Program/Discipline Assessment Report

NURSING 2011-2012
## Assessment Overview

**Discipline/Program Name:** Nursing  
**Assessment Year:** 2011-2012

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Outcome Type</th>
<th>Methodology</th>
<th>n</th>
<th>History</th>
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</table>
| 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. | Discipline   | PN Exit Exam/RN Exit Exam | PN exam 69  
RN exam 56 | 6 years | 70% of students will score above 850 | LPN:75% >850  
RN 44%>850 | Strong for LPN exam  
Exceeds benchmark Neutral for RN exam |
| 2. Students will demonstrate an increase in critical thinking skills and clinical reasoning during the nursing program | SLO, Discipline  
Critical thinking pre/post test | 56 | 2 years | Increase composite score by at least 40 points and Score >850 | 6 point decrease & 28 point increase in scores Scored>850 | Neutral for first measurement and weak for second measurement |
| 3. Students will demonstrate an understanding of therapeutic communication techniques | SLO, Discipline  
RN Exit Exam | 56 | 2 years | Composite score will be >850 | Scores were 689 and 692 | Weak |
| 4. Utilize theory and clinical experience to successfully pass NCLEX exam after graduation | Discipline   
NCLEX Pass Rates | 56 | 5 years | 92% will pass NCLEX exam on first attempt | 98% pass rate | Strong |

Describe the Learning Outcome That You Have Measured  
Number of Students Assessed  
# of Years This Outcome Has Been Assessed  
Report the Results of Your Data Analysis  
Strong: Exceeds Benchmark  
Neutral: Meets Benchmark  
Weak: Misses Benchmark
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:** 2011-12

<table>
<thead>
<tr>
<th>Outcome #: 1</th>
<th><strong>Outcome Title:</strong> RN Exit Exam (discipline)</th>
</tr>
</thead>
</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/posttest, 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?

3) Measured bi yearly, with fall graduates and spring graduates

4) How many students made up the sample size?

1) Students at the end of 4th 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) Sample size: LPN exit exam: Fall 2011 39 Spring 2012 30

4) Sample size: RN exit exam: Fall 2011 20 – Spring 2012 36
### 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</th>
<th>Description</th>
<th>Fall Semester 2011</th>
<th>Spring Semester 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESI PN Exit</td>
<td>Exam is taken at the end of second semester.</td>
<td>39 students took the exam. 28 students scored higher than 850 or 71% &lt;br&gt; Fall mean HESI score for ACC: 896  National mean: 854</td>
<td>30 students took the exam. 24 students scored higher than 850 or 80% &lt;br&gt; Spring mean HESI score for ACC: 934  National mean: 845</td>
</tr>
<tr>
<td>HESI RN Exit</td>
<td>Exam is taken at the end of the fourth semester</td>
<td>In the Fall semester of 2011 the students achieved the following results &lt;br&gt; 20 students took the exam. 9 students score higher than 850 or 45%, &lt;br&gt; Fall mean HESI score for ACC: 835  National mean: 853</td>
<td>In the Spring semester of 2012 the students achieved the following results &lt;br&gt; 36 students took the exam. 16 students scored above 850 or 44% &lt;br&gt; Spring mean HESI score for ACC: 825  National mean: 850</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?

1) For the students who took the LPN HESI exit exam both groups fell well above the benchmark and the composite scores were well above the national average. The students taking the LPN HESI exit exam in the spring were the first group of selective admission. When analyzing the RN HESI exit exam the Fall 2011 group and the Spring 2012 both groups fell below the benchmark for the HESI score. Both semesters scored below the national average on the exit exam. This is a change from the last year.

2) The LPN HESI scores are much improved this year. The class who took the LPN HESI exit exam in the spring did much better than the prior year. They are the first class of selective admission. The scores for 2011-2012 were lower than the previous year but in line with the scores from 2008-2009 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) Neutral for the RN exit exam, because we did see a decrease in scores from the previous academic year. Strong for the LPN exit exam, because the results fell well above the benchmark.

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.

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**Outcome #: 2**

**Outcome Title:** Critical Thinking (information management)

**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 1\textsuperscript{st} and 4\textsuperscript{th} 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 1\textsuperscript{st} and 4\textsuperscript{th} 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 1\textsuperscript{st} and 4\textsuperscript{th} 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 1\textsuperscript{st} Semester and at the end of 4\textsuperscript{th} semester; Method #2 is given at the end of 4\textsuperscript{th} semester.

4) Fall 2011 – 20; Spring 2012 – 36
### 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 2010</th>
<th>Fall 2011</th>
<th>change of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2010</td>
<td>869</td>
<td>897</td>
<td>28 points</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>897</td>
<td></td>
<td></td>
</tr>
<tr>
<td>change of</td>
<td>28 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Method #2 Critical thinking scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HESI RN exit exam with a benchmark of (850)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011 composite score</td>
<td>840</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2012 composite score</td>
<td>833</td>
<td></td>
<td></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?

1) Method 1 shows for the Fall 2011 graduates an increase of 28 points on the composite scores which shows a positive significant change. For the Spring 2012 graduates there was a decrease of 6 points.

Method 2 demonstrates the students in both groups (Fall 2011 and Spring 2012) scored slightly lower than the 850 benchmark.

2) This is the second year these measures have been used to assess Critical Thinking. The scores were significantly lower in the 2011-2012 year than 2010-2011.

3) Both measures showed little or no 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) Weak because the students on each measure scored below 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>
</table>
| **Outcome Type (choose by bolding):**
CTE/Nursing/ General Education: Quantitative Reasoning | **Outcome Description**: Students will demonstrate an understanding of therapeutic communication techniques |

**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) Examine scores on the RN Exit Exam for Fall 2010 and Spring 2011 with the 850 benchmark in the NLNAC category of therapeutic communication
2) Scoring above 850 on the NCLEX exam demonstrates an understanding of therapeutic communication. This skill is necessary to deliver compassionate, safe, therapeutic care.

**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) At the end of 4th semester, the same students take a standardized 160 question exam (RN Exit Exam)
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.
3) Measured bi yearly, with fall graduates and spring graduates
4) Sample size: Fall 2011 – 20; Spring 2012 - 36

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

<table>
<thead>
<tr>
<th>Fall 2011</th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>689</td>
<td>692</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?

1)The Fall 2011/Spring 2012 cohort scored well below the 850 bench mark
2) Theses scores are much lower than the previous year when the cohorts scored 904 and 818.
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) Weak, both groups scored well below the benchmark.

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 second year we have examined these scores we will continue to monitor.

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**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 a 92% pass rate on the National Licensing Examination (NCLEX-RN) for Fall 2011 and Spring 2012 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 2011 N=20

Spring 2012 N=36
| Results  | In the Fall of 2011 ACC had a 100% pass rate for all graduating students.  
In the Spring of 2012 ACC had a 97% pass rate for all graduating students. |
|---|---|
| **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) The students exceeding the benchmark set of 92% achieving success on the NCLEX-RN.  
2) The results went down slightly. The last year had a 100% pass rate on boards.  
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  
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. |
Current Academic Year: 2012-13

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.