

Nursing Certificate (PN) 2015-2016

Analysis:

1. Describe assessment results.

Kaplan Scores

Our goal for this NCLEX (nursing board exam) Type testing was that 70% of students would achieve scores matching or exceeding the national norm for the PN Readiness Exam. In this class 19 of 21 met or exceed the national norm on this exam, which is thought to be reflective of how students will do on their national licensure exam, which is required for PN practice.

NCLEX pass rate

100% of 2015-2016 students taking the PN NCLEX passed on the first attempt. Goal was exceeded.

Case Study Capstone Project

All participating students passed the capstone case study at 22.5 of 30 points or above. Capstone is evaluated on individual and group presentation skills, content and organization, writing standards, and includes group process. This continues to be a valuable exercise for students.

Clinical Performance Based Outcomes Tool (PBO)

In this past year all students finishing each term satisfactorily passed their PBOs. One student in 110 and in 111 one student dropped out and one failed. Thus a total of 3 students dropped out or failed on the basis of theory exams, not clinical performance. In all cases, the student left the term before clinical finished due to inadequate theory exam scores. It is impossible to know, therefore, if they would have passed or failed to pass their PBOs if they had remained in class through the end of clinical time.

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

At this point our course outcome assessment does not indicate specific areas for improvement. We will continue to make changes to course content and assignments as the need is manifested.

In fall of 2018 we are moving to the OCNE curriculum which will necessitate many revisions to meet their requirements, and we will begin planning specific adjustments in the 2017-2018 school year.

3. Describe your plan for implementation of any changes.

No changes indicated.

4. Departmental faculty involvement.

The adjunct and full time faculty meet on an ongoing basis and discuss courses and student achievement. Changes to assignments and other changes are made based on input. Again there are no specific changes directed at this year's outcome assessment results.

5. Evaluate the assessment strategy.

The Kaplan PN readiness test is possibly the best assessment tool as all students finishing the PN certificate year take this exam. It gives an assessment of the likelihood of passing the state NCLEX exam. The PN NCLEX would be superior however not all students take it (only 3 of 2016 PN grads sat for this exam). 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 of value, but the least valuable of the strategies.

6. Describe any changes that were implemented from the previous assessment. Include the effect that these changes had on students' attainment of degree, certificate or program outcomes.

There were no specific changes made directly related to last years PN certificate outcome assessments as goals were clearly met and exceeded. However, based on student input and other factors (such as faculty and OSBN input) we did make 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 now describe diagnoses in their own words. Additionally, a page of patient safety prep was added, to assist students in assuring safe, effective care.

It is difficult to determine the effect that these changes had on students' attainment of certificate outcomes, however we heard positive comments about various changes made. An example is removing a competing and somewhat time-consuming requirement from one of the spring term clinical days. Students were then able to focus more thoroughly on the time management skills and methods they were seeing, which was the main intent of the experience. Students were enthusiastic about the benefit of this assignment and had no recommendations for improving the assignment (which we had had the year before).

7. Additional comments. We look forward to an analysis of appropriate outcome assessment strategies as we move to the new OCNE curriculum.

Plan Submitted by: Gwen Johnston, RN, MSN and Jennifer Stager, RN, MS Date: 11/19/15

Assessment Completed by: Gwen Johnston, RN, MSN and Jennifer Stager, RN, MS Date: 11/14/16

Plans to be submitted to Academic Assessment Coordinator (kkane@cgcc.edu) by Nov 15 of academic year being assessed

Assessment and Analysis to be submitted to Academic Assessment Coordinator (kkane@cgcc.edu) by Nov 15 the following academic year being assessed