and what we learn from our peer evaluators will help make this program even better.

**Action Item 3:**

Recruit and hire for one vacant FT faculty position. This position was vacated in August 2018 and has yet to be posted to start the recruiting process. The loss of this faculty was especially difficult because she taught the psych/mental health content for our program. It is very hard to find RN specialists in this area who want to teach. It has been a great hardship to the program and students that this position has not been expeditiously recruited for.

**RESOURCE IMPLICATIONS**

*NOTE: General "budget asks" are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.*

**BUDGET ASKS**

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	None
Include estimated cost(s) and timeline(s) for procurement.	

Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions:

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

## PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY17-18.

### Evidence of Industry Validation and Participation in Assessment (for CTE programs only)

Provide documentation that the program has submitted evidence and achieved certification or accreditation (if applicable) from an organization granting certification/accreditation in the program's industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in the program's assessment(s).

**Please attach copy of industry validation for the year under review.**

[ACEN Accredited Programs](#)

### Courses Assessed

List all program courses assessed during AY17-18, including Initial and "Closing the Loop" assessments.			
Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
NURS 151- Mental Health	Fall	CLOs # 1,2,3	PLOs # 1,2,3
NURS 153- Nursing Concepts & Skills	Fall	CLOs 1,2,3,4,5	PLOs 1,2,3,4,5
NURS 158- Issues & Trends I (online)	Fall	CLOs 1,2,4,7	PLOs 1,3,4,6
NURS 254- Family Health Nursing Care I	Fall	CLOS 1,2,3,4,5,6	PLOs 1,2,3,4,5,6,7
NURS 255- Family Health Nursing Care II	Fall	CLOs 1,2,3,4,5	PLOs 1,2,3,4,5
NURS 157- Adult Health Nursing Care	Spring	CLOs 1,2,4	PLOs 1,2,3,4,5

NURS 251- Mental Health & Psych Nursing	Spring	CLOs 1,2,3	PLOs 1,2,3,4,5,6
NURS 257- Advanced Adult Health	Spring	CLOs 1,2,3,4,5,6	PLOs 1,2,3,4,5,6
NURS 258- Issues & Trends II (online)	Spring	CLO 1,2,3,6	PLOs 1,2,3,5,6,7
NURS 260- Nursing Management	Spring	CLOs 1,2,3,5	PLOs 1,4,5,6
<b>“Closing the Loop” Assessed Course Alpha, No., &amp; Title</b>	<b>Semester assessed</b>	<b>CLOs assessed (CLO#s)</b>	<b>PLO alignment (PLO#s)</b>
<i>Working on CTL for all courses listed above</i>			

### Assessment Strategies

**For each course assessed in AY17-18 listed above, provide a brief description of the assessment strategy, including:**

- a description of the type of student work or activity assessed (e.g., research paper, lab report, hula performance, etc.);
- a description of how student artefacts were selected for assessment (e.g., the assessment included summative assignments from all students in the course, OR a sample of students’ summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
- a brief discussion of the assessment rubric/scoring guide and the criteria/categories and standards used in the assessment.

**Course Alpha/#:**

**NURS 151:** Final Exam (80 item multiple-choice pen and pencil cumulative exam).

Exceeds=90-100

Meets= 80-89

Developing Proficiency= 70-79

Does Not Meet=<70

**NURS 153: Initial NURS 153 ATI RN Fundamentals Content.**

ATI Proficiency Level	% and # of Group at Proficiency Level (n=26)	Target <b>70%</b> at Level 2 or higher
Level 3	30.8% (8)	73.1%
Level 2	42.3% (11)	
Level 1	26.9% (7)	26.9%
Below Level 1	0	

**NURS 158:** Final exam: worth 65 points. There were 60 multiple choice questions with focus on ethical concepts, legal concepts; nursing role / standards of practice / Nurse Practice Act, and fiscal/health care issues, and 1 questions worth 5 points on APA citation format.

Scoring Scale:

Exceeds=90-100

Meets= 80-89

Developing Proficiency= 70-79

Does Not Meet=<70

**Course Alpha/#:**

**NURS 254:** Assessment Technologies Institute (ATI) RN Content mastery proctored maternal/newborn exam utilizing Level outcomes and nursing process outcomes.

ATI Proficiency Level	% and # of Group at Proficiency Level (n=26)	Target 75% at Level 2 or higher
Level 3	11.5% (3)	53.8%
Level 2	42.3% (11)	
Level 1	42.3% (11)	46.1%
Below Level 1	3.8% (1)	

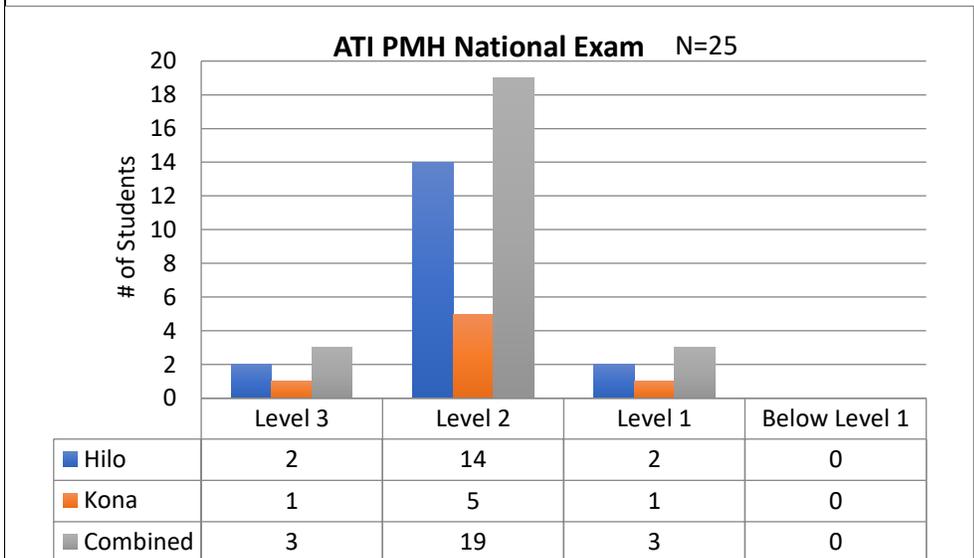
**NURS 255:** Learner performance on national standardized Assessment Technologies Institute ATI Content Mastery Proctored exam: RN Nursing Care of Children -- utilizing Level outcomes and nursing process outcomes attained.

ATI Proficiency Level	% and # of Group at Proficiency Level (n=26)	Target 70% at Level 2 or higher
Level 3	23.1% (6)	88.5%
Level 2	65.4% (17)	
Level 1	11.5% (3)	11.5%

Below Level 1	0% (0)	
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**Course Alpha/#:**  
**NURS 157:** Final Exam.  
**Scoring Scale:**  
 Exceeds=90-100 (8)  
 Meets= 80-89 (13)  
 Developing Proficiency= 70-79 (4)  
 Does Not Meet=<70 (1)

**Course Alpha/#:**  
**NURS 251:** ATI RN Mental Health 2016 (National Exam).



**NURS 257:** Assessment Technologies Institute (ATI) RN Content mastery proctored Adult Medical/Surgical exam utilizing Level outcomes and nursing process outcomes.

ATI Proficiency Level	% and # of Group at Proficiency Level (n=25)	Target 75% at Level 2 or higher
Level 3	32.0% (8)	84.0%
Level 2	52.0% (13)	
Level 1	16.0% (4)	16.0%
Below Level 1	0% (0)	

**NURS 258:** Final Exam (online course, open book exam.)

100-90 % Exceeds	89-80% Meets	79-70% Developing Proficiency	69-60% Does not meet	59%- 50%
7	17	1	0	0

**NURS 260: ATI Proctored RN Leadership 2016.**

ATI Proficiency Level	% and # of Group at Proficiency Level (n=25)	Target <b>70%</b> at Level 2 or higher
Level 3	12.0% (3)	64%
Level 2	52.0% (13)	
Level 1	36.0% (9)	36%
Below Level 1	0	
<b>Adjusted Group Score</b>	<b>77.1%</b>	
<b>Group National Mean</b>	<b>71.9%</b>	
<b>Group National Percentile Rank</b>	<b>86</b>	
<b>Group Program (ASN) Mean</b>	<b>71.4%</b>	
<b>Group Program (ASN) Percentile Rank</b>	<b>90</b>	

**Expected Levels of Achievement**

**For each course assessed in AY17-18 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.**

*Example: "CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1."*

*Example: "CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4."*

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
SEE ABOVE			

**Results of Course Assessments**

**For each course assessed in AY17-18 listed above, provide:**

- a statement of the quantitative results;
- a brief narrative analysis of those results.

## **Course Alpha/#:**

### **NURS 151: Final Exam:**

- Overall, students did well on the final, which was a representation of overall content in the course. There were 11 questions on the final in which 33% or more of the students answered incorrectly (6 of those questions, over 50% answered incorrectly).
- Only one student did not pass the final (received 69%).
- The majority of the questions were from the Fundamentals (Perry and Potter) text bank.
- 65% of the students received a B grade on the final.

**Stress and Coping Process Recording:** In analyzing each student's assignment, students continue to be challenged when assessing how a person responds to stress (physically, emotionally, behaviorally) as evidenced by students wanting to go right into exploring how the interviewee is coping with the stressor or 'fixing' problem versus identifying responses to the stress. Students did use a variety of therapeutic techniques and most were able to identify when they had been non-therapeutic.

**NURS 153:** 70% of the cohort will score at Level 2 or higher. This goal was met at 73.1% of student attained a level 2 or higher. This is impressive, as this is a first semester nursing course and some of the content on this exam has not yet been introduced.

Target 70% for all components of the nursing process. This cohort also did very well on all components of the nursing process. For the Nursing Intervention and Evaluation components, this cohort exceeded the target, 73.5% and 75.3% respectively. For the Nursing Process components of Assessment, Analysis/Diagnosis, and Planning, this cohort scored 65-68%, which is respectable considering these components require critical thinking skills, which are still developing.

### **NURS 254: ATI-RN Maternal/Newborn:**

#### **Goal #1:**

53.8% attained a Level 2 or higher. This is short of the 75% target. Detailed analysis of the ATI group report identifies content areas needing development. The following outlines group performance in the major content areas:

Management of Care=74.4%

Safety and Infection Control=56.7%

Health Promotion and Maintenance=70.1%

Psychosocial Integrity=79.5%  
Basic Care and Comfort=66.7%  
Pharmacological and Parenteral Therapies=80.8%  
Reduction of Risk Potential=51.3%  
Physiological Adaptation=70.9%

\*The highlighted areas will be addressed in the action plan.

This may also identify a need for more effective strategies in preparation for exam.

The student who scored Below Level 1 states she did not know the exam was timed and therefore was timed out before all questions were answered. One student who scored Level 1 had the battery die in the laptop she was using which ended the exam with five questions unanswered.

Goal #2:

This cohort scored below the 70% target in all outcomes associated with the nursing process. This may indicate a need to better relate the nursing process with the content and embed in instruction. The nursing process involves critical thinking/reasoning and judgement that students at this point in the program are still developing.

**NURS 255: ATI-RN Nursing Care of Children**

Goal / outcome #1

**70% will achieve a level 2 or higher on ATI-RN content mastery proctored exam for Nursing Care of Children OR As a group, score at least 90th national and program percentile ranks**

Based on the results one can see students are hitting the benchmark and are scoring above the benchmark set for them both as an individual cohort and as a group or cohort within the context of national comparisons.

88.5% achieved a level 2 or higher and as a group they rank in the 95<sup>th</sup> percentile for ALL RN level nursing students and rank in the 97<sup>th</sup> percentile for ALL associate of science degree (ASN) nursing students. This is remarkable due to the fact that we have only very limited access to pediatric patients in our hospitals in our rural communities as most ill children receive care in the specialty children's facilities located on Oahu. Limited exposure to ill children creates an additional challenge, not to mention teaching via distance technologies and attempting to ensure both sides are exposed to similar learning experiences.

Goal / outcome #2

**As a group score at least 70% for each Nursing Process outcome**

For this outcome, the results were mixed. The students achieved the goal for the 'assessment' and 'therapeutic interventions' categories, which is excellent as most of the course is focused on these theoretical aspects of care as related to pediatric patients and their families.

The analysis / diagnoses and planning goals were nearly met. Sadly, diagnosis and planning, not to mention evaluation, steps of the nursing process is where critical thinking skills are

mostly needed in terms of answering test questions correctly, as these questions are often of higher order thinking skillsets versus assessing students at the memory or recall level. The students were the most challenged on the 'evaluation' step of the nursing process although only 6 questions of the total 60 items assessed their evaluation of care abilities.

**Course Alpha/#:**

**NURS 157:** All students in the cohort will meet or exceed 70% score on the Final Exam.

(n=26)

n= 25 scored 70% or higher

n= 1 scored below 70%

96% met or exceeded standard

**NURS 251:**

- ATI PMH National Assessment:
  - Overall, students did well on the ATI PMH National Assessment
- Final Cumulative Exam:
  - Overall, students did well on the final, which was a representation of overall content in the course. The group average score was 81.1%
  - Two students did not pass the final (received 67.5 and 68.8%).
  - 64% of the students received a B or above grade on the final.

**NURS 257:**

**Goal #1:**

84.0% attained a Level 2 or higher. This is far above the 75% target. Detailed analysis of the ATI group report identifies content areas needing development. The following outlines group performance in the major content areas:

Management of Care=78.5%

Safety and Infection Control=70.4%

Health Promotion and Maintenance=67.7%

Psychosocial Integrity=79.4%

Basic Care and Comfort=70.5%

Pharmacological and Parenteral Therapies=70.3%

Reduction of Risk Potential=74.0%

Physiological Adaptation=71.0%

**Goal #2:**

This cohort scored below the 70% target in only one area associated with the nursing process (Health Promotion and Maintenance). This may indicate a need to better relate Health Promotion and Maintenance within the theory content using active learning strategies.

**NURS 258:**

Goal #1: students will score  $\geq 80\%$  total grade on final exam (Goal not met).

Total Score on Final (# of Students / Total of Students (n=25) 24/25 students achieved  $\geq 80$  on final exam. Having this final be an open book final exam, the expectation would be that students 'meet standard' with  $\geq 80$  or above. One student scored below 80% (76%) on the exam, however, all students passed the final exam with  $\geq 70\%$ .

Despite the fact that the final exam was open book, students still had to critically think about how to answer the questions. The exam was timed as well, meaning students had to know how to utilize the resources which were given in terms of books, (ATI, Zerwekh & Zerwekh-Garneau, and the content in the Modules and Power Points). There were very few questions in which the student could "look up the answer" in the book, meaning few questions were retrieval questions. The majority of the students did very well on the final exam. Many prepared for the essay question and consequently the essays were substantive and with correct APA, which is a course-learning outcome for NURS 258.

**NURS 260:**

NURS 260 course group ATI proficiency levels for Leadership RN 2016 was 64% at Level 2 or higher, this is slightly lower than our target at 70%. However, NURS 260 course group scored above the National and Program mean at 86<sup>th</sup> and 90<sup>th</sup> respectively. This course has a leadership focus and is intended to facilitate critical thinking/clinical judgment, management of patient care teams, and decision-making. These are excellent scores.

**Strengths:**

Major Content Areas of Management of Care and Safety and Infection Control were above target of 75% at 79.1% and 76.3% respectively. As for essential outcomes (priority setting, foundational thinking, clinical judgment/critical thinking), this group surpassed the 75% target. All of these elements are critical in the last semester as students graduate and transition to the RN role.

**Challenges:**

NURS 260 is in need of revision. This course contains redundant content found in NURS 258. The current course content needs to be updated to include 21<sup>st</sup> century leadership and elements of Community Health.

**Other Comments**

**Include any additional information that will help clarify the program’s course assessment results, successes and challenges.**

**Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.**

**Next Steps – ASSESSMENT ACTION PLAN for AY18-19**

**Describe the program’s intended next steps to improve student learning, based on the program’s overall AY17-18 assessment results.**

Include any specific strategies, tactics, activities or plans for improvement in program or course assessment practices, methods or tools, rubrics, schedules, etc.

All NURS courses have been revised to some extent. Most have new CLOs and the course sequencing has been redesigned to provide a better flow of content for students. Course content has been updated to provide a scaffolding effect so students are able to get through a large amount of content in layers (simple to complex). The redesigned courses will be assessed using the same national assessment as the artefact; however, we should see improved outcomes due to the resequencing and scaffolding of content.

**PART 4: ADDITIONAL DATA**

**Cost Per SSH (to be provided by Admin)**

**Please provide the following values used to determine the total fund amount and the cost per SSH for your program:**

General Funds = \$ \_\_\_\_\_  
Federal Funds = \$ \_\_\_\_\_  
Other Funds = \$ \_\_\_\_\_  
Tuition and Fees = \$ \_\_\_\_\_

## External Data\*

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If your program utilizes external licensures, enter:

Number sitting for an exam \_\_\_\_\_

Number passed \_\_\_\_\_

**\*This section applies to NURS only.**

[NCLEX-RN First-Time Pass Rates](#)