

2014-15 Assessment of Outcomes Achievement  
Degree, Certificate, Program

Name of Degree, Certificate or Program: Practical Nurse Certificate

1. Describe assessment results.

**Kaplan Scores**

Goal met. Our goal for this NCLEX (national board exam which is required for licensure and practice) type testing was that 70% of students would achieve scores matching or exceeding the national norm in each area of testing. This exam is given toward the end of the last term of the certificate program. The results indicated that 95.8% of students met or exceeded the national norm on this test, indicating readiness to sit for and pass the NCLEX test for licensure.

**PN NCLEX**

Goal met. Not all students actually take the NCLEX to in preparation for LPN practice. We track those that do to determine if their academic preparation was adequate to allow successful completion of this exam. This year 6 of 24 eligible students took the exam, and all passed (100%). 2 2014 CGCC PN certificate completers took the exam, only one of whom passed, leaving a total of 84% for this year. This may be reflective of a variety of possibilities, one of which is the passage of time from certificate completion to sitting for the exam; another may be inadequate preparation, either study or academic. Smaller numbers sitting for the exam in a given year leads to a greater percentage effect if one student does not pass. Over the past 3 years the pass rate (of those of any graduating year who took the exam in that year) has been: 90% in 2013, 100% in 2014, and 87.5% in 2015.

**Summative Case Study**

Goal not met. 23 of 24 students (95.8%) received a score of 80% or greater on their capstone presentation. All students received the necessary 75% (22.5/30) score to pass the case study, thus to pass the class. This project assesses elements of all the certificate outcomes, and we believe, is a valuable project and assessment tool. Part of the student's score, also, is a group score, thus part of their grade is determined by other students in their group. Like any other aspect of course evaluation it is possible that students might not pass and that different scorers may score differently. Because it is, in fact, a capstone project, students do not have an opportunity to practice then improve. We will revise the assessment target to 70% of students will pass the capstone project with a score of 75% or greater.

**Clinical Performance Based Outcomes Tool (PBO)**

Over the past year all 24 students (100%) passed their PBOs. This is critical as it is the actual practice component of the assesment, and, again, assesses accomplishment of all course outcomes.

2. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of degree, certificate, or program outcomes.

There are no specific changes directly related to these assessments that we feel we implement. However, based on student input and other factors (such as faculty and OSBN input) we are making various changes to assignments to streamline assignments and to meet assignment and certificate objectives, to target Community Partner and OSBN input, and to emphasize and assess important patient safety nursing interventions (course content and PBOs). One example is in the care plan, the successful completion of which is required for progressing to the next

nursing course. In previous years students were allowed to direct quote the pathophysiology and etiology of the patients' medical diagnoses. To assist with learning pathophysiology, students must describe diagnoses in their own words. Additionally, a page of patient safety prep was added, to assist students in assuring safe, effective care.

3. Describe your plan for implementation of any changes.  
As each term is planned, changes are made to existing assignments and implemented in that term. Changes are being made to theory content, and to PBOs in the appropriate terms. These changes will be re-assessed at end of term faculty meetings.
4. Departmental faculty involvement. Involvement includes both primary and adjunct (mainly clinical faculty)
5. Evaluate the assessment strategy. The PN readiness test is possibly the best assessment tool as all students finishing the PN certificate year take this exam. In the past 3 years 15 was the highest number of students taking the PN NCLEX (in other years, 10 and 8 students). It is possible that more students who feel they may not pass the RN (degree) year may take the PN exam, so the PN NCLEX, though an effective assessment strategy, may not give as accurate a view of overall outcome achievement. Clinical PBOs are a critical assessment tool, as they give a "real-life" assessment of nursing safety and effectiveness in practice. Capstone is a presentation, and relies on other students for accomplishment. It is valuable, but likely the least effective of the strategies.
6. Additional comments.