## Assessment Overview

**Discipline/Program Name**: Nursing

**Assessment Year**: 2010-2011

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Outcome Type</th>
<th>Methodology</th>
<th>n</th>
<th>History</th>
<th>Benchmark</th>
<th>Results</th>
<th>Strength of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of the nursing process and be able to apply critical thinking to deliver safe and culturally sensitive care to clients across the life-span and the health-illness continuum.</td>
<td>Discipline</td>
<td>PN Exit Exam/RN Exit Exam</td>
<td>PN exam 64 RN exam 57</td>
<td>5 years</td>
<td>70% of students will score above 850</td>
<td>LPN: 50% &gt;850 RN 73% &gt;850</td>
<td>Weak for LPN exam Strong for RN exam</td>
</tr>
<tr>
<td>2. Students will demonstrate an increase in critical thinking skills and clinical reasoning during the nursing program</td>
<td>SLO, Discipline</td>
<td>Critical thinking pre/post test</td>
<td>57</td>
<td>5 years</td>
<td>Increase composite score by at least 40 points and Score &gt;850</td>
<td>44 &amp; 112 point increase in scores Scored &gt;850</td>
<td>Strong for both measurements</td>
</tr>
<tr>
<td>3. Students will demonstrate an understanding of therapeutic communication techniques</td>
<td>SLO, Discipline</td>
<td>RN Exit Exam</td>
<td>57</td>
<td>5 years</td>
<td>Composite score will be &gt;850</td>
<td>Scores were 904 and 818</td>
<td>Neutral</td>
</tr>
<tr>
<td>4. Utilize theory and clinical experience to successfully pass NCLEX exam after graduation</td>
<td>Discipline</td>
<td>NCLEX Pass Rates</td>
<td>57</td>
<td>5 years</td>
<td>92% will pass NCLEX exam on first attempt</td>
<td>98% pass rate</td>
<td>Strong</td>
</tr>
</tbody>
</table>

### Describe the Learning Outcome That You Have Measured

<table>
<thead>
<tr>
<th>SLO, Discipline or Other</th>
<th>Pre-Post Test, Judged Competition, Embedded Questions, Rubric Graded Essay</th>
<th>Number of Students Assessed</th>
<th># of Years This Outcome Has Been Assessed</th>
<th>Measurement Standard</th>
<th>Report the Results of Your Data Analysis</th>
<th>Strong: Exceeds Benchmark Neutral: Meets Benchmark Weak: Misses Benchmark</th>
</tr>
</thead>
</table>
Program / Discipline Assessment Report

Program/Discipline: Nursing
Responsibility: Gerilyn Rush RN, MSN, CNE

Program/Discipline's Mission Statement: The nursing program is designed to prepare individuals to take the licensing examination to become a registered nurse, to seek employment in beginning staff positions in the community, and to become safe and competent members of the nursing profession, engaging in lifelong learning, in an ever-changing health care environment.

The philosophy of the nursing faculty is in harmony with and supports the mission statement of Arapahoe Community College. We believe the philosophy is based on concepts related to the individual, environment, health, nursing/nursing practice, professionalism, and teaching/learning. Each INDIVIDUAL is viewed as a unique, complex, holistic being with biological, psychological, social, cultural and spiritual dimensions. Individuals have diverse values and beliefs and possess dignity, unconditional worth and the inherent right to assume responsibility for the development of their own potential. As patients in a health care setting, individuals have the right and responsibility to request information about their health and health care. ENVIRONMENT refers to the context in which nursing occurs, which ranges from the patient’s home to clinical agencies to society as a whole. A patient’s environment is a major determinant of their health/illness status. It can include spiritual, political, legal, ethical, physical, economic, spatial and temporal aspects in which the family, community, or healthcare exists. HEALTH is a changing state on the wellness-illness continuum that is impacted by stressors in the internal and external environment. Individuals experience ILLNESS when factors in the internal and external environment compromise an individual’s ability to adapt to stressors resulting in disorders in physiological or psychological function. NURSING/NURSING PRACTICE is a caring profession that is both an art and a science. Nursing is a complex and dynamic process that is scientifically based and requires critical thinking. Nurses use cognitive, psychomotor, and affective skills within the parameters of the nursing process to assist the individual experiencing actual and/or potential disorders in function. Nursing is directed toward promoting, maintaining, and restoring health and supporting death with dignity. Nursing practice employs critical thinking to carry out therapeutic and caring interventions and facilitate the nurse-patient relationship. CARING/THERAPEUTIC INTERVENTIONS are individualized nursing interventions involving compassion, sensitivity, and showing empathy for the patient. Caring interventions require critical thinking, planning, collaboration and therapeutic communication between the patient and nurse. PROFESSIONALISM requires that the student has a responsibility and an obligation to prepare for the role of registered nurse. Nursing is a scholarly profession that utilizes theories from nursing and other disciplines to guide its practice for the promotion of health, care of the sick, and support of individuals and families in the final stages of life. Students apply the Colorado Nurse Practice Act, the ANA Standards of Care and Code of Ethics to professional practice. TEACHING/LEARNING concepts are put into practice by faculty to organize and evaluate learning in the classroom and in the clinical settings. Principles of adult learning as well as pedagogy are utilized to support the learning process through the acquisition of knowledge then applying that knowledge to a test question or a simulation or lab experience or in the clinical setting. Students demonstrate principles of teaching/learning throughout their nursing practice.
**Program/Discipline's Assessment History:**

By using the assessment process as an evaluative technique, what changes to student learning have been noted?

The nursing department uses the HESI assessment test as a major part of our evaluation/assessment of our program. After the students take the exam the nursing faculty evaluates all portions of this exam and changes have been made in content covered in the course work. The nursing department has also instituted mandatory practicing of NCLEX questions as part of each course requirement to help the students review content and practice test taking skills. In an attempt to help improve critical thinking scores the nursing program has increased the use of critical thinking activities in class and clinical reasoning activities in the clinical setting.

What unintended consequences, if any, have occurred because of the assessment process?

No unintended consequences have occurred due to the assessment process.

Who receives information about your department's assessment and why? (Please note if you plan on altering either of these items for the coming year.)

The faculty and Advisory Committee receive the information generated from the RN Exit Exam by the Retention Coordinator and Instructional Research. The Retention Coordinator utilizes the information to generate Areas of Improvement worksheet for faculty to complete and then data is added to the Systematic Evaluation Plan for NLNAC accreditation. The Advisory Committee is given the information to update them on the state of the program. The information is also given to the State Board of Nursing when the program is experiencing reaccreditation.
## Part 1: Previous Academic Year Assessment Summary

**Previous Academic Year:** 2010-2011

<table>
<thead>
<tr>
<th>Outcome #: 1</th>
<th>Outcome Title: RN Exit Exam (discipline)</th>
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</table>
| **Outcome Type** (choose by bolding): CTE/Nursing | **Outcome Description:**
Demonstrate an understanding of the nursing process and be able to apply critical thinking to deliver safe and culturally sensitive care to clients across the life-span and the health-illness continuum. |
| **Benchmark for success**
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure? | 1) 70% of graduating students will score above the benchmark for success (850) as measured on a standardized exit exam of RNs.
2) Success on the RN Exit Exam is a predictor of success on the National Licensing Examination (NCLEX). If 70% of the students score above 850, the total composite average score is at or slightly higher than the national average for community college students. |
| **Description of assessment process:**
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size? | 1) Students at the end of 4<sup>th</sup> semester were required to take a standardized 160 question exam created by HESI (Health Education Systems, Inc.).
2) The RN exit exam is a comprehensive test that includes questions from all 4 semesters: Fundamentals, Pharmacology, Pediatrics/Obstetrics, Medical Surgical, Psych/Mental Health and Leadership. The LPN exit exam covers all material covered in the first two semesters. Data can be compared with other tests taken that are course specific to identify improvement in specific courses.
3) Measured bi yearly, with fall graduates and spring graduates
4) Sample size: LPN exit exam: Fall 2010 25   Spring 2011 39
   RN exit exam: Fall 2010 23   Spring 2011 34 |
<table>
<thead>
<tr>
<th>Results</th>
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</thead>
</table>
| **What were the results of the assessment process? (List results for each method, if more than one were used.)** | **The HESI PN Exit exam is taken at the end of second semester.**

In the **Fall semester of 2010** the students achieved the following results.

25 students took the exam. 14 students scored higher than 850 or 56%  
Fall mean HESI score for ACC: 881  National mean: 809

In the **Spring semester 2011** the students achieved the following results

39 students took the exam. 17 students scored higher than 850 or 43%  
Spring mean HESI score for ACC: 820  National mean: 804

HESI RN Exit exam is taken at the end of the fourth semester

In the **Fall semester of 2010** the students achieved the following results

23 students took the exam. 19 students score higher than 850 or 75%  
Fall mean HESI score for ACC: 952  National mean: 840

In the **Spring semester of 2011** the students achieved the following results

35 students took the exam. 24 students scored above 850 or 71%  
Spring mean HESI score for ACC: 914  National mean 840

<table>
<thead>
<tr>
<th>What did the department learn?</th>
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</table>
| 1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other? | 1) For the students who took the LPN HESI exit exam both groups fell well below the benchmark. Although both groups composite score was above the national average. When analyzing the RN HESI exit exam the Fall 2010 group and the Spring 2011 met the benchmark for the HESI score. This put both semesters above the national average on the exit exam.

2) The scores for 2010-2011 were greatly improved from the 2008-2009 scores where only 46% of students scored higher than 850.

3) N/A |
| Student performance summary | 1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?  
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods | 1) Strong for the RN exit exam, because we did see improvement in categories from the previous academic year. Weak for the LPN exit exam, because the results fell below the bench mark.  
2) After each group of students take the HESI exams the faculty looks at each specific measurements analyzed by the exam. The faculty then decides what topics may need to be addressed differently in each individual class. We are instituting a curriculum change beginning with the Fall 2012 admissions which will cover many on the new topics being covered on both HESI and NCLEX exam |

<table>
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<tr>
<th>Outcome #: 2</th>
<th>Outcome Title: Critical Thinking (information management)</th>
</tr>
</thead>
</table>
| **Outcome Type** (choose by bolding):  
CTE/Nursing/ General Ed: Critical Thinking | **Outcome Description:**  
Students will demonstrate an increase in critical thinking skills and clinical reasoning during the nursing program |
| **Benchmark for success**  
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.  
2) What is the rationale for choosing this measure? | 1) student’s critical thinking score will improve by at least 40 points between 1st and 4th semester on a standardized critical thinking test 85% of students will have a score above 850 on the NLNAC critical thinking category in both Fall 2010 and Spring 2011 on the RN Exit Exam  
2) Critical thinking is a skill that is a necessary tool for competency in the clinical setting. |
| **Description of assessment process:**  
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?  
2) How do these methods show students are learning?  
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?  
4) How many students made up the sample size? | 1) Method #1: Comparing scores in a Pretest/Posttest format using a standardized Critical Thinking Test between 1st and 4th semester; Method #2: Examine scores on the RN Exit Exam for Fall 2010 and Spring 2011 with the 850 benchmark in the NLNAC category of critical thinking.  
2) By comparing the critical thinking scores between the 1st and 4th semester tests, scores should improve because of the exposure to the nursing curriculum; comparing scores on the RN Exit Exam to meeting the benchmark of 850 will show critical thinking skills compared to the criteria for success on the NCLEX-RN exam.  
3) Method #1 is given at the end of 1st Semester and at the end of 4th semester; Method #2 is given at the end of 4th semester.  
4) Fall 2010 – 23; Spring 2011 – 34 |
### Results

What were the results of the assessment process? (List results for each method, if more than one were used.)

<table>
<thead>
<tr>
<th>Method #1: Critical thinking scores</th>
<th>Spring 2009 878</th>
<th>Fall 2010 922</th>
<th>change of 44 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking scores Fall 2009 800</td>
<td>Spring 2011 912</td>
<td>change of 112 points</td>
<td></td>
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</tbody>
</table>

Method #2
Critical thinking scores HESI RN exit exam with a benchmark of (850)

| Fall 2010  composite score 954 |
| Spring 2011  composite score 914 |

### What did the department learn?

1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

1) Method 1 shows for the Fall 2010 graduates an increase of 44 points on the composite scores which shows a positive significant change. For the Spring 2011 graduates there was an improvement of 112 points.
   
   Method 2 demonstrates the students in both groups (Fall 2010 and Spring 2011) scored significantly higher than the 850 benchmark.

2) This is the first year these measures have been used to assess Critical Thinking.

3) Both measures showed improvement in critical thinking scores.

### Student performance summary

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

1) Strong because the students on each measure scored above the benchmark.

2) Nursing department will continue to have test questions written at higher levels of Blooms Taxonomy. Also continue to integrate activities both in clinical and classroom to promote critical thinking. The retention coordinator also will track students who are obtaining low scores on the HESI assessment test to help them with critical thinking and test taking skills.
<table>
<thead>
<tr>
<th>Outcome #: 3</th>
<th>Outcome Title: Therapeutic Communications (communication)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type</strong> (choose by bolding): CTE/Nursing/ General Education: Quantitative Reasoning</td>
<td><strong>Outcome Description</strong>: Students will demonstrate an understanding of therapeutic communication techniques</td>
</tr>
<tr>
<td><strong>Benchmark for success</strong></td>
<td>1) Examine scores on the RN Exit Exam for Fall 2010 and Spring 2011 with the 850 benchmark in the NLNAC category of therapeutic communication</td>
</tr>
<tr>
<td></td>
<td>2) Scoring above 850 on the NCLEX exam demonstrates an understanding of therapeutic communication. This skill is necessary to deliver compassionate, safe, therapeutic care.</td>
</tr>
<tr>
<td><strong>Description of assessment process</strong></td>
<td>1) At the end of 4th semester, the same students take a standardized 160 question exam (RN Exit Exam)</td>
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<tr>
<td></td>
<td>2) The RN Exit Exam is a comprehensive test that includes questions categorized based on the National League of Nursing categories such as Therapeutic Communication. By improving scores on the standardized testing, the students show that they are learning how to use therapeutic communication to their patients.</td>
</tr>
<tr>
<td></td>
<td>3) Measured bi yearly, with fall graduates and spring graduates</td>
</tr>
<tr>
<td></td>
<td>4) Sample size: Fall 2010 – 23; Spring 2011 - 34</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>Therapeutic communication composite scores (benchmark 850)</td>
</tr>
<tr>
<td></td>
<td><strong>Fall 2010</strong> 904</td>
</tr>
<tr>
<td></td>
<td><strong>Spring 2011</strong> 818</td>
</tr>
<tr>
<td><strong>What did the department learn?</strong></td>
<td>1) The Fall 2010 cohort scored above the 850 bench mark, while the Spring 2011 cohort scored below</td>
</tr>
<tr>
<td></td>
<td>2) There can be no comparison from previous years for this outcome.</td>
</tr>
<tr>
<td></td>
<td>3) N/A</td>
</tr>
</tbody>
</table>
Student performance summary

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

1) Neutral, one group scored above the bench mark and the other scored below.
2) We are beginning curriculum changes in the Fall so the faculty will examine other alternative methods to introduce therapeutic communication concepts. Since this is the first year we have examined these scores and one group scored above the benchmark and the other below, we will continue to monitor.

Outcome #: 4
Outcome Title: NCLEX Pass Rates (program & Personal growth and development)

Outcome Type (choose by bolding): CTE/Nursing
Outcome Description:
Utilize theory and clinical experience to successfully become a registered nurse.

Benchmark for success
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

1) Graduates of the Arapahoe Community College Nursing Program will achieve an 92% pass rate on the National Licensing Examination (NCLEX-RN) for Fall 2010 and Spring 2011 on 1st attempt.
2) Achievement of a 90% pass rate or above on the NCLEX-RN is above the national average.

Description of assessment process:
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1) Method #1: Individuals were tracked on the State Board of Nursing website and dates indicated as licensed nurses were recorded on a spreadsheet created by the Retention Coordinator to determine % of pass on 1st attempt the number of students recorded as passing divided by total number of students who took the examination.
2) NCLEX is the national exam required for licensure by all 50 states and the DC. The exam helps to establish the student has met minimal competency to perform safe and competent care as an entry level practitioner.
3) This is being measured each semester after each graduating class takes the NCLEX exam.
4) Fall 2010  N=23
   Spring 2011  N=34
## Results
What were the results of the assessment process? (List results for each method, if more than one were used.)

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>In the <strong>Fall of 2010</strong> ACC had a <em>100%</em> pass rate for all graduating students.</td>
<td></td>
</tr>
<tr>
<td>In the <strong>Spring of 2011</strong> ACC had a <em>97%</em> pass rate for all graduating students.</td>
<td>One student was not successful.</td>
</tr>
</tbody>
</table>

## What did the department learn?
1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1) The students exceeding the benchmark set of 92% achieving success on the NCLEX-RN.</td>
<td></td>
</tr>
<tr>
<td>2) The results went down slightly. The last year had a 100% pass rate on boards.</td>
<td></td>
</tr>
<tr>
<td>3) N/A</td>
<td></td>
</tr>
</tbody>
</table>

## Student performance summary
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

<p>| | |</p>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1) Strong</td>
<td></td>
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<tr>
<td>2) The Retention Coordinator will continue to work with “at risk” students; The nursing faculty will continue to develop high quality test questions for course exams; continue standardized tests for each course and comprehensive exams at the end of the first and second years; continue to review standardized test results to create areas of improvement for each course, continue to have students complete a large number of NCLEX type questions prior to graduation (at least 4000) to be best prepared for passing the NCLEX-RN.</td>
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</tbody>
</table>
Current Academic Year: 2011-12

Intended Learning Outcomes (only include if they differ from those noted in Part 1)
The Nursing Department plan to continue with the same learning outcomes as noted in Part 1

Assessment Method(s) (only include if they differ from those noted in Part 1)
The assessment methods will remain the same as Part 1

Benchmarks (only include if they differ from those noted in Part 1)
Benchmarks will remain the same they were changed for Part 1 to meet criteria.

Have you submitted a separate budget worksheet? (Choose by bolding; for information about this worksheet, please refer to the specific budgeting e-mail sent by the committee chairperson.)
Yes  No

Please submit this report (including both last year's summary and this year's plan) in a Word document to the Program Assessment committee chairperson (Cheyne Bamford: cheyne.bamford@arapahoe.edu). If you have any questions about the process, please contact the chairperson.