Program Code:	**APNURS**	**Program Name: Nursing, Registered**	
Division:	**Health Sciences**	**Department: Nursing**	
Award	☐ A.A. ☐ Cert.	☐ A.S ☐ Adv. Cert.	☒ A.A.S. ☐ Post-Assoc. Cert.	☐ Cert. of Completion

Review previous assessment reports submitted for this program and provide the following information.

1. Was this program previously assessed and if so, when?

> Yes, Fall 2015.

2. Briefly describe the results of previous assessment report(s).

> The previous assessment report was of our former curriculum. A change in curriculum was needed in response to industry changes, declining NCLEX board rates at WCC, and educational changes both in the Department of Education and in nursing education.

3. Briefly describe the <u>Action Plan/Intended Changes</u> from the previous report(s), when and how changes were implemented.

> Within the area entitled, "Changes influenced by assessment results," reference is made to a *NCLEX-RN Improvement Plan and Curricular Changes* document which this author does not find attached, as indicated in the previous plan. However, the following information is available in the template:
>
> NCLEX Review course to be added starting in Fall 2015 in final semester. ATI
>
> Predictor test.
>
> 70-80% of NUR course grades to come from exams, across the nursing curriculum.
>
> Consultation with outside curriculum/nursing program expert to evaluate/align nursing curriculum based on Quality and Safety Education for Nurses (QSEN), Institute of Medicine (IOM) and the National League for Nursing (NLN) recommendations.
>
> Move NUR 115 from first NUR semester as a requirement, and offer it either *before or* during the first nursing semester (as long as correct prerequisites are in order).
>
> Omit *requirement,* but keep as strongly recommended Healthcare Terminology.
>
> Omit MTH 167 (does not meet MTA) and MTH 169 as prerequisites, in order to decrease credit hours.
>
> Add: MTH 160 Basic Statistics as the only required MTH course.
>
> Integrate an NCLEX-RN Review Course (1 credit); decrease NUR 283 from 3 credits to 2 credits.
>
> Reduce overall program requirements to 60-64 total credits and align with Eastern Michigan University BSN program requirements.

The timeline for implementing the actions: Fall 2016 to Fall 2018. The projected first graduates of these changes: May, 2019

II. Background Information

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)
2020, 2021, 2022	2021, 2022	N/A

2. Assessment tool(s) used (check all that apply):

Portfolio
Test or outcome-related test questions
Other external certification/licensure exam (please describe):_____
Externally evaluated performance or exhibit: **ATI Comprehensive Predictor**
External evaluation of job performance (internship, co-op, placement, other)
Capstone experience (please describe):
Graduate Survey
Employer Survey
Transfer follow-up
Other (please describe):___**NUR 288 Clinical Evaluation Tool**_____

2. Indicate the number of students assessed/total number of students enrolled in the course(s)/program.

# of students assessed | *Total population in course(s) or program*

Fall 2020 – 59	Fall 2020 – 59
Winter 2021 - 64	Winter 2021 - 64
Fall 2021 - 69	Fall 2021 - 69
Winter 2022 - 69	Winter 2022 - 69
Fall 2022 - 47	Fall 2022 - 49

PROGRAM ASSESSMENT REPORT   **WASHTENAW COMMUNITY COLLEGE**

3. Describe how you selected students for the assessment.
   a. Describe your sampling method.
   b. Describe the population assessed (e.g. students in capstone course, graduating students, alumni, etc.).

> All students enrolled in the NUR 288. These students are in the final course of the program. When a student withdraws just prior to the Comprehensive Predictor or before the clinical evaluation tool, they are removed from the numbers, above.

III. Results

1. State every outcome (verbatim) from the Program Proposal form or the Assessment Plan Change Form for the program. *Add more lines as needed.*

1. Provide patient-centered care across the lifespan in a variety of healthcare settings.
2. Collaborate and communicate effectively with the patient, family, and health care team.
3. Provide safe patient care and participate in processes that maximize quality of patient outcomes.
4. Utilize informatics and technology to increase communication, decision-making, knowledge management, and error reduction.
5. Use evidence-based clinical judgment when providing care to patients/families throughout the lifespan.
6. Demonstrate professionalism expected of registered nurses adhering to the current standards of practice and exhibiting beginning leadership skills.

2. Briefly describe assessment results ==for each outcome== based on data collected during the program assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a <u>summary of the data collected</u> (as a separate document).*** *Add more lines as needed.*

1. • Clinical Evaluation Tool: >95% (100%) of students assessed passed this outcome. • ATI Comp. Predictor: Students averaged ==64.18%== in Patient-Centered Care over the 5 semesters assessed.
2. • Clinical Evaluation Tool: >95% (100%) of students assessed passed this outcome. • ATI Comp. Predictor: Students averaged ==65.62%== in Collaborate and Communicate over the 5 semesters assessed.
3. • Clinical Evaluation Tool: >95% (100%) of students assessed passed this outcome. • ATI Comp. Predictor: Students averaged ==66.74%== in Safety and Quality over the 5 semesters assessed.
4. • Clinical Evaluation Tool: >95% (100%) of students assessed passed this outcome. • ATI Comp. Predictor: Students averaged ==47.92%== in Informatics and Technology over the 5 semesters assessed.
5. • Clinical Evaluation Tool: >95% (100%) of students assessed passed this outcome. • ATI Comp. Predictor: Students averaged ==62.24%== in Evidence-based Practice over the 5 semesters assessed.

6.
- Clinical Evaluation Tool: >95% (100%) of students assessed passed this outcome.
- ATI Comp. Predictor: Students averaged <mark>46.92%</mark> in Collaborate and Communicate over the 5 semesters assessed.

3. For each outcome assessed, indicate the standard of success used, and the number and percentage of students who achieved that level of success. ***Please attach the <u>rubric/scoring guide used for the assessment (as a separate document)</u>.*** *Add more lines as needed.*

All six outcomes were assessed, as stated above. An Excel worksheet is attached presenting the size of the cohorts, the % score per outcome per cohort and an average ?? (% score and an average per outcome per cohort?), and the number and percent of the students who scored 85% or greater on the Comprehensive Predictor Test. Scores on this test correspond to probability percentages of the student passing the NCLEX exam. For example, 80.7%-100% = 99% probability of passing the NCLEX. Please see the attached figure.

Here's a screenshot:

	Cohort size	1 Patient-Centered Care (42 items)	2 Collaborate and Communicate (13 items)	3 Safety and Quality (44 items)	4 Informatics and Technology (2 items)	5 Evidence-based Practice (49 items)	6 Professionalism (2 items)	Overall % Group	# students at or above 85% on the CP	% students at or above 85% on the CP
Fall 2020	59	65.7	63.6	71.6	58.5	66.9	72.9	67.4	21	35.59%
Winter 2021	64	47.6	53.8	55.3	0	53.1	0	64.8	25	39.06%
Fall 2021	69	71.4	69.2	68.1	50	61.2	50	68	29	42.03%
Winter 2022	69	68.5	71.1	73.2	75.8	62.4	63.8	62.9	30	43.48%
Fall 2022	47	67.7	70.4	65.5	55.3	67.6	47.9	67.1	20	42.55%
	308	64.18	65.62	66.74	47.92	62.24	46.92	66.04	125	40.54%

4. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths:

As is evident by students overall meeting all six outcomes on the NUR 288 Clinical Evaluation Tool, students are strong in their clinical performance. This is expected as they are in their last semester. By the end of their rotation, all students in this 308 student sample passed clinical.

Relatively speaking, our students are similarly strong in the Patient-Centered Care, Collaborate and Communicate, Safety and Quality, and Evidence-based Practice areas. Each of these standards have between 13 and 44 questions per standard on the test. This is in contrast to the two standards we have lower performance in: Informatics/Technology and Professionalism. Each of these standards only have two questions each and therefore provide a weak pool of data from which to make conclusions.

Weaknesses:

> Over the five semesters assessed, 40.54% of students met the expected benchmark on the ATI Comprehensive Predictor in their final semester. Our goal is for 75% of students to achieve 85% or higher on this Predictor test.

IV. Changes influenced by assessment results

1. Based on the previous assessment report Action Plan(s) identified in Section I above, please discuss how effective any changes were in improving student learning.

> It is difficult to isolate the impact of any one particular change because so much was changed in a relatively short time (omission of courses, addition of resources, change in credits overall, and increase in online mode of theory delivery).

2. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. If students met all expectations, describe your plan for continuous improvement.

> One weakness being addressed is our need for data collection and meaningful evaluation on a consistent, systematic basis to support in-place and/or change in nursing curriculum. To this end, a Nursing Program Quality Manager has been hired to guide the faculty in evidence-based educational practices, complete with data collection and analysis to support and/or inform necessary changes.

3. Identify any other intended changes that will be instituted based on results of this assessment activity. Describe changes and give rationale for change. (Check all that apply).

   a. ☐ Outcomes/assessments from Program Assessment Plan Change Form or Program Proposal form:

   b. ☐ Program Curriculum:
   - ☐ Course sequencing
   - ☐ Course deletion
   - ☐ Course addition
   - ☐ Changes to existing program courses (specify):
   - ☐ Other (specify):

   c. Other (specify): Consistent and legally defensible testing/proctoring policy and practices.

4. What is the timeline for implementing these actions?

> In Fall, 2023, ExamSoft (a digital assessment platform) will be implemented to facilitate secure testing and the ability to derive informative reports from the tagged data generated from exams and support to Next-Gen NCLEX testing platform for students after program completion.

V. Future plans

PROGRAM ASSESSMENT REPORT   **WASHTENAW COMMUNITY COLLEGE**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this program.

> The assessment tool: Clinical Evaluation Tool – not as precise as other tests, but effective in getting at the skills, knowledge and attitudes necessary for safe entry level nursing practice. The assessment tool: ATI Comp Predictor – precise measurement of clinical decision making ability as tagged to the NCLEX test plan and our program outcomes.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

> **Clinical Support:** Our discovery is that the clinical evaluation tools have room for more consistent application across the curriculum, which will feed into success of students in the final course and on NCLEX. Clinical faculty support is being planned on several levels with implementation scheduled for Fall, 2023. Our plans include a Clinical Faculty Support day to orient clinical faculty to the evaluation tools and provide general information related to program expectations. A clinical faculty handbook is being spearheaded by a full-time faculty member with support from others on the faculty. The goal is to design a ready resource to support clinical learning. Discussion is underway with the Foundation to implement annual DAISY Award recognition for outstanding clinical nursing instructor. Also, the department supports faculty who wish to pursue their Certified Clinical Nurse Educator credential.
>
> **Quality**: In addition, a Nursing Program Quality Manager has been added to our department. This role is to focus on success in three main areas: Student Success, Curriculum, and Accreditation and Regulatory Standards. We believe with the addition of this role we will more closely be able to monitor department success in achieving learning outcomes.

3. Describe when and how these assessment results will be discussed with the department and/or the faculty at large.

> These assessment results will be discussed in the March 2023 faculty meeting**, on** March 23.

Signatures:

Reviewer	Print Name	Signature	Date
Initiator	Theresa Bucy	Dr. Theresa Bucy Theresa Bucy Digitally signed by Dr.	
Department Chair	Theresa Bucy	Date: 2023.03.03 -05'00'	
Division Dean/Administrator	Shari Lambert	Shari Lee Lambert, DNP, RN Digitally signed by Shari Lee Lambert, DNP, RN Date: 2023.03.08 14:49:17 -05'00'	
Please return completed form to the Office of Curriculum & Assessment, SC 257 or by e-mail to curriculum.assessment@wccnet.edu .			
Assessment Committee Chair	Shawn Deron		4/14/2023

Do not write in shaded area. Entered in: Banner_____C&A Database_____ Log File _____

Reviewed by C&A Committees 3/30/23

ATI Predictor percentages corresponding to percentages of students passing NCLEX

80.7% – 100% = 99% (Probability of Passing the NCLEX)

78.0% – 80.0% = 98% (Probability of Passing the NCLEX)

74.7% – 77.3% = 96% – 97% (Probability of Passing the NCLEX)

72.0% – 74.0% = 94% – 95% (Probability of Passing the NCLEX)

70.0% – 71.3% = 91% – 93% (Probability of Passing the NCLEX)

68.7% – 69.3% = 89% – 90% (Probability of Passing the NCLEX)

66.0% – 68.0% = 84% – 88% (Probability of Passing the NCLEX)

64.7% – 65.3% = 81% – 82% (Probability of Passing the NCLEX)

62.7% – 64.0% = 75% -79% (Probability of Passing the NCLEX)

59.3% – 62.0% = 63% – 73% (Probability of Passing the NCLEX)

53.3% – 58.7% = 37% – 60% (Probability of Passing the NCLEX)

0.0% – 52.7% = 1% – 34% (Probability of Passing the NCLEX)

I. Background Information

1. Program Assessed

    Program name: APNURS-Associate in Applied Science-RN Program

    Division: Health Sciences   Department: Nursing

    Type of Award: ☐ A.A.   ☐ A.S   **X A.A.S.**
                   ☐ Cert.   ☐ Adv. Cert.   ☐ Post-Assoc. Cert.   ☐ Cert. of Completion

2. Semester assessment was administered (check one):
    ☐ X **Fall 20**15 covering April 01, 2012 through December 31, 2015
    ☐ Winter 20
    ☐ Spring/Summer 20

3. Assessment tool(s) used (check all that apply):
    ☐ Portfolio
    X Standardized test: ATI RN Comprehensive Predictor
    X Other external certification/licensure exam (please describe): 2010 NCLEX-RN and 2013
    ☐ Transfer follow-up
    ☐ Externally evaluated performance or exhibit
    ☐ Externally evaluation of job performance (internship, co-op, placement, other)
    ☐ Capstone experience (please describe):
    ☐ Other (please describe):

4. Have any of these tools been used before?
    X Yes (if yes, identify which tool) ATI Predictor & NCLEX-RN
    ☐ No

    If yes, has this tool been altered since its last administration? If so, briefly describe changes made.

Yes: The NCLEX-RN administered to all WCC Nursing graduates was updated in April of 2013 with a change in logits from (-0.16) to (0.00). This increased degree of difficulty by raising the passing level was the most significant change in greater than ten years. There was a significant decline nationally and at the state level by the end of 2013 due to the change in logits. (see below)

5. Indicate the number of students' assessed/total number of students enrolled in the course.

ATI Predictor Total assessed over eleven semesters=265
NCLEX-RN first time test takers for the period of April 1, 2012-December 31, 2015=265

6. Describe how students were selected for the assessment.
All upon completion of all nursing courses.

        a. Describe your sampling method.
All students in 5th Semester who met the graduation requirements.
        b. Describe the population assessed (e.g. graduating students, alumni, entering students, continuing students)?

Graduating students

II. Results

1. **Standard of Success:** ATI RN Comprehensive Predictor test: At least 75% of students will score at the 90% probability NCLEX-RN exam success.

   Actual results: Cohort averages ranged from 38.9% to 61.8% and the benchmark was not met for any cohort.

   Standard of Success: NCLEX-RN licensure exam: 85% of students will pass on their first attempt.

   04/01/12-12/31/12=35 out of 41 students passed= 85.36 % passed
   01/01/13-12/31/13=75 out of 89 students passed=84.37% passed
   01/01/14-12/31/14=61 out of 75 students passed=81.33% passed
   Note: For years 2012, 2013, & 2014 we met the national mean of 85% or higher with of mean of 85.33%. This is what is required by our national accrediting body ACEN.

   01/01/15-12/31/15=48 out of 60 students passed=80% passed
   Note: For year 2015 our national mean decreased to 83% when averaging in the last three years of first-time NCLEX pass rates.

   Actual results: One year out of the four years met the yearly benchmark of 85%. However our accrediting body ACEN requires us to have a three year mean that is at the same level as the national three year mean or above. The three year mean for WCC's nursing program for years 2012, 2013, and 2014 was 85.33% while the national mean for those three years was 85%. Only after receiving our 2015 results did we fall slightly below the three year national mean for years 2013, 2014, & 2015 which was 83%. The national mean for those same years is 83.12%

   Interesting to note that the three years when benchmark was not met, a new NCLEX test plan was released (see note above concerning the significant change in logits).

2. State each outcome (verbatim) from the Program Assessment Planning or Program Proposal form for the program that was assessed.

   ATI RN Comprehensive Predictor test: At least 75% of students will score at the 90% probability NCLEX-RN exam success.

   NCLEX-RN licensure exam: 85% of students will pass on their first attempt.

3. Briefly describe assessment results based on data collected during the program assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above.

Percent of WCC Nursing Students with ATI RN Comprehensive Predictor Scores ≥ 90 percent probability and Percent of WCC Nursing Students with NCLEX-RN licensure exam ≥ 85 percent 85%

NAME OF TEST	F12 (V2010	2013 (v2013)	2014 (v2013)	2015 (v2013)

	)			
RN Comprehensive Predictor	61.8%	46.25%	45.64%	61.8%
NCLEX Results by cohort	90.48%	84.27%	81.33%	80%

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment (as a separate document). (see below)***
   See Nursing Program Outcomes Assessment attached.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

   Strengths:

   1) The ATI RN Comprehensive Predictor score showed significant improvement in 2015 as compared to the two previous years. Some key changes occurred that most likely contributed to these results. First, a large part of this cohort fell under the new TEAS admission requirements that were changed Fall 2011. Previous classes included a majority of accepted students who were grandfathered in under the old TEAS requirements. Second, this improvement corresponded to a change in our program's ATI policy effective Winter of 2015. Namely, students' ATI test results comprise three percent (3%) of each nursing theory course's final grade. This change provided an incentive to students to perform well on all ATI tests.

   2) The expected level of achievement is that the NCLEX pass rate on first attempt is ≥ 85 percent or at or above the national mean. We have met the 3-year mean of 85 percent for the licensure exam pass rate from 2012-2014 despite the increase in the degree of difficulty. This is at the national mean for the same 3-year period which is 85 percent. Interesting to note that the pass rate declines whenever a new NCLEX test plan is released such as in 2010 and then again in 2013.

   Weaknesses:

   1) The expected level of achievement (ELA) of 90 percent probability of NCLEX success was selected based on ATI's statistical analysis. Specifically, if graduates achieve this score, they have a high probability of passing on their first attempt. However, based on recent trends in NCLEX pass rates, the nursing faculty are considering revising the ELA for the ATI Comprehensive Predictor, as well as looking at content-specific benchmarks.

   2) Following the most recent revision to the NCLEX-RN test plan, nursing faculty noted a decline in the NCLEX pass rate for a two- year period for 2013 and 2014. While the passing mean remained above the national average, it did not meet the requirements of the Michigan Board of Nursing (MBON). We received a request from the MBON for an NCLEX Improvement Plan. This plan was approved by the MBON on November 10, 2015. (please improvement plan attached).

The NCLEX pass rate was 84.27 percent for 2013 graduates and 81.33% for 2014 graduates. We just received on January 29, 2016 our 2015 NCLEX results from the National Councils of State Boards of Nursing. The first time pass rate for the year declined to 80%. The decline was recognized early in Fall 2014, and an adhoc First Time Pass NCLEX-RN Improvement Committee was formed. The Committee met on November 10, 2014 in response to the September 2014 quarterly report for MBON. The goals of the committee were as follows:

a) Improve first time pass rates.
b) Identify students at risk early in the program.
c) Establish criteria for a remediation process.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

   1) Please see detailed NCLEX-RN Improvement Plan and Curricular Changes attached.
   2) We have already included an NCLEX review course starting in Fall of 2015 in 5th semester.
   3) We have required the ATI Predictor be taken prior to starting Semester 5 courses and then again at the end of the program and assess for improvement.
   4) Every nursing theory course is now required to have between 70-80 percent of their course grade come from exams.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.
   a. **X** Outcomes/assessments from Program Assessment Planning or Program Proposal form:

   1) Recommend consultation with an outside curriculum/nursing program expert to evaluate/align our nursing curriculum (Program Outcomes & Student Learning Outcomes) based on Quality and Safety Education for Nurses (QSEN), the Institute of Medicine (IOM) and the National League for Nursing (NLN) recommendations.

   b. **X** Program Curriculum:
   X course sequencing: recommend removing NUR 115 from 2nd semester status and require all Semester One students take prior to taking Semester 2 courses **Note:** (this is currently only under discussion by nursing faculty).

   X course deletion: Omit the requirement but keep it as strongly recommended: HSC 101 Healthcare Terminology and Math 167 (currently does not meet MTA requirements) and Math 169 be omitted as course pre-requisites to decrease credit hours.

   X course addition: Require Math 160 Basic Statistics as only required Math course.

   X changes to existing program courses (specify): Integrate an NCLEX-RN Review Course (NUR 039) 15 hours (one credit) effective Fall 2016 in 5th Semester. Decrease NUR 283 from 3 credits to 2 credits effective Fall 2016.

X other (specify): Reduce overall program requirements to 60-64 total credits and align with Eastern Michigan University (EMU's) Bachelor of Science in Nursing program requirements.

3. What is the timeline for implementing these actions? Fall 2016 to Fall 2018.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this program.

   NLCEX-RN first-time pass rates are an effective assessment tool however there is a need for the MBON to agree to continue to release individual student names and also provide quarterly reports instead of yearly reports so curricular changes could be made in a timely manner.

   Discussion among all nursing faculty about using the ATI Comprehensive Predictor as part of the NCLEX Review Course in 5th semester and removing this as a program outcome.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments. **(see above).**

3. Which outcomes from Program Assessment Planning or Program Proposal form have been addressed in this report?
   All ___X___   Selected _____
   If "All", provide the report date for the next full review: Fall of 2018.

   If "Selected", provide the report date for remaining outcomes:

   _____.

PROGRAM ASSESSMENT REPORT

If "Selected", provide the report date for remaining outcomes:

_____.

Submitted by:

Name: *Mary Burns-Coral*_____ ~~*MBC*~~ _____ Date: 01/29/16
       Print/Signature

Department Chair: *Mary Burns-Coral*_____ Date: 01/29/16
       Print/Signature

Dean: _____*Valerie Greaves*_____ *Valerie Greaves* Date: ___*2/2/16*_____
       Print/Signature

Please return completed form to the Office of Curriculum & Assessment, SC 257.

PROGRAM ASSESSMENT REPORT

I.   Program:
   Program name: APNURS - Associate in Applied Science: RN Program
   Division: MSH   Department: NHSD
   Type of Award: ☐ A.A.   ☐ A.S   ☒ A.A.S.
                  ☐ Cert.   ☐ Adv. Cert. ☐ Post-Assoc. Cert.   ☐ Cert. of Completion

II.   Semester assessment was administered (check one):
   ☐ Fall 20_____
   ☐ Winter 20_____
   ☒ Spring/Summer 2012 - covering Fall 2007 through Winter 2012

III. Assessment tool(s) used (check all that apply):
   Please attach a copy of the tool(s) and scoring rubric(s) used.
   ☐ Portfolio
   ☒ Standardized test
   ☒ Other external certification/licensure exam (please describe): NCLEX-RN_____
   ☐ Graduate Survey
   ☐ Employer Survey
   ☐ Advisory Committee Survey
   ☐ Transfer follow-up
   ☐ Externally evaluated performance or exhibit
   ☐ Externally evaluation of job performance (internship, co-op, placement, other)
   ☐ Capstone experience (please describe):
   ☐ Other (please describe):

   Have any of these tools been used before?
   ☒ Yes (if yes, identify which tool:)
   ☐ No

   If yes, has this tool been altered since its last administration? If so, briefly describe changes made.

IV. Please describe how and in which course sections (if applicable) this assessment was administered.
   ALL upon completion of all NUR courses

V.   How many students were assessed?
   1. RN Comprehensive Predictor ATI test - taken by 399 in 10 semesters:
   2. NCLEX-RN exam (first-time takers) for the period of July 1, 2007 - through April 30, 2012 = 389

VI. What student population was assessed (e.g. graduating students, alumni, entering students,
   continuing students)?
   Graduating students

Results
I.   Briefly describe assessment results based on data collected for the program assessed, demonstrating to
   what extent students are achieving the learning outcomes for that program as found in the program
   proposal/approval form (please attach). Please attach any data collected.

PROGRAM ASSESSMENT REPORT

1. Standard of Success - RN Comprehensive Predictor ATI test - 75 percent of students will score a 90% probability level on the first attempt:

Actual results - only one (1) graduating class (i.e. Winter 2009) out of 10 met the standard of success (see attached). The average percentage over ten (10) semesters from Fall 2007 through Winter 2012, was 68.9% (275 out of 399).

2. Standard of Success - NCLEX-RN licensure exam - 85 percent of students will pass on the first attempt:

*   7/1/07-6/30/08 = 68 out of 89 (76.4%)
*   7/1/08-6/30/09 = 71 out of 79 (89.9%)
*   7/1/09-6/30/10 = 84 out of 90 (93.3%)
*   7/1/10-6/30/11 = 52 out of 65 (80%)
*   7/1/11-3/31/12 = 63 out of 66 (95.4%) -- note: quarter from 4/1/12-6/30/12 not yet received.

Actual results - 3 of the last 5 years met the benchmark. It is interesting to note that the years that didn't meet the benchmark were when a new NCLEX-RN test plan was released. Overall, the benchmark was met for the past 5 years to date (i.e. 337 out of 389 first-time testers or 86.6%).

PROGRAM ASSESSMENT REPORT

II. Based on the outcomes outlined in the program proposal document, did students meet expectations of the learning outcomes of that program?
    ☒ Yes
    ☐ No
    Percentage of students meeting outcomes: See previous section; met one (1) of two (2) measures for program - pass rate for licensure exam

III. What areas of strength and weakness in students' achievement of the learning outcomes of the assessed program did assessment results show?
    Strengths: Met NCLEX-RN first-time pass rates; some quarters showed pass rates at or exceeding the State and National levels.

√
    Weaknesses: **1ˢᵗ time RN Comprehensiȩ Predictor outcome not met; did not look at specific**   ✗
content areas to discover a pattern of where students were not performing well.

Changes influenced by assessment results
I. If weaknesses were found (see III above) or students did not meet expectations, what action will be taken to address this?
    Conduct trend analysis of the body system areas on the RN Comprehensive Predictor exam to clarify content areas needing more emphasis or improvement in NUR courses.

II. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.
    ☒ Curriculum: Since NCLEX-RN test plan is updated every 3 years, this was done in 2010.

    ☐ Course sequencing:

    ☒ Course or master syllabi: ALL master syllabi were updated - course content changes made as a reflection of 2010 test plan and ATI updated materials and module revisions.

    ☒ Teaching methods: The number of COD offerings of NUR courses is increasing. This method of instruction will provide students with opportunities for flexible participation, individualized review of course concepts, and use of alternative learning strategies.

    ☒ Other: NUR 100 inactivated; content folded into revised NUR102/106 course sequence with additional credit added; one credit added to new medical-surgical nursing course sequence in Semester 5 due to additional content in that area of nursing (NUR 283/284); course names changes to reflect content changes: Med-Surg Nursing I, II, III; leadership content to be integrated across curriculum starting in NUR 102/106

Plans
I. Was the assessment tool used effective in measuring student achievement of learning objectives for this program? If not, why?
    Yes, however, the RN Comprehensive Predictor was not as predictable as expected due to the differences in meeting the standard of success for both tools (i.e. HIGH NCLEX-RN exam pass rate and LOW % of students meeting the 90% probability of success on RN Comprehensive Predictor).

PROGRAM ASSESSMENT REPORT

II. If the assessment tool was not effective, what changes will be made in future assessments?
Might consider if there is any statistical significance between a certain % probability and whether the
graduate will pass the NCLEX-RN on the first attempt.

Submitted by:

Name: _~Gloria A. Velarde~_   Date: _6/26/2012_

Department Chair: _~Gloria A. Velarde~_   Date: _6/26/2012_

Dean: _M. Shouate_   Date: _6/27/12_

Please return completed form to the Office of Curriculum & Assessment, SC 247.

PROGRAM ASSESSMENT REPORT

I. Program:

Program name: APNURS - Associate in Applied Science - RN Program

Division: HAT   Department: NHSD

Type of Award: ☐ A.A.   ☐ A.S   ☒ A.A.S.

☐ Cert.   ☐ Adv. Cert.   ☐ Post-Assoc. Cert.   ☐ Cert. of Completion

II. Semester assessment was administered (check one):

☐ Fall 20_____

☐ Winter 20_____

☒ Spring/Summer 20_07_

III. Assessment tool(s) used (check all that apply):

Please attach a copy of the tool(s) and scoring rubric(s) used.

☐ Portfolio

☒ Standardized test – **ATI RN Comprehensive Predictor**

☒ Other external certification/licensure exam (please describe): **NCLEX-RN**

☐ Graduate Survey

☐ Employer Survey

☐ Advisory Committee Survey

☐ Transfer follow-up

☐ Externally evaluated performance or exhibit

☐ Externally evaluation of job performance (internship, co-op, placement, other)

☐ Capstone experience (please describe):

☐ Other (please describe):

Have any of these tools been used before?

☒ Yes (if yes, identify which tool:) NCLEX-RN test results

☐ No

If yes, has this tool been altered since its last administration? If so, briefly describe changes made.

No

IV. Please describe how and in which course sections (if applicable) this assessment was administered.

Following completion of all APNURS program requirements

V. How many students were assessed?

1. **F06 grads (37) + W07/Sp07 grads (40) = 77**
2. **# of first-time test takers from 7/1/06 to 6/30/07 = 76**

VI. What student population was assessed (e.g. graduating students, alumni, entering students, continuing students)?

Graduates

Results

I. Briefly describe assessment results based on data collected for the program assessed, demonstrating to what extent students are achieving the learning outcomes for that program as found in the program proposal/approval form (please attach). Please attach any data collected.

    a. **RN Comprehensive Predictor results – based on Group Performance Profiles for F06, W07, and Sp07 graduates (attached), determined:**

        1. **individual scores overall that achieved a score at the 90 percent probability of NCLEX-RN success (i.e. 62.2%)**

2. **group scores in 28 areas, along with and by major content area.**

b. **Quarterly results of NCLEX-RN examination results received in July 2007, which included both annual (7/01/2006 - 6/30/2007) and most recent quarterly results (4/01/2007-6/30/2007). Assessment results focused on the annual pass rate for first-time NCLEX-RN takers.**

II. Based on the outcomes outlined in the program proposal document, did students meet expectations of the learning outcomes of that program?
☐ Yes
☒ No
Percentage of students meeting outcomes:
a. **65% scored at the 90 percent probability of NCLEX-RN success on the first attempt (Expected student outcome was 75%).**

b. **79% (Expected student outcome was 85%)**

III. What areas of strength and weakness in students' achievement of the learning outcomes of the assessed program did assessment results show?

Strengths: For the standardized ATI RN Comprehensive Predictor, there was improvement in the number of students reaching the benchmark in each subsequent semester – F06 = 59%, W07/Sp07 = 70%. It appears the more ATI tests that students are exposed to prior to the RN Comp Predictor, the better their performance on this final test. Since the implementation date of ATI testing was Fall 2006, F06 graduates were only required to take two (2) ATI tests, W07 and Sp07 were required to take four (4) tests <u>before</u> the RN Comp Predictor.

Weaknesses: Will not be able to evaluate the full extent of standardized ATI testing until the graduating class W08 (ATI testing program was piloted with W06 admit class). This class will be required to take all ten (10) ATI tests before the RN Comprehensive Predictor.

For the RN Comprehensive Predictor, the following content areas consistently scored low in all three graduating classes:
- Community Health Nursing
- Medical-Surgical Nursing (subtopics: fluid/electrolytes, lymph/immune/infection, neurosensory, urinary

Changes influenced by assessment results
I. If weaknesses were found (see III above) or students did not meet expectations, what action will be taken to address this?
Ongoing implementation of ATI testing across the curriculum.

II. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

☒ Curriculum: Adopted a supervised lab practice model for all clinical courses. Each clinical course contains lab hours for validation of previous skills and acquisition of additional new nursing skills.

☒ Course sequencing: the new 4-semester nursing course sequence began Fall 2007

☒ Course or master syllabi: ALL with increased emphasis on content as reflected in ATI materials and the 2007 NCLEX-RN Test Plan.

1. NUR 100 and NUR 102/103 - All ATI content for the Fundamentals of Nursing module will now be taught in the 2nd semester under Intro to Nursing and Fundamentals of Nursing courses.

2. NUR 123 – added focus on materials/topics provided with ATI med-surg portion of study aids; added nursing management case studies on most common disease states encountered in med-surg nursing (i.e. CHF, ARF, DM, fluid imbalances, etc.)

3. NUR 131 – more emphasis on fetal development, family development, and birth control.

4. NUR 132 – additional review in lab on: sterile technique, cultural considerations, prenatal testing, and newborn CPR.

5. NUR 223 - more emphasis on infectious sexually transmitted diseases & adult immunizations; and immune and infectious diseases. New content added: bioterrorism; a special unit for end-of-life symptoms that shows specific problems in major systems, like GI, as patients die. Deleted content: hemorrhoids and rectal fissures, as these are not covered on ATI.

6. NUR 231 – more emphasis on autism, muscular dystrophy, childhood burn injuries; dropped topics of retinopathy of prematurity (ROP), respiratory distress syndrome.

7. NUR 255 – ATI results indicated that students scored lower on particular content; specifically therapeutic modalities and legal issues. Therefore, more time is spent on this content now and emphasized throughout the course.   Also, test questions re: these subjects were added to the 4 unit tests.

8. NUR 261 - Changed the course outcomes which includes advanced topics in medical/surgical nursing based on ATI RN Comp Predictor (see faculty meeting minutes of 5/16/07) to add emphasis on the areas of fluid/electrolytes, lymph/immune/infection, neurosensory, urinary.

☒ Teaching methods: Use of ATI modules and DVDs for study questions, exploration of online Learning

☒ Other: **Require the ATI Community Health Nursing test at the end of the program.**

Plans

I. Was the assessment tool used effective in measuring student achievement of learning objectives for this program? If not, why?

Although, the results for the ATI RN Comprehensive Predictor are broken down into specific content areas to determine the need for course-level curricular changes for theory courses (cognitive learning), a comprehensive, psychomotor program assessment is lacking.

II. If the assessment tool was not effective, what changes will be made in future assessments?

Investigate use of a comprehensive nursing skills check-out upon completion of the program.

Submitted by:

Name: _~Slorie A. Velarde~_   Date: _11/27/07_

Department Chair: _~Slorie A. Velarde~_   Date: _11/27/07_

Dean: _~signature~_   Date: _12/3/07_

Please return completed form to the Office of Curriculum & Assessment, SC 247.

PROGRAM ASSESSMENT REPORT

I. Program:
Program name: APNURS - Associate in Applied Science - RN Program
Division: HAT   Department: NHSD
Type of Award: ☐ A.A.   ☐ A.S   ☒ A.A.S.
                       ☐ Cert.   ☐ Adv. Cert.   ☐ Post-Assoc. Cert.   ☐ Cert. of Completion

II. Semester assessment was administered (check one):
☐ Fall 20_____
☐ Winter 20_____
☒ Spring/Summer 2006

III. Assessment tool(s) used (check all that apply):
Please attach a copy of the tool(s) and scoring rubric(s) used.
☐ Portfolio
☐ Standardized test
☒ Other external certification/licensure exam (please describe): NCLEX-RN
☐ Graduate Survey
☐ Employer Survey
☐ Advisory Committee Survey
☐ Transfer follow-up
☐ Externally evaluated performance or exhibit
☐ Externally evaluation of job performance (internship, co-op, placement, other)
☐ Capstone experience (please describe):
☐ Other (please describe):

Have any of these tools been used before?
☒ Yes (if yes, identify which tool:)
☐ No

If yes, has this tool been altered since its last administration? If so, briefly describe changes made.
No

IV. Please describe how and in which course sections (if applicable) this assessment was administered.
Following completion of all APNURS program requirements

V. How many students were assessed?
106

VI. What student population was assessed (e.g. graduating students, alumni, entering students, continuing students)?
Graduates

Results
I. Briefly describe assessment results based on data collected for the program assessed, demonstrating to what extent students are achieving the learning outcomes for that program as found in the program proposal/approval form (please attach). Please attach any data collected.

Data were based on quarterly results of NCLEX-RN examination results received in July 2006, which included both annual (7/01/2005 - 6/30/2006) and most recent quarterly results (4/01/2006-6/30/2006). Assessment results focused on the annual pass rate for first-time NCLEX-RN takers.

L/DB -j 2/8/07
sc

II. Based on the outcomes outlined in the program proposal document, did students meet expectations of the learning outcomes of that program?

☐ Yes
☒ No

Percentage of students meeting outcomes: **80.2% (Expected student outcome was 85%)**

III. What areas of strength and weakness in students' achievement of the learning outcomes of the assessed program did assessment results show?

Strengths: It is a compilation of knowledge content and retention of all NUR courses.

Weaknesses: **It does not identify specific content areas that were shown to be deficient in the graduate group.**

Changes influenced by assessment results

I. If weaknesses were found (see III above) or students did not meet expectations, what action will be taken to address this?

Implementation of standardized testing across the curriculum starting Fall 2006 for all current nursing students.

II. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

☐ Curriculum:
☒ Course sequencing: Effective Fall 2007, nursing courses will be covered over four (4) semesters instead of five (5).
☐ Course or master syllabi:
☐ Teaching methods:
☒ Other: Change in program requirements - effective Fall 2006, additional requirements will include: 1) completion of BIO 111 Anatomy & Physiology with a grade of B- or higher within two (2) attempts. 2) completion of HSC 101 Healthcare Terminology with a grade of B- or higher 3) current Certified Nurse Aide (CNA) certification in the State of Michigan.

Plans

I. Was the assessment tool used effective in measuring student achievement of learning objectives for this program? If not, why?

No. Results are not broken down into specific content areas to determine course-level curricular changes.

II. If the assessment tool was not effective, what changes will be made in future assessments?

Standardized testing (i.e. ATI's Comprehensive Assessment & Review Program) was introduced to Winter 2006 admits and adopted program-wide for Fall 2006. This formative evaluation will provide the NHSD with diagnostic profiles which will identify students' areas of content deficiencies.

Submitted by:

Name: _____ Date: _9/22/06_

Department Chair: _____ Date: _9/22/06_

Dean: _____ Date: _9/22/06_

Please return completed form to the Office of Curriculum & Assessment, SC 247.