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.

Assessment Author(s)
Geri Rush

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, Psych/Mental Health and Leadership

1) Describe the benchmark for this measure.
Compare HESI RN exit exam scores to the national norm. The class average will be above 850
2) What is the rationale for choosing this benchmark?

Success on the RN Exit Exam (score above 850) is a predictor of success on the National Licensing Examination (NCLEX)

Measure 1 Results:

The Fall 2015 class had an average of 809 (below the benchmark) and the Spring 2016 class scored 877 (above the benchmark).

1) How did unit/department performance compare to the benchmark?

The Fall semester fell below the benchmark, and the Spring semester was above the benchmark.

2) How does the data compare to the previous year, if applicable?

The data was very similar the the year before. One semester fell below the benchmark while the other was above.

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)?

Met 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 faculty will look at each of the subcomponents of the HESI exit exam and determine if anything need to be changed in their classes to address the areas of weaknesses seen on the exam. We have developed a new tracking sheet to help this process.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

The faculty will review and determine which topic areas need to be addressed differently in their classes.

Further Action:
Further Action Unnecessary

Describe the action plan:

We are having students attend a 3 day HESI live review course at the end of NUR 230.

Person/ Group responsible for action

Nursing Faculty

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Discipline Outcome

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

Assessment Author(s)

Geri Rush

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 (NCLEX-RN) to become an RN

Measure 1 Sample Size:
59

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.

This discipline outcome was
Surpassed benchmark

Measure 1 Results:
In the Fall of 2015 and Spring 2016 ACC Nursing students had a 95% success rate on the NCLEX exam. This was above the national average and above the benchmark.

1) How did unit/department performance compare to the benchmark?
ACC Nursing Department surpassed the benchmark set for our nursing students.

2) How does the data compare to the previous year, if applicable?
NCLEX pass rates have been higher than the national average for many years. This year's NCLEX pass rate was higher than the previous year.

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 cohort of students sits for the NCLEX exam, the faculty reviews the national report. The faculty then decides if there is a specific area which needs improvement and adjusts their courses accordingly.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

The faculty will decide if there are topics which may need to be addressed differently in each individual class.

Further Action:

Further Action Unnecessary

Describe the action plan:

Continue to look at ways to improve the quality of our nursing education.

Person/Group responsible for action

Nursing Faculty

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

Assessment Author(s)
Geri Rush

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:
59

1) Describe the benchmark for this measure.
Critical thinking scores HESI RN exit exam with a benchmark of 900

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

Measure 1 Results:
Critical thinking scores were above the benchmark of 850 for both semesters.

1) How did unit/department performance compare to the benchmark?

The scores for both semesters were above the benchmark of 850.

2) How does the data compare to the previous year, if applicable?

The scores were a little higher than the previous year.

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 have test questions written at higher levels of Blooms Taxonomy. Nursing is also increasing simulation as well as critical thinking exercises within the classroom.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?
Nursing will continue to increase critical thinking exercises. The retention coordinator will also track students who are scoring low on HESI and help them with test taking skills and assigning case studies to increase critical thinking.

Further Action:
Further Action Unnecessary

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

Assessment Author(s)
Geri Rush

Measure 1 Type:
Direct

Scores and pass rates on a standardized test

Measure 1 Description:
Compare Therapeutic Communication scores to the national norm on the HESI exam.

Measure 1 Sample Size:
59

1) Describe the benchmark for this measure.
Compare communication scores to the national norm on the HESI exam.

2) What is the rationale for choosing this benchmark?
900 is the benchmark established by the HESI exam as a predictor to pass this category on the NCLEX exam.
Measure 1 Results:

The Fall course scored just below the benchmark of 850 with a score of 849. The Spring group scored well above the benchmark at 920.

1) How did unit/department performance compare to the benchmark?

The Fall 2015 group was just below the benchmark and the Spring 2016 group was well above the benchmark.

2) How does the data compare to the previous year, if applicable?

The 2015-2016 class scored higher than the previous year.

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 and develop therapeutic communication concepts to our students.
3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

The nursing faculty will continue to look for new ways to help the students with therapeutic communication skills.

Further Action:

Further Action Unnecessary