

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Nursing	123	NUR 123 07/05/2016- Medical-Surgical Nursing I
Division	Department	Faculty Preparer
Health Sciences	Nursing & Health Science	Gloria Velarde
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Identify the principles of nursing care of adults with common chronic and acute medical-surgical needs.

- Assessment Plan
 - Assessment Tool: Assessment Technologies Institute (ATI), LLC standardized test: Adult Medical-Surgical Nursing - customized exam covering the following body functions: cardiac output & tissue perfusion, excretion, immunity, oxygenation, and regulation & metabolism.
 - Assessment Date: Spring/Summer 2017
 - Course section(s)/other population: All students in all sections
 - Number students to be assessed: ~ 48/semester or 96 students per academic year
 - How the assessment will be scored: ATI scores the exam and gives the specific data to instructors for item analysis.
 - Standard of success to be used for this assessment: 75% of all students will achieve at or above 68.9% for body function areas from the customized ATI Adult Medical-surgical test on their first attempt. (This is the cut score for Proficiency Level 2 for the RN Content Mastery Series 2013: Adult Medical-Surgical Nursing)
 - Who will score and analyze the data: The NUR 123 Course Coordinator will analyze the reported data that is specific to content covered in NUR 123.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2015, 2014	2016, 2015, 2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
238	223

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Prior to Winter 2015, students took the ATI test if they passed the course. Therefore, some students who were not passing the course, elected not to take the ATI exam. Currently (since Winter 2015), all students take the ATI exam as part of the course requirements and is worth 3% of the final grade.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who enrolled and completed the course (see previous response).

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The ATI exam was developed drawing from the ATI test bank and was implemented in Fall 2013. The customized exam was drawn from body functions reflective of the NUR 123 course content and was proportionate to the content covered by body systems: total questions = 65 --- fluid/electrolyte/acid-base imbalances = 12 items; hematological/oncology nursing = 8 items; endocrine nursing = 10 items; cardiovascular/peripheral vascular nursing = 15 items; urinary/renal nursing = 10 items; and respiratory nursing = 10 items. The exam was scored by ATI, Inc. and compared to the proficiency level 2 cut score for the Adult Medical-Surgical Nursing ATI exam.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>No</u>		
GROUP RESULTS		
Semester	n	% students scoring PL 2 on ATI
W14-A1	19	(10) 52.6%
W14-H1	19	(15) 78.9%
F14-A1	24	(13) 54.2%

F14-H1	27	(9) 33.3%
W15-A1	26	(16) 61.5%
W15-H1	19	(13) 68.4%
F15-A1	27	(15) 55.6%
F15-H1	20	(9) 45%
W16-A1	22	(12) 54.5%
W16-H1	20	(11) 55%
TOTAL	223	(123) 55.2%

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

ITEM ANALYSIS of ATI Customized Test:

Out of the 65 questions, there were twelve (12) items that the majority of groups consistently scored ~ 90% or higher correct:

- Hematology: blood transfusion reactions
- Hematology: blood transfusion care
- Urinary/Renal: Urolithiasis - care
- Urinary/Renal: UTIs - risk factors
- Fluid & electrolytes: assmt - hypovolemia
- Fluid & electrolyte labs: creatinine
- Acid-base imbalances: ABG interpretation
- Endocrine: DM - SS insulin coverage
- Endocrine: DM - foot care
- Endocrine: Thyroidectomy - post-care
- Peripheral vascular: thrombophlebitis care
- Oncology: Chemo - neutropenia

ITEM ANALYSIS of Departmentally-Developed Cumulative Final Exam

An item analysis was compiled for 9 of the 10 sections of NUR 123 since W14. The Course Coordinator was not able to locate one for W15-A1, so this was not included. Of the 82 items, there were 28 items that were consistently correct for ~ 90% by 5 or more sections (out of 9):

- Respiratory SUMMARY - ~ 1/3 of items

- Respiratory: assessment
- Respiratory: TB skin test
- Respiratory: bronchoscopy - reportable findings
- Respiratory: tracheostomy - communication x2
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- Respiratory: oxygen therapy/observations
- Respiratory: smoking and chronic lung disease
- Respiratory: lung surgery & chest tube care
- Respiratory: lung cancer prevention
- Respiratory: pneumonia - risk factors
- Intro/F/E/AB: 50%
 - Intro: patient-centered care
 - Intro: fall risk prevention
 - Fluid & electrolytes: hypovolemia - assessment
- Hematology: 33%
 - Hematology: blood transfusion reactions
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- Endocrine: 17%
 - Endocrine: T2DM characteristics
- Cardiovascular: 50%
 - Cardiovascular: stable angina - s/sx
 - Cardiovascular: bradycardia - contributing factors
 - Cardiovascular: cardiac cath - reportables

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 - Urinary/renal: hemodialysis - complications
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Summary:

There did not appear to be a *pattern* related to a "deficient" body system between the two assessment methods, but rather, students did not perform as well with more complex conditions and procedures that involved more complications and multiple body systems (as evidenced by lab findings).

Improvement: The medical-surgical nursing faculty have been meeting with a curriculum consultant to level the med-surg topics across the three (3) courses, going from more simple conditions in MS I to more complex in MS III.

Select-all-that-apply (SATA) questions are recognized as higher level thinking questions at the analysis level and statistically, show a lower percent of correct answers. There is no partial credit given for these items, rather, students must select all in order to get credit.

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Improvement: The medical-surgical nursing faculty have been meeting with a curriculum consultant to level the med-surg topics across the three (3) courses, going from more simple conditions in MS I to more complex in MS III.

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 - Assessment Date: Spring/Summer 2017
 - Course section(s)/other population: all
 - Number students to be assessed: all students registered for NUR 123
 - How the assessment will be scored: Departmentally-developed test key score through Par test analysis performed by the Testing Center Technician
 - Standard of success to be used for this assessment: 75 percent of students will score 78 percent or higher.
 - Who will score and analyze the data: Medical-Surgical Nursing I Course Coordinator

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

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2015, 2014	2016, 2015, 2014	

2. Provide assessment sample size data in the table below.

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238	234

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There were a few students who elected not to take the final exam if they were not able to pass the course.

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Currently, the departmentally-developed cumulative final exam consists of 82 questions:

- o 52 items - new material: respiratory nursing
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- o 6 items - prior material: hematological/oncology (cancer) nursing
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Originally, it was 72 questions, with 4 items for each prior material 5 sections. After giving the final exam in F13, it was determined that more questions were needed from prior test content to make the exam a more valid cumulative final. The majority remained respiratory nursing since this was the first time this content was tested on in the course. Giving two (2) exams during the last week of the course was less desirable than testing more heavily on the content that had not been evaluated by a prior unit exam. Therefore, statistics for F13 were excluded from this CAR since the final exam was different.

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Met Standard of Success: <u>Yes</u>		
FINAL EXAM RESULTS BY SEMESTER		
Semester	n	% students passing Final
W14-A1	24	(18) 75%
W14-H1	20	(19) 95%
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F15-H1	20	(18) 90%
W16-A1	21	(17) 80.9%
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TOTAL	234	80.3%

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

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Out of the 65 questions, there were twelve (12) items that the majority of groups consistently scored ~ 90% or higher correct:

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 - Respiratory: suctioning technique
 - Respiratory: chronic bronchitis
 - Respiratory: asthma attack - s/sx
 - Respiratory: emphysema - reportables
 - Respiratory: TB - effectiveness of tx
 - Respiratory: TB - meds - teaching
 - Respiratory: COPD - SOB
 - Respiratory: oxygen therapy/observations
 - Respiratory: smoking and chronic lung disease
 - Respiratory: lung surgery & chest tube care
 - Respiratory: lung cancer prevention
 - Respiratory: pneumonia - risk factors

- Intro/F/E/AB: 50%
 - Intro: patient-centered care
 - Intro: fall risk prevention
 - Fluid & electrolytes: hypovolemia - assessment
- Hematology: 33%
 - Hematology: blood transfusion reactions
 - Hematology: neutropenic precautions
- Endocrine: 17%
 - Endocrine: T2DM characteristics
- Cardiovascular: 50%
 - Cardiovascular: stable angina - s/sx
 - Cardiovascular: bradycardia - contributing factors
 - Cardiovascular: cardiac cath - reportables
- Urinary/renal: 33%
 - Urinary/renal: hemodialysis - complications
 - Urinary/renal: urinary retention - s/sx

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

ITEM ANALYSIS of ATI Customized Test:

Out of the 65 questions, there were ten (10) items that all groups consistently scored less than 50% correct:

- Hematology (1)
 - labs for multiple myeloma
- Oncology/Cancer (1)
 - XRT - effects & care
- CV/PV section (5) - note: 3 were select-all-that-apply (SATA) questions:
 - Peripheral artery disease (teaching)
 - Use of NTG meds

- CVP reading
- NTG - monitoring effect/care
- Post-cardiac catheterization
- Endocrine
 - Cushing's syndrome - assessment (SATA)
- Urinary/Renal
 - ESRD assessment (SATA)
- Respiratory
 - TB - dx tests

ITEM ANALYSIS of Departmentally-Developed Cumulative Final Exam

An item analysis was compiled for 9 of the 10 sections of NUR 123 since W14. The Course Coordinator was not able to locate one for W15-A1, so this was not included. Of the 82 items, there were five (5) items that were consistently missed > 50% by 5 or more sections (out of 9):

- Respiratory: post-lung surgery; chest tube care
- Respiratory: pneumonia - managing secretions
- Fluid imbalances: assessment of hypervolemia
- Endocrine nursing: lab findings with Cushing's syndrome
- Urinary/Renal: cystectomy - post-op complications

Summary:

There did not appear to be a *pattern* related to a "deficient" body system between the two assessment methods, but rather, students did not perform as well with more complex conditions and procedures that involved more complications and multiple body systems (as evidenced by lab findings).

Improvement: The medical-surgical nursing faculty have been meeting with a curriculum consultant to level the med-surg topics across the three (3) courses, going from more simple conditions in MS I to more complex in MS III.

Select-all-that-apply (SATA) questions are recognized as higher level thinking questions at the analysis level and statistically, show a lower percentage of correct answers. There is no partial credit given for these items, rather, students must select all in order to get credit.

Improvement: More class time will be used to go over SATA questions as a checkpoint for topics covered with emphasis on the *process* of answering this type of test questions.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

NUR 123, the first level medical-surgical nursing theory course, has been a challenging leap from the preceding semester with Fundamentals of Nursing. This is the first course to integrate all prior learning from prerequisite courses (i.e. anatomy & physiology, pathophysiology, nutrition, and pharmacology). While current course content was previously decided based on "common" body systems, it was pointed out by an external curriculum consultant that some complex topics were covered prematurely in the course. Some of the "most missed items" (those where >50% of student missed), were areas that the consultant recommended to be moved to either Med-Surg II or III.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information will be sent to all full-time nursing faculty electronically, then discussed at a future department meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	ATI tests will be changed to another standardized test as the second assessment tool. The departmentally-developed cumulative final exam will continue.	The use of Assessment Technologies Institute, Inc. tests was voted by Nursing faculty to be discontinued program-wide starting Fall 2016 due to costs and update delays based on changes to the NCLEX test plan.	2016

Objectives	Objectives will change to reflect content shifts of common chronic and acute medical-surgical conditions within <u>all</u> body systems.	As recommended by a nursing curriculum consultant, the first level medical-surgical nursing course will cover conditions with less complexity and more foundational for the next medical-surgical nursing theory course (NUR 223).	2016
1st Day Handout	First day handout will be updated based on changes to Course Description, assessment tool, and course objectives.	To reflect content shifts among all medical-surgical nursing courses (NUR 123, 223, 283).	2016
Course Assignments	Increased focus on learning basic nursing concepts, use of case studies, and promoting self-review of prior A&P, pathophysiology, and pharmacology information.	To correspond to the content shifts.	2016
Other: Course Description	Any reference to specific body systems in the Course Description will be removed in the next MSF revision.	Per the curriculum consultant, suggested content shifts will bring in less complex conditions and disorders from all body systems; not just cardiovascular, respiratory, renal, endocrine, cancer, and hematology.	2016

4. Is there anything that you would like to mention that was not already captured?

The Nursing Department will be undertaking a major curriculum revision for Fall 2017; however, our external curriculum consultant strongly suggested that leveling of content in the three (3) med-surg courses happen sooner rather than later. Therefore, the Course Assessment Report was done earlier to precede the MSF revisions.

III. Attached Files

[NUR 123 - Final Exam \(dept developed\)](#)

[NUR 123 - Final Exam - Item Analysis](#)

[NUR 123 - ATI Exam](#)

[NUR 123 - ATI Exam - Item Analysis](#)

Faculty/Preparer:	Gloria Velarde	Date: 07/08/2016
Department Chair:	Mary Burns-Coral	Date: 07/15/2016
Dean:	Valerie Greaves	Date: 07/19/2016
Assessment Committee Chair:	Michelle Garey	Date: 10/03/2016

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Nursing	123	NUR 123 10/14/2013-Medical-Surgical Nursing I
Division	Department	Faculty Preparer
Math, Science and Health	Nursing & Health Science	Gloria Velarde
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Identify the principles of nursing care of adults with common chronic and acute medical-surgical needs.

- Assessment Plan
 - Assessment Tool: Assessment Technologies Institute (ATI), LLC standardized test: Adult Medical-Surgical Nursing - customized exam covering the following body functions: cardiac output & tissue perfusion, excretion, immunity, oxygenation, and regulation & metabolism.
 - Assessment Date: Spring/Summer 2012
 - Course section(s)/other population: All students in all sections.
 - Number students to be assessed: ~ 48/semester or 96 students per academic year.
 - How the assessment will be scored: ATI scores the exam and gives the specific data to instructors for item analysis.
 - Standard of success to be used for this assessment: 75% of all students will achieve at or above Proficiency Level 2 for body function areas from the customized ATI Adult Medical-surgical test on their first attempt.
 - Who will score and analyze the data: The NUR 123 Course Coordinator will analyze the reported data that is specific to content covered in NUR 123.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2013	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
37	35

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Two (2) students withdrew after the 100% refund period, but did not attend any classes. Both were dismissed from the Nursing Program due to a failure in the preceding course.
--

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students (with the exception of those who withdrew) were assessed in both sections for Winter 2013.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Unfortunately, the customized ATI assessment was not developed at the time of the course assessment. Additionally, it was determined that there would be no Proficiency levels established for a customized test. The statistical significance based on norming would be lost once the comprehensive Adult Medical-Surgical Nursing ATI was broken up by systems.

Since there was no customized ATI test developed, a departmentally-developed cumulative final was used for assessment purposes. Here is the breakdown of the test items - total = 72 questions:

- 52 questions - new material: respiratory nursing
- 4 questions - prior material: fluid/electrolytes/acid-base
- 4 questions - prior material: hematological/cancer nursing
- 4 questions - prior material: endocrine nursing
- 4 questions - prior material: cardiovascular/peripheral vascular nursing
- 4 questions - prior material: urinary/renal nursing

The Par test was scored by the Testing Center Technician, which gives a standard item analysis that includes mean score, high/low scores.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

% of students who passed the departmentally-developed cumulative final with a grade of 78 percent or higher, which is the passing standard for APNURS program:

Sect. A1 - 17 out of 19 students or 89.47%

Sect. H1 - 12 out of 16 students or 75%

OVERALL - 29 out of 35 or 82.85%

Of the 6 students who did not pass the final cumulative exam (worth 20% of the final grade), 5 students did not pass the course with an overall average of 78 percent.

The intended benchmark (75%) was met in both sections, but unfortunately, a different tool and measure were used for assessment.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The following were based on examination of the cumulative final standard item analysis (based on 4 questions answered correctly by >50% of students):

- Prior material (tested on earlier unit exams): strongest areas were hematological/cancer, urinary/renal and cardiovascular/peripheral vascular nursing.

As expected, students did well overall on respiratory nursing (most current material covered before final exam). There were only 4 questions out of 52 that were missed by >50% of students.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Prior material (tested on earlier unit exams): weakest areas were fluid/electrolytes/acid-base and endocrine nursing.

Here are the topic descriptors for those items missed by 50% of students:

- Respiratory: assessment, smoking history, lung resectional surgery, chest tube care, priority care, and acute pulmonary embolism
- Fluid/electrolytes/acid-base: hypervolemia
- Endocrine nursing: peak insulin times; significant labs in Cushing's syndrome

Outcome 2: Identify current evidence-based management strategies for care of adults with common chronic and acute medical-surgical needs to facilitate adaptation to optimal health, by applying the nursing process.

- Assessment Plan
 - Assessment Tool: Assessment Technologies Institute (ATI), LLC standardized test: Adult Medical-Surgical Nursing - customized exam covering the following body functions: cardiac output & tissue perfusion, excretion, immunity, oxygenation, and regulation & metabolism.
 - Assessment Date: Spring/Summer 2012
 - Course section(s)/other population: All students in all sections.
 - Number students to be assessed: ~ 48/semester or 96 students per academic year.
 - How the assessment will be scored: ATI scores the exam and gives the specific data to instructors for item analysis.
 - Standard of success to be used for this assessment: 75% of all students will achieve at or above Proficiency Level 2 for body function areas from the customized ATI Adult Medical-Surgical test on their first attempt.

- Who will score and analyze the data: The NUR 123 Course Coordinator will analyze the reported data that is specific to content covered in NUR 123.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2013	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
37	35

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Two (2) students withdrew after the 100% refund period, but did not attend any classes. Both were dismissed from the Nursing Program due to a failure in the preceding course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students (with the exception of those who withdrew) were assessed in both sections for Winter 2013.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Unfortunately, the customized ATI assessment was not developed at the time the course assessment was due. Additionally, it was determined that there would be no Proficiency levels established for a customized test. The statistical significance based on norming would be lost once the comprehensive Adult Medical-Surgical Nursing ATI was broken up by body systems.

Since there was no customized ATI test developed, a departmentally-developed cumulative final was used for assessment purposes. Here is the breakdown of the test items - total 72 questions:

- 52 questions - new material: respiratory nursing
- 4 questions - prior material: fluid/electrolytes/acid-base
- 4 questions - prior material: hematological/cancer nursing
- 4 questions - prior material: endocrine nursing
- 4 questions - prior material: cardiovascular/peripheral vascular nursing
- 4 questions - prior material: urinary/renal nursing

The Par test was scored by the Testing Center Technician, which gives a standard item analysis that includes mean score, high/low scores.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and

indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>No</u>
% of students who passed the departmentally-developed cumulative final with a grade of 78 percent or higher, which is the passing standard for APNURS program: Sect. A1 - 17 out of 19 students or 89.47% Sect. H1 - 12 out of 16 students or 75% OVERALL - 29 out of 35 or 82.85% Of the 6 students who did not pass the cumulative final exam (worth 20% of the final grade), 5 students did not pass the course with an overall average of 78 percent. The intended benchmark (75%) was met in both sections, but unfortunately, a different tool and measure were used for assessment.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The following were based on examination of the cumulative final standard item analysis (based on 4 questions answered correctly by >50% of students): <ul style="list-style-type: none">○ Prior material (tested on earlier unit exams): strongest areas were hematological/cancer, urinary/renal, and cardiovascular/peripheral vascular nursing As expected, students did well overall on respiratory nursing (most current material covered before final exam). There were only 4 questions out of 52 that were missed by >50% of students.
--

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Prior material (tested on earlier exams): weakest areas were fluid/electrolyte/acid-base, and endocrine nursing. Here are the topic descriptors for those items missed by 50% of students: <ul style="list-style-type: none">○ Respiratory: assessment, smoking history, lung resectional surgery, chest tube care, priority care, and acute pulmonary embolism○ Fluid/electrolyte/acid-base: hypervolemia○ Endocrine nursing: peak insulin times; significant labs in Cushing's syndrome.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that

surprised you?

There were limitations to the assessment report since the customized ATI test had not been developed and relied on a departmentally-developed final exam. A large part of the exam evaluated understanding of the newest or most recent material that was covered during the last two class periods. However, there was also evidence of retention of earlier taught material (i.e. hematological/cancer, CV/PV and Urinary/renal).

The majority of students who scored below 78% on the cumulative final (5 out of 6 or 83%), did not pass the course. Therefore, it was highly representative of the students' performance prior to taking the final exam.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This will be sent to all full-time nursing faculty electronically, then discussed at a future department meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	<p>1. Develop a customized ATI assessment exam as what had been previously decided by the nursing faculty group. Further, the questions will reflect the time spent on that content - total 65 questions:</p> <ul style="list-style-type: none"> ○ Fluid/electrolytes/acid-base = 12 questions ○ Hematological/cancer nursing = 8 questions ○ Endocrine nursing = 10 questions ○ CV/PV nursing = 15 questions ○ Urinary/renal nursing = 10 questions ○ Respiratory nursing = 10 questions <p>2. Add the departmentally-developed cumulative final exam as a 2nd assessment tool.</p> <p>3. Highlight/expand those areas revealed from the item analysis of those areas missed by >50% of students.</p>	<p>7. A customized ATI assessment exam will be consistent with how other nursing courses are being assessed with equal representative of course's content areas.</p> <p>8. The ATI test bank uses non-instructor developed questions and improves the standardization of the test.</p> <p>9. The ATI test bank can generate an assessment blueprint related to: body function, type of question (i.e. NCLEX-RN exam category, nursing process steps).</p>	2013

		10. By adding the departmentally-developed cumulative final, will help to make sure this and other unit exams are fair and valid.	
Objectives	Add/revise course objectives that focus on those areas that over half the students missed.	To improve clarity and understanding.	2013

4. Is there anything that you would like to mention that was not already captured?

III. Attached Files

[NUR 123: Item Analysis for Sect. A1 and H1](#)
[NUR 123 Final Exam](#)

Faculty/Preparer:	Gloria Velarde	Date: 11/08/2013
Department Chair:	Dr. Vickie Salter	Date: 11/12/2013
Dean:	Martha Showalter	Date: 11/14/2013
Assessment Committee Chair:	Michelle Garey	Date: 01/14/2014

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: **NUR 123**
 Course Title: **Acute Care Nursing I**
 Division/Department Codes: **HAT/NHSD**

2. Semester assessment was conducted (check one):

- Fall 2009**
- Winter 20__
- Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.

- Portfolio
- Standardized test**
- Other external certification/licensure exam (specify):
- Survey
- Prompt
- Departmental exam
- Capstone experience (specify):
- Other (specify):

4. Have these tools been used before?

- Yes
- No – New since Fall 2006**

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.

Since last MSF revision – Four (4) semesters used for assessment (i.e., F07, W08, F08, W09)
Enrolled = 189
Assessed = 165

6. Describe how students were selected for the assessment.

All APNURS students who received a passing grade (i.e. C- or higher) in NUR 223. The nursing department has determined that only students passing the theory course in which the standardized test used for assessment is administered be eligible to take the assessment.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

N/A – this is the first course assessment since MSF was revised in 2007.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.

- 1. Identify the principles of nursing care of adults with common medical-surgical needs, incorporating knowledge of previous courses.**
- 2. Identify current management strategies for care of adults with common medical-surgical needs to facilitate adaptation to optimal health, by applying the nursing process.**

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected. – See attached semester results.*

The reports received from Assessment Technologies Institute provided data for each group and individual scores to determine the percentage of students who met the course benchmark. Further, the results are broken down by subscales. The earlier version (2.1) broke down content into body system-specific categories that were easier to use in relation to where to make subsequent changes, while the

COURSE ASSESSMENT REPORT

more current test version (2007) used more general and abstract subscales that follow the NCLEX-RN blueprint.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*

Outcomes 1-2: The ATI test benchmark was not met in any of the four (4) semesters/eight (8) groups. The Medical-Surgical ATI is administered in Semester 4 (NUR 223) of the nursing program – the semester following the one currently being assessed. Students are required to take two (2) semesters of medical-surgical nursing: NUR 123 focuses on half of the content, broken down by body systems, while NUR 223 focuses on the remaining medical-surgical content, also broken down by body systems. Inherently, students take the standardized test anywhere from 4-8 months following the end of first medical-surgical course, depending on which semester they were enrolled. This is challenging in that the retention of material may be affected by the aforementioned time span.

5. Describe the areas of strength and weakness in students’ achievement of the learning outcomes shown in assessment results.

Strengths: When looking at subscales on the report, students scored highest in the following body systems, which are part of the instruction for NUR 123: renal, and endocrine. These results, if assessed individually, were high enough to meet the benchmark; however, when combined with all body systems, they did not. These scores were easy to extract, as they came from the 2.1 version of the test. Additionally, it was difficult to ascertain student strengths in subsequent semesters based on a change in reporting made by ATI (no longer breaking down subscales by body system).

Weaknesses: During the Fall semester of 2007, students failed to meet the benchmark in the following content areas: cardiovascular, respiratory and fluid & electrolytes. It was difficult to ascertain student weaknesses in subsequent semesters. When the ATI test versions changed (no longer breaking down subscales by body system), it became difficult to determine the specific content area that needed revision/emphasis. The Nursing Department has been communicating with ATI re: the desired report format that can best be used for course assessment, when the content of the standardized test spans over two individual courses.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

Added emphasis on content areas identified as weak during class instruction. Also, since student retention may be affected by the length in time between the delivery of course material and the actual assessment, include core content from NUR 123 at the end of NUR 223 as a “review.”

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
 - a. Outcomes/Assessments on the Master Syllabus

Change/rationale: The measure for achievement will be changed from the 60th percentile rank-national to Proficiency Level 2, which is based on a cut score percentage. This change was recommended by ATI, Inc., based on expert studies. (As defined by ATI, a student meeting the criterion for Proficiency Level 2 is expected to readily meet NCLEX-RN® standards in this content area; should demonstrate a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content; and should exceed minimum expectations for performance in this content area). The ATI Body Systems Assessments indicated to be used as an additional assessment tool will be deleted, and instead utilized as a required course assignment in preparation for unit exams covering course objectives.

- b. Objectives/Evaluation on the Master Syllabus

Change/rationale:

Please return completed form to the Office of Curriculum & Assessment, SC 247.

COURSE ASSESSMENT REPORT

c. Course pre-requisites on the Master Syllabus
Change/rationale:

d. 1st Day Handouts
Change/rationale:

e. Course assignments – require ATI Body Systems Assessment to be completed with 90% proficiency prior to taking the unit exam corresponding with the body system.

Change/rationale: to assist students in preparation of unit exams, while also integrating the practice of topic content which aligns with the standardized test to be taken in the next semester.

f. Course materials (check all that apply)

Textbook – a new medical-surgical textbook was adopted in F09; this new textbook is heavily referenced in the ATI study materials, and therefore corresponds better with the ATI standardized tests and is more easily utilized in remediation of course material.

Handouts – incorporate refined pharmacology sheets according to body systems covered to enhance the integration of these topics in NUR 123;

Other: Section/unit objectives refined to only include course content that aligns with that content covered in the ATI review modules – will continue to refine to highlight significant content areas.

g. Instructional methods – integration of simulation activities into this course sequence; review of core content from NUR 123 during the last class session of NUR 223.

Change/rationale: to enhance student learning of key concepts which are assessed on the ATI standardized test.

h. Individual lessons & activities – integrate collaborative learning activities in the classroom; enhance Blackboard site with interactive activities covering key course content.

Change/rationale: to create a more student-centered learning environment.

3. What is the timeline for implementing these actions?

Winter 2010 for simulation activities; Fall 2010 for all others.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

While each student’s individual composite score was useful to assess their overall understanding of medical-surgical content, without properly delineating the major content areas (subscales), it was not helpful in determining the lecture topic(s) that are in need of modification. Only earlier test versions broke down topics into body systems which is how the course content is organized.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

Work with ATI to modify report format – using body systems for subscales for easy extraction of data.

3. Which outcomes from the master syllabus have been addressed in this report?

All Selected _____

If “All”, provide the report date for the next full review: 2012

If “Selected”, provide the report date for remaining outcomes: _____

Submitted by:

COURSE ASSESSMENT REPORT

Print: Melissa Morningstar Signature Melissa Morningstar Date: _____
Faculty/Preparer

Print: Gloria Velarde Signature Gloria Velarde Date: 2/26/2010
Department Chair

Print: Granville Lee Signature J. P. Lee Date: 3/8/2010
Dean/Administrator

logged 3/11/10 sfv