Arapahoe Community College

2013-2014 Nursing Assessment Plan Data

Discipline Outcome
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.

Measure 1 Type:
Direct

Scores and pass rates on a standardized test

Measure 1 Description:
Graduating students will take the HESI RN exit exam. Students at the end of 4th semester were required to take a standardized 160 question exam created by HESI (Health Education Systems, Inc). It is a comprehensive test that includes questions from all 4 semesters: Fundamentals, Pharmacology, Pediatrics/Obstetrics, Medical Surgical, Psyc/Mental Health and Leadership

Measure 1 Sample Size:
121

Measure 1 Benchmark

1) Describe the benchmark for this measure.
70% of graduating students will score above the benchmark for success (850) as measured on the standardized HESI RN exit exam.

2) What is the rationale for choosing this benchmark?
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
Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Surpassed benchmark

Measure 1 Results:

In the fall of 2012 32 students took the RN HESI exit exam. 72%

% of them scored above 850. In the Spring 2013 33 students took the RN HESI exit exam. 82% of the students scored above 850. So for the 2012-2013 academic year. 77% of graduates scored above 850

Measure 2 Results:
1) How did unit/department performance compare to the benchmark?
When analyzing the RN HESI exit exam for 2012-2013 academic year the graduates scored above our benchmark on the HESI exam.

2) How does the data compare to the previous year, if applicable?
The scores for 2012-2013 were much higher than the scores for 2011-2012.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
After each group of students takes the HESI exam the faculty looks at each specific measurements analyzed by the exam.

Further Action:

Describe the action plan:
The faculty then decides what topics may need to be addressed differently in each individual class. We have instituted a new curriculum which began with the students graduating in the Spring 2014. This curriculum change covers many of the new topics being covered on both HESI and NCLEX exams.

Person/ Group responsible for action
Nursing Faculty
Discipline Outcome

Information Management: Students will demonstrate an increase in critical thinking skills and clinical reasoning during the nursing program

Measure 1 Type:
Direct

Scores and pass rates on a standardized test

Measure 1 Description:
Compare critical thinking scores to the national norm on the HESI exam.

Measure 1 Sample Size:
121

Measure 1 Benchmark

1) Describe the benchmark for this measure.
Critical thinking scores HESI RN exit exam with a bench mark of 850

2) What is the rationale for choosing this benchmark?
850 is the bench mark established by the HESI exam as a predictor to pass this category on the NCLEX exam.

Measure 2 Type:
Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Surpassed benchmark

Measure 1 Results:
Fall 2012 32 students had a critical thinking mean score of 918 on the HESI RN exit exam. Spring 2013 33 students had a critical thinking mean score of 952 on the HESI RN exit exam.

![Critical Thinking Scores](https://tk20.arapahoe.edu/campustoolshighered/k12_reports_variables_b...)

Measure 2 Results:

1) How did unit/department performance compare to the
benchmark?
The students who took the HESI RN exit exam scored above the benchmark for critical thinking

2) How does the data compare to the previous year, if applicable?
The critical thinking scores were significantly higher than the scores from the previous year

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
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 will track students who are obtaining low scores on the HESI assessment test to help them with critical thinking and test taking skills

Further Action:
Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no
additional resources are needed.

Discipline Outcome
Communication: Students will demonstrate an understanding of therapeutic communication techniques

Measure 1 Type:
Direct

Scores and pass rates on a standardized test

Measure 1 Description:
Examine scores on the HESI RN Exit Exam in the NLNAC category of therapeutic communication.

Measure 1 Sample Size:
121

Measure 1 Benchmark

1) Describe the benchmark for this measure.
The mean score of each graduating class will be at least 850

2) What is the rationale for choosing this benchmark?
The mean score of each graduating class will be above 850. HESI has established 850 as the score needed to be successful on the NCLEX exam and demonstrate understanding of use of therapeutic communication.

Measure 2 Type:
Direct

Please select

Measure 2 Description:

Measure 2 Sample Size:
Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Surpassed benchmark

Measure 1 Results:
Each graduating class takes the RN exit HESI exam.

![Therapeutic Communication Scores](image)

In the Fall 2012 the graduating class scored 862 on therapeutic communication. The Spring 2013 class scored 904 on therapeutic communication.

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
The students who took the HESI RN exit exam scored above the benchmark for critical thinking.

2) How does the data compare to the previous year, if applicable?
The critical thinking scores were significantly higher than the scores from the previous year.
3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

The nursing department will continue to use many methods of instruction to introduce therapeutic communication concepts to our students.

Further Action:
Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)

---

**Discipline Outcome**

Clinical Preparation: Utilize theory and clinical experience to successfully become a registered nurse.

Measure 1 Type:
Direct

Scores and pass rates on a standardized test

Measure 1 Description:
Students who graduate from a nursing program must pass the National Licensing Examination (NLCEX-RN) to become an RN

Measure 1 Sample Size:
121

Measure 1 Benchmark

1) Describe the benchmark for this measure.
Over 90% of Arapahoe Community College Graduates will pass the NCLEX exam on the first attempt.

2) What is the rationale for choosing this benchmark?
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.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Measure 1 Results:
For the 2012-2013 year, ACC had a 95% pass rate on the NCLEX exam.

![NCLEX PASS RATES](chart)

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
The students exceeded the benchmark on the NCLEX-RN exam.

2) How does the data compare to the previous year, if applicable?
Our results dropped slightly. Nationally results had a significant drop.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Surpassed benchmark
2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
We will continue to monitor our students NCLEX results and change curriculum as needed.

Further Action:
Further Action Unnecessary

Describe the action plan:
We 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 year, 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 the best prepared for passing the NCLEX-RN exam.

Person/ Group responsible for action
All nursing faculty

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)