



Program Assessment Report

Program: Nursing (R.N.)

Report Year: 2017-18

Drafted by Louisana Louis on Nov 8, 2018

Data Files

☐ [EOP SLO comparison for approval .docx](#)📎

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

- **Student Focus:** We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!
- **Academic Excellence:** We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.
- **Culture of Inquiry:** We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1: Implement critical thinking by successfully completing the clinical prep/plan of care.

I. Use of Past Results

The clinical prep/plan of care continues to be an integral component in the nursing program as part of documenting the student's ability to think critically as a nurse. Of the students completing the plan of care on the first attempt, between ninety-eight and one-hundred percent were successful. The data indicated that the standard is being met by nearly all students on the first attempt without instructor feedback. Ninety-nine percent of the students were successful after receiving some feedback from the instructor. The students' ability to think critically was consistently demonstrated by their ability to complete the clinical prep/plan of care on the first attempt.

II. Methodology

Means of Assessment: Successful completion of the Nursing IV Summative Clinical Prep/Plan of Care.

Date(s) of Administration: Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018

Method: Nursing students completed the Nursing IV Summative Clinical Prep/Plan of Care. Faculty graded the Clinical Prep/Plan of Care utilizing the faculty developed Clinical Prep/Plan of Care scoring instrument.

Assessment Instrument: Nursing IV Summative Holistic Nursing Care Plan Grading Tool

Population: The sample consisted of students who had completed Nursing IV Clinical Course NUR 2731C.

Domain Specifications: Student will demonstrate critical thinking by: Successfully completing the Nursing IV summative Clinical Prep/Plan of Care.

III. Criteria for Success

The Students are expected to achieve a minimum grade of 80% in order to attain a satisfactory grade on their holistic nursing care plan in the Nursing IV course, as determined by faculty using the faculty developed scoring instrument.

IV. Summary of Assessment Findings

Results via Face-to-Face

Nursing IV Summative Holistic Nursing Care Plan Results (Clinical Prep/Plan of Care)

Year	Students Enrolled (minus withdrawals)	First Successful Attempt	Second Successful Attempt	Number of Students who Met the Criteria	Percent of Students who Met the Criteria
Fall 2015	150	127 (85%)	23	150	100%
Spring 2016	163	142 (87%)	21	163	100
Fall 2016	171	121 (71%)			
Spring 2017	176	143 (81%)			
Fall 2017	166	143 (86%)			
Spring 2018	163	128 (79%)			

V. Discussion and Analysis of Assessment Findings

The clinical prep/plan of care continues to be an integral component in the nursing program as part of documenting the student's ability to think critically as a nurse. Of the students completing the plan of care on the first attempt, between seventy-one and eighty-seven percent were successful. The data indicated that the standard is being met by nearly 75% of students on the first attempt without instructor feedback. Ninety-nine percent of the students were successful after receiving some feedback from the instructor. The students' ability to think critically was consistently demonstrated by their ability to complete the clinical prep/plan of care on the first attempt.

On 5/4/16, faculty voted at level IV that the care plan was to be one to mastery. Based on the change implemented in Fall 2016, the criteria of assessment will be called Mastery at first attempt and Mastery at second attempt. New measures will be developed for this assessment.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [ADN EOP SLO were modified in 2014 but never implemented. Fall 2018, this was addressed and were updated to reflect current professional nursing standards and were approved by faculty. Curriculum committee is working on the mapping of these outcomes to our course objectives.](#)
- Dr. Louisiana Louis / Jul 2019

Budget / Planning Implications:

New outcomes to include: 1. Apply clinical reasoning consistent with the novice registered nurse within

contemporary health care environments. NO CHANGE 2. Demonstrate evidence-based knowledge to provide safe and quality care. MINOR CHANGE 3. Utilize communication and collaboration strategies with clients, their support systems, and members of the multidisciplinary health care team. NEW 4. Assimilate the role of a novice registered nurse through exhibiting the core values of the profession of nursing. NEW

- **Action Detail:** A new method to assess critical thinking in these students will be developed.
- Dr. Louisiana Louis / Jul 2019

Budget / Planning Implications:

None

#2: Apply knowledge of the use of principles and concepts of therapeutic communication and interpersonal relationships by: a. successfully mastering the Nursing IV (NUR 2731C) summative Interpersonal Analysis (IPA) and a reliable, standardized, valid, commercially prepared therapeutic communication skills test.

I. Use of Past Results

Method 1: The IPA continues to be an integral component of the nursing program as part of documenting students' ability to communicate therapeutically in their role as a nurse. The scores ranged from ninety-four to one-hundred percent.

Method 2: From Fall 2012 through Spring 2014, the Group Composite National Percentile rank ranged from sixty-one percent to seventy-five percent which is above the 50th percentile benchmark. From Fall 2014 through Spring 2015, the scores remained above the 50th percentile with ranges from sixty-six percent to seventy-two percent.

II. Methodology

Means of Assessment: The two methods listed below were utilized to assess Major Learning Outcome 2, in the Nursing Program.

Date(s) of Administration: Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018

Method 1: Nursing students completed the Interaction Process Analysis. Faculty graded the IPA utilizing the faculty developed IPA scoring instrument.

Assessment Instrument: Interaction Process Analysis Communication Analysis grading tool

Population: The sample consisted of students who had completed Nursing IV Clinical Course NUR 2731C.

Domain Specifications: Student will demonstrate communication abilities by applying knowledge of the use of the principles and concepts of therapeutic communication and interpersonal relationships by: Achieving mastery level on a teacher developed, faculty graded Interaction Process Analysis tool.

Method 2: Nursing students completed the Assessment Technology's standardized Mental Health test.

Assessment Instrument: Assessment Technology's Mental Health test, a nationally normed, reliable, valid, standardized commercially prepared test

Population: The sample consisted of students who had completed the Psychosocial Nursing course on the Mental Health ATI test.

Domain Specifications: The student will demonstrate communication abilities by applying knowledge of the use of principles and concepts of therapeutic communication and interpersonal relationships by: Achieving mastery level on reliable, standardized, valid, commercially prepared therapeutic communication skills test.

III. Criteria for Success

Method 1: Students are expected to achieve a satisfactory grade of 80% or higher on their Nursing IV summative IPA.

Method 2: Students are expected to achieve a score at or above the national passing score of the 50th percentile on the Mental Health ATI test which includes therapeutic communication. The following change should be noted. The standardized test was changed from the therapeutic communication sub score on the RN Predictor End of Program standardized test taken at the end of Nursing IV to the Mental Health ATI test taken at the end of Nursing III, upon

completion of the Psychosocial Nursing course. This change was made beginning in Fall 2008 due to the elimination of the subcategory on the RN Predictor exam. Since the Mental Health test is more in depth in terms of Psychosocial Nursing, the scores are expected to be lower.

IV. Summary of Assessment Findings

Results via Face-to-Face

Nursing IV Summative IPA and Assessment of Therapeutic Communication

Year	Students Enrolled (minus withdrawals)	First Successful Attempt	Second Successful Attempt	Number of Students who Met the Criteria	Percent of Students who Met the Criteria
Fall 2015	150	149 (99%)	1	150	100%
Spring 2016	163	154 (94%)	9	163	100%
Fall 2016	171			170	99%
Spring 2017	176			176	100%
Fall 2017	166	143 (86%)	23	166	100%
Spring 2018	163	126 (77%)	37	163	100%

Summary of Assessment of Therapeutic Communication/ATI End of Program Exit Test Subcomponent

	Fall 2015 Mental Health 2013 Communication Skills Group Score		Spring 2016 - Mental Health 2013 Communication Skills Group Score	
	# of Test Takers (Group Size)	Group Composite Score National Percentile Rank	# of Test Takers (Group Size)	Group Composite Score National Percentile Rank
Generic Days	60	73.3	65	66.2
Generic Evenings	31	71	29	58.6
LPN-RN Transitional	50	60	29	48.3
Total	141	68.1	123	57.7

	Fall 2016 -Mental Health 2016	Spring 2017 - Mental Health 2016
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	Communication Skills Group Score		Communication Skills Group Score	
	# of Test Takers (Group Size)	Group Composite Score National Percentile Rank	# of Test Takers (Group Size)	Group Composite Score National Percentile Rank
Generic Days	61	66.9	59	64.1
Generic Evenings	29	66.9		
LPN-RN Transitional	42	67.9	27	67.6
Expansion	17	65		
Total	149	66.6	86	65.8

	Fall 2017- Mental Health 2016 Communication Skills Group Score		Spring 2018 - Mental Health 2016 Communication Skills Group Score	
	# of Test Takers (Group Size)	Group Composite Score National Percentile Rank	# of Test Takers (Group Size)	Group Composite Score National Percentile Rank
Generic Days	63	69.4	62	74.4
Generic Evenings	29	67.9	39	69.4
LPN-RN Transitional	43	65.7	39	69.4
Expansion	21	62.7	18	65.9
Total	156	66.4	158	69.7

Results via Distance Delivery (Online, Blended, etc)

V. Discussion and Analysis of Assessment Findings

Method 1: The IPA continues to be an integral component of the nursing program as part of documenting students' ability to communicate therapeutically in their role as a nurse. The scores on the first attempt ranged from seventy-seven to ninety-nine percent. By the second attempt, most of the students were successful with scores ranging from ninety-nine to one-hundred percent. From Fall 2016 to Spring 2017, SPC changed the LMS from Angel to MyCourses and the gradebook did not track attempts and this has been resolved.

Method 2: From Fall 2015 through Spring 2018, the Group Composite National Percentile rank ranged from fifty-eight percent to seventy percent which is above the 50th percentile benchmark. The majority of the academic groups' scores remained above the 50th percentile with exception of Spring 2016 LPN-RN transitional students.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- ADN EOP SLO were modified in 2014 but never implemented. Fall 2018, this was addressed and were updated to reflect current professional nursing standards and were approved by faculty. Curriculum committee is working on the mapping of these outcomes to our course objectives.
- Dr. Louisiana Louis / Jul 2019

Budget / Planning Implications:

New outcomes to include: 1. Apply clinical reasoning consistent with the novice registered nurse within contemporary health care environments. NO CHANGE 2. Demonstrate evidence-based knowledge to provide safe and quality care. MINOR CHANGE 3. Utilize communication and collaboration strategies with clients, their support systems, and members of the multidisciplinary health care team. NEW 4. Assimilate the role of a novice registered nurse through exhibiting the core values of the profession of nursing. NEW

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- #3:** Apply knowledge of therapeutic nursing interventions by providing a physically and psychologically safe and comfortable environment for clients by a. achieving a satisfactory on the Nursing IV (NUR 2731C) clinical evaluation b. achieving mastery on a reliable, standardized, valid, commercially prepared end of program examination. c. developing knowledge of alternative delivery of care settings, other than acute care settings (NUR 2731C). d. achieving a satisfactory evaluation when practicing in a non- acute care setting (NUR 2731C).
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I. Use of Past Results

Method 1: It is important to note that theory and clinical course grades are linked. We are unable to track clinical performance separate from the grade. If the student is unsuccessful in theory, it will translate into an unsuccessful attempt in clinical.

The data indicated that eighty-four percent of the students in Fall 2012 met the criteria and ninety-two percent of students in Spring 2013 met the criteria. During the remainder of the semesters, the percentage of students who met the criteria ranged from eighty-one percent to ninety-five percent. While these scores are improved from previous years, the faculty would like to see the scores that are consistently above ninety percent. Nursing IV theory and clinical are the most complex courses in the curriculum as they build on the courses in the previous three levels. Students at this level are also taught new advanced content related to the client with multisystem failure.

Method 2: Review of the ATI End of Program Assessment indicated success rates on the first take from eighty-one percent to eighty-nine percent with an average of eighty-five percent. The success rates on the retake ranged from eighty-nine percent to ninety-nine percent with an average of ninety-three percent. These scores have significantly improved over previous years as a result of one-on-one tutorials by academic chairs.

II. Methodology

Means of Assessment: The three methods listed below were utilized to assess Major Learning Outcome 3, in the Nursing Program.

Method 3: Nursing students were evaluated by faculty.

Date(s) of Administration: Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018

Method 1: Nursing students were evaluated by Faculty using the Clinical Performance Evaluation tool. Faculty graded individual student's performance using NUR 2731C Clinical Performance tool.

Assessment Instrument: NUR 2731C faculty developed Clinical Performance Evaluation Tool

Population: The sample consisted of students who have completed Nursing IV Clinical Course NUR 2731C.

Domain Specifications: The student will demonstrate application of knowledge of therapeutic interventions by providing a physically and psychologically safe and comfortable environment for clients by achieving "satisfactory" on a teacher developed, faculty graded NUR 2731C Clinical Performance Evaluation tool.

Method 2: Nursing students complete the Assessment Technology's standardized RN Predictor End of Program Assessment Test.

Assessment Instrument: Assessment Technology's RN Predictor End of Program Assessment test, a nationally normed, reliable, valid standardized commercially prepared test

Population: The sample consisted of students who have completed Nursing IV Clinical Course NUR 2731C.

Method 3: Nursing students were evaluated by faculty. Faculty graded individual student's performance using the NUR 2731C Clinical Performance Tool.

Assessment Instrument: NUR 2731C Clinical Performance Tool developed by faculty

Population: The sample consisted of students who had successfully completed Nursing IV Theory and Clinical.

Domain Specifications: Student will demonstrate application of knowledge of therapeutic interventions by providing a physically and psychologically safe and comfortable environment for clients by achieving mastery level on reliable, standardized, valid, commercially prepared RN Predictor End of Program test.

III. Criteria for Success

Method 1: The Nursing IV students are expected to perform satisfactorily on the NUR 2731C Clinical Performance Guide. Students must receive a grade of 'Satisfactory' to pass the course. Students who receive a grade of 'Unsatisfactory', fail the course.

Method 2: Students are expected to achieve a score at or above the 50th percentile on the ATI RN Predictor End of Program Assessment Test.

Method 3: The Nursing IV students are expected to perform satisfactorily on the NUR 2731C Clinical Performance Guide.

IV. Summary of Assessment Findings

Results via Face-to-Face

NUR 2731C Clinical Performance Evaluation

Year	Fall Term		
	Number of Test Takers	Number of Students Who Met the Criteria	Percent of Students Who Met the Criteria
2015-2016	150	139	93%
2016-2017	171	121	71%
2017-2018	166	143	86%

Year	Spring Term		
	Number of Test Takers	Number of Students Who Met the Criteria	Percent of Students Who Met the Criteria
2015-2016	163	152	93%
2016-2017	176	143	81%
2017-2018	163	128	82%

ATI Summary of End of Program Assessment Test on First Take

Year	Fall			Spring		
	Number of Students	Met Criteria	Percent of Students	Number of Students	Met Criteria	Percent of Students
2015-2016	128	108	85%	131	122	93%
2016-2017	122	113	93%	147	128	87%
2017-2018	143	108	76%	139	128	92%

ATI Summary of End of Program Assessment Test on First Re-Take

Year	Fall			Spring		
	Number of Students	Met Criteria	Percent of Students	Number of Students	Met Criteria	Percent of Students
2015-2016	128	123	96%	131	129	98%
2016-2017	122	120	98%	147	139	95%
2017-2018	143	136	95%	139	132	95%

NUR 2731C Hospice/Home Health Performance Evaluation

Year	Fall Term		
	Students Enrolled (minus mid course withdrawals)	Number of Students Who Met the Criteria	Percent of Students Who Met the Criteria
2015-2016	150	139	93%
2016-2017	171	121	71%
	166	143	86%

2017-2018			
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Year	Spring Term		
	Students Enrolled (minus mid course withdrawals)	Number of Students Who Met the Criteria	Percent of Students Who Met the Criteria
2015-2016	163	152	93%
2016-2017	176	143	81%
2017-2018	163	128	79%

Results via Distance Delivery (Online, Blended, etc)

V. Discussion and Analysis of Assessment Findings

Method 1: It is important to note that theory and clinical course grades are linked. We are unable to track clinical performance separate from the grade. If the student is unsuccessful in theory, it will translate into an unsuccessful attempt in clinical.

The data indicated that ninety-three percent of the students in Fall 2015 met the criteria and ninety-three percent of students in Spring 2016 met the criteria. During the remainder of the semesters, the percentage of students who met the criteria ranged from seventy-one percent to eight-six percent. In Fall 2016, there was a significant number of decrease in the number of students who met the criteria. In fall 2017, the scores improved after the interventions.

Nursing IV theory and clinical are the most complex courses in the curriculum as they build on the courses in the previous three levels. Students at this level are also taught new advanced content related to the client with multisystem failure.

Method 2: Review of the ATI End of Program Assessment indicated success rates on the first take from eighty-seven percent to ninety-six percent with an average of ninety percent. The success rates on the retake ranged from ninety-five percent to ninety-eight percent with an average of ninety-six percent. These scores have significantly improved over previous years as a result of one-on-one tutorials by academic chairs.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [ADN EOP SLO were modified in 2014 but never implemented. Fall 2018, this was addressed and were updated to reflect current professional nursing standards and were approved by faculty. Curriculum committee is working on the mapping of these outcomes to our course objectives.](#)
- Dr. Louisana Louis / Jul 2019

Budget / Planning Implications:

New outcomes to include: 1.Apply clinical reasoning consistent with the novice registered nurse within contemporary health care environments. NO CHANGE 2.Demonstrate evidence-based knowledge to provide safe and quality care. MINOR CHANGE 3.Utilize communication and collaboration strategies with clients, their support systems, and members of the multidisciplinary health care team. NEW 4. Assimilate the role of a novice registered nurse through exhibiting the core values of the profession of nursing. NEW

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- #4:** The student will apply the role and knowledge of the Associate Degree Nurse as a manager of care and member of discipline by: a. performing a satisfactory clinical evaluation during the nursing management course (NUR 2811C). b. satisfactory attainment of the Major Learning Outcomes (MLOs) for Nursing IV (NUR 2731C). c. performing expected end of program clinical evaluation (NUR 2731C).
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I. Use of Past Results

Method 1: Successful completion of Nursing IV and the End of Program assessment effectively measure a student's readiness for Nursing Care Management. The data indicated that ninety-nine to one-hundred percent of the students completed Nursing Care Management successfully.

Method 2: Eighty-two to ninety-three percent of students successfully completed NUR 2731C implying successful completion of major learning outcomes.

Method 3: Eighty-two to ninety-five percent of students successfully completed the clinical competencies in NUR 2731. Faculty would like to see more students meet the criteria. It is important to note that theory and clinical course grades are linked. We are unable to track clinical performance separate from the grade. If the student is unsuccessful in theory, it will translate into an unsuccessful attempt in clinical.

II. Methodology

Means of Assessment: Three methods were utilized to assess this outcome.

Date(s) of Administration: Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018

Method 1: Nursing students were evaluated by faculty. Faculty graded individual student's performance using the NUR 2811C Clinical Performance Evaluation Tool.

Assessment Instrument: NUR 2811C Clinical Performance Evaluation Tool developed by faculty

Method 2: Nursing IV students who satisfactorily completed the Major Learning Outcomes of NUR 2731C.

Assessment Instrument: Achievement Tests for NUR 2731C

Population: The sample consisted of students who are enrolled in NUR 2731C.

Domain Specifications: Student will demonstrate knowledge of and application of the role of the Associate Degree Nurse as a member of the discipline of nursing by satisfactory attainment of MLOs for Nursing IV NUR 2731C.

Method 3: Nursing IV students who satisfactorily demonstrated clinical competence in NUR 2731C.
Assessment Instrument: NUR 2731C Clinical Performance Evaluation Tool

Population: The sample consisted of students who were enrolled in NUR 2811C.

Domain Specifications: The student will demonstrate role of the Associate Degree Nurse as manager of care achieving a satisfactory clinical evaluation during the nursing management course (NUR 2811C).

III. Criteria for Success

Method 1: The Nursing IV students are expected to perform satisfactorily on the NUR 2811C Clinical Performance Guide.

Method 2: The Nursing IV students who are enrolled in Nursing IV theory NUR 2731C must achieve a cumulative average of 80% on achievement tests.

Method 3: The Nursing IV students are expected to perform satisfactorily on the NUR 2731C Clinical Performance Guide.

IV. Summary of Assessment Findings

Results via Face-to-Face

NUR 2811C Clinical Performance Evaluation

Year	Number of Enrolled Students	Number of Students who Met the Criteria	Percent of Students who Met the Criteria
Fall 2015	128	128	100%
Spring 2016	131	131	100%
Fall 2016	122	122	100%
Spring 2017	147	145	99%
Fall 2017	143	143	100%
Spring 2018	128	128	100%

NUR 2731C Nursing IV Completion of Major Learning Outcomes

Year	Number of Students Enrolled	Number of Students Who Met the Criteria	Withdrawals	Course Failures	Percent of Students Who Met the Criteria
Fall 2015	150	128	0	22	85%
Spring 2016	168	131	5	32	78%
Fall 2016	171	122	7	42	71%
Spring 2017	176	147	2	27	84%
Fall 2017	166	143	7	16	86%
Spring 2018	163	138	7	18	85%

NUR2731C Clinical Performance Evaluation

Year	Fall Term
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	Number of Students Enrolled	Number of Students who Met the Criteria	Percent of Students who Met the Criteria
2015-2016	150	139	93%
2016-2017	171	121	71%
2017-2018	166	143	86%

Year	Spring Term		
	Number of Students Enrolled	Number of Students who Met the Criteria	Percent of Students who Met the Criteria
2015-2016	163	152	93%
2016-2017	176	143	81%
2017-2018	163	138	85%

Results via Distance Delivery (Online, Blended, etc)

V. Discussion and Analysis of Assessment Findings

Method 1: Successful completion of Nursing IV and the End of Program assessment effectively measure a student's readiness for Nursing Care Management. The data indicated that ninety-nine to one-hundred percent of the students completed Nursing Care Management successfully.

Method 2: seventy-one to eighty-six percent of students successfully completed NUR 2731C implying successful completion of major learning outcomes.

Method 3: seventy-one to ninety-three percent of students successfully completed the clinical competencies in NUR 2731. Faculty would like to see more students meet the criteria. It is important to note that theory and clinical course grades are linked. We are unable to track clinical performance separate from the grade. If the student is unsuccessful in theory, it will translate into an unsuccessful attempt in clinical.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [ADN EOP SLO were modified in 2014 but never implemented. Fall 2018, this was addressed and were updated to reflect current professional nursing standards and were approved by faculty. Curriculum committee is working on the mapping of these outcomes to our course objectives.](#)
- Dr. Louisana Louis / Jul 2019

Budget / Planning Implications:

New outcomes to include: 1.Apply clinical reasoning consistent with the novice registered nurse within contemporary health care environments. NO CHANGE 2.Demonstrate evidence-based knowledge to provide safe and quality care. MINOR CHANGE 3.Utilize communication and collaboration strategies with clients, their support systems, and members of the multidisciplinary health care team. NEW 4. Assimilate the role of a novice registered nurse through exhibiting the core values of the profession of nursing. NEW

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- #5:** The student will formulate knowledge of the theoretical concepts and critical thinking skills essential for the safe practice of nursing as a graduate nurse by: a. developing the potential to pass the NCLEX-RN on an end of program reliable, standardized, valid commercially prepared examination. b. performing a satisfactory end of program clinical summative evaluation (NUR 2811C).
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I. Use of Past Results

Method 1: Review of the ATI End of Program Assessment indicated success rates on the first take from eighty-one percent to eighty-nine percent with an average of eighty-five percent. The success rates on the retake ranged from eighty-nine percent to ninety-nine percent with an average of ninety-three percent. These scores have significantly improved over previous years as a result of one-on-one tutorials by academic chairs.

Method 2: Successful completion of Nursing IV and the End of Program assessment effectively measure a student's readiness for Nursing Care Management. The data indicated that ninety-nine to one-hundred percent of the students completed Nursing Care Management successfully.

II. Methodology

Means of Assessment: The two methods listed below were utilized to assess Major Learning Outcome 7, in the Nursing Program.

Method 1: The results of the Assessment Technology RN Predictor end of program standardized test were utilized to assess this major learning outcome.

Method 2: The results of the Nursing Care Management NUR 2811C clinical evaluation were utilized to assess this major learning outcome.

Date(s) of Administration: Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018

Method 1: Nursing IV students who demonstrate mastery on the end of program reliable, standardized, valid commercially prepared examination.

Assessment Instrument: ATI RN Predictor End of Program Exit Examination.

Population: The sample consisted of students who successfully completed NUR 2731C.

Domain Specifications: Student will demonstrate knowledge of the theoretical concepts and critical thinking skills essential for the safe practice of nursing as a graduate nurse by demonstrating the potential to pass the NCLEX-RN on an end of program reliable, standardized, valid commercially prepared examination.

Method 2: Nursing IV students who satisfactorily completed NUR 2811C Nursing Care Management.

Assessment Instrument: NUR 2811C Clinical Performance Evaluation Tool.

Population: The sample consisted of students who are enrolled in NUR 2811C.

Domain Specifications: Student will demonstrate knowledge of the theoretical concepts and critical thinking skills essential for the safe practice of nursing as a graduate nurse by demonstrating expected end of program clinical competencies during a summative end of program NUR 2811C clinical performance evaluation.

III. Criteria for Success

Method 1: The Nursing IV students are expected to achieve a score at or above the 50th percentile on the ATI RN Predictor End of Program Assessment Test.

Method 2: The Nursing IV students are expected to perform satisfactorily on the NUR 2811C Clinical Performance Guide on 80% of the criteria listed and 100% on the critical criteria marked by bolded print.

IV. Summary of Assessment Findings

Results via Face-to-Face

ATI Summary of End of Program Assessment Test on First Take

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Year	Fall			Spring		
	Number of Students	Met Criteria	Percent of Students	Number of Students	Met Criteria	Percent of Students
2015-2016	128	108	85%	131	122	93%
2016-2017	133	113	93%	147	128	87%
2017-2018	143	108	76%	139	128	92%

ATI Summary of End of Program
Assessment Test on First Re-Take

Year	Fall			Spring		
	Number of Students	Met Criteria	Percent of Students	Number of Students	Met Criteria	Percent of Students
2015-2016	128	123	96%	131	129	98%
2016-2017	122	120	98%	147	139	95%
2017-2018	143	136	95%	139	132	95%

NUR 2811C Clinical Performance Evaluation

Year	Number of Students Enrolled	Number of Students who Met the Criteria	Percent of Students who Met the Criteria
Fall 2015	128	128	100%
Spring 2016	131	131	100%
Fall 2016	122	122	100%
Spring 2017	147	146	99%
Fall 2017	143	143	100%

Spring 2018	128	128	100%
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Results via Distance Delivery (Online, Blended, etc)

V. Discussion and Analysis of Assessment Findings

Method 1: Review of the ATI End of Program Assessment indicated success rates on the first take from eighty-seven percent to eighty-three percent with an average of ninety-six percent. The success rates on the retake ranged from ninety-five percent to ninety-eight percent with an average of ninety-six percent. These scores have significantly improved over previous years as a result of one-on-one tutorials by academic chairs.

Method 2: Successful completion of Nursing IV and the End of Program assessment effectively measure a student's readiness for Nursing Care Management. The data indicated that ninety-nine to one-hundred percent of the students completed Nursing Care Management successfully.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- ADN EOP SLO were modified in 2014 but never implemented. Fall 2018, this was addressed and were updated to reflect current professional nursing standards and were approved by faculty. Curriculum committee is working on the mapping of these outcomes to our course objectives.
- Dr. Louisana Louis / Jul 2019

Budget / Planning Implications:

New outcomes to include: 1.Apply clinical reasoning consistent with the novice registered nurse within contemporary health care environments. NO CHANGE 2.Demonstrate evidence-based knowledge to provide safe and quality care. MINOR CHANGE 3.Utilize communication and collaboration strategies with clients, their support systems, and members of the multidisciplinary health care team. NEW 4. Assimilate the role of a novice registered nurse through exhibiting the core values of the profession of nursing. NEW

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
D. Improve Assessment Methodology			
D1. Restructure Major Learning Outcomes to agree with curriculum changes			
	ADN EOP SLO were modified in 2014 but never implemented. Fall 2018, this was addressed and were updated to reflect current professional nursing standards and were approved by faculty. Curriculum committee is working on the mapping of these outcomes to our course objectives. Budget / Planning Implications: New outcomes to include: 1.Apply clinical reasoning consistent with the novice registered nurse within contemporary health care environments. NO CHANGE 2.Demonstrate evidence-based knowledge to provide safe and quality care. MINOR CHANGE 3.Utilize communication and collaboration strategies with clients, their support systems, and members of the multidisciplinary health care team. NEW 4. Assimilate the role of a novice registered nurse through exhibiting the core values of the profession of nursing. NEW	#1, #2, #3, #4, #5	Dr. Louisana Louis Jul 2019
D5. Revise assessment instruments			
	Action Detail: A new method to assess critical thinking in these students will be developed. Budget / Planning Implications: None	#1	Dr. Louisana Louis Jul 2019

Approvals

Program Administrators:

Louisana Louis - Chair, Nursing UD (BSN)
Susan Baker - Dean

Approved by Louisana Louis - Chair, Nursing UD (BSN) on Nov 8, 2018

Educational Outcomes Coordinators:

Joe Boyd - Coord, Accredtn&BaccAssessment
Magaly Tymms - Assessment Director

Approved by Joe Boyd - Coord, Accredtn&BaccAssessment on Nov 8, 2018

Deans:

Louisana Louis - Chair, Nursing UD (BSN)
Susan Baker - Dean

Approved by Louisana Louis - Chair, Nursing UD (BSN) on Nov 8, 2018

Senior Vice Presidents:

Anne Cooper - Senior VP Instruction and Academic Programs
Sabrina Crawford - AVP, Institutional Eff Acad Srv

Approved by Sabrina Crawford - AVP, Institutional Eff Acad Srv on May 10, 2019