

**DEPARTMENT REPORT
OF
PROGRAM LEARNING OUTCOMES ASSESSMENT**

Department: Nursing

Program (Degree): Nursing (NSG)

Type of Degree: X AAS AA AS ATS AIS

Chairperson: Gloria Goldman Date: 3/14/2002

Person(s) Interviewed: Gloria Goldman

- I. **Program Curriculum:** A description of the basis for the program curriculum (i.e., how it is derived and validated). Include accreditation organizations, advisory committees or external groups that influence curriculum. Describe curriculum review activities including the review of course master syllabi.*

The Nursing learning outcomes are developed using standards, guidelines and competencies provided by the American Nursing Association, the National League for Nursing, and the Ohio Board of Nursing. Guidelines from industry professionals including hospitals and other health care agencies are also used to establish learning outcomes and curriculum.

The Ohio Board of Nursing (OBN) approves curricula for all nursing programs in Ohio. In addition to OBN approval, the Nursing Department is accredited by the National League for Nursing Accrediting Commission (NLNAC). The last accreditation visit was in 1996 when the department received full approval for eight years.

Nursing is an applied practice discipline. Practice therefore informs the curriculum. A variety of professional organizations and groups offer input to the curriculum process, including the American Nurses Association, National League for Nursing, Ohio Board of Nursing, Nursing Advisory Committee, and Nursing Curriculum Committee. Feedback from employer surveys is also utilized to improve the program.

Master syllabi were reviewed spring quarter 2002.

- II. **Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities.*

The Nursing (NSG) learning outcomes have not been revised during the past year. Due to changes in outcome measures used by the accrediting body, program outcomes will be revised by Fall 2002.

An entry-level graduate with an Associate of Applied Science Degree in Nursing Education from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Utilize the nursing process as a basis for decision making related to patient care.	ALH 103, 104, 219; ALH Electives; BIO 141, 142, 143, 205; COM 206; ENG 111, 112; HUM Elective; MAT 109; NSG 120, 121, 122, 123, 220, 221, 222, 223, 224, 225, 226, 230; PSY 119, 208
2. Implement nursing care that assists patients in meeting basic human needs.	All courses, as above
3. Demonstrate safe performance of common nursing skills.	All courses, as above
4. Apply principles of effective and therapeutic communication with patients, their significant others, and health care providers	All courses, as above
5. Implement teaching plans that are specific to the patient's level of development and knowledge.	All courses, as above
6. Plan and deliver nursing care to a group of patients in collaboration with another registered nurse.	All courses, as above
7. Assume legal and ethical responsibility for own nursing decisions and actions.	All courses, as above
8. Demonstrate caring behaviors in providing nursing care.	All courses, as above
9. Acknowledge the influence of age, gender, and culture on patients, their significant others, and health care providers.	All courses, as above

III. **Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

a. **Formative Assessment Method(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

All courses in Nursing are sequential and are skill building. At the conclusion of every course each student is evaluated with a written test, a performance examination, and a clinical evaluation. In order to progress through the program students must achieve a mastery level of 80% or higher on written tests, achieve mastery of skills in clinical practice and pass all performance examinations. All evaluations are conducted by nursing faculty.

Computerized testing is being utilized outside of class in three courses. The department plans to utilize computerized testing in one additional course by Spring 2002.

Nursing majors have a faculty member assigned during each clinical learning experience. There are no more than 10 students under the supervision of a faculty member. Eight clinical courses (average class/clinical contact hours is 20 hours per week) are required throughout the curriculum. As a result there is provision for continuous counseling and feedback from faculty to students on a course-by-course basis.

A midterm clinical evaluation feedback tool is used to ensure formative midterm assessment. Additionally, faculty share feedback in response to reflection papers/journals.

- b. Summative Assessment Method(s) and Description: A measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

A capstone course, NSG 230, Directed Nursing Practice, an eight-credit-hour course is required of Nursing majors. During this course, each student completes a standardized written test, Mosby Assess Test. This is a comprehensive exam that relates directly to nursing practice and is predictive of graduate success on the national licensing examination (N-CLEX-RN). This test provides feedback on student performance to individual students and to the faculty. Areas of deficiency are identified and plans for student remediation are made. The program will be using the HESI computerized exit examination beginning Fall 2002 instead of the Mosby Assess Test.

In the clinical setting, R.N. preceptors provide direct feedback to students and faculty and students also engage in self-assessment.

An employer survey is administered on a regular basis by IP&R. The IP&R Student Satisfaction Surveys are used for general assessment information. All Nursing students are asked to complete an evaluation questionnaire of the Nursing program which is administered at the conclusion of the program. Additionally, a quarterly student feedback instrument is used for each NSG course.

The department faculty on a regular basis reviews course completion rates.

The department uses a “test blueprint” for the development of all written Nursing examinations. The program “test blueprint” provides basic information for the development of tests and guides faculty in percentages of questions that should fall within the various levels of Bloom’s taxonomy in the cognitive domain. More emphasis is being placed on increasing the percentage of questions that assess higher levels of thinking skills.

All Nursing students are required to prepare a portfolio of their competencies and experiences, beginning in their first nursing course and completing in the final capstone. This portfolio represents evidence of student learning through course experiences and professional experiences. It is hoped these portfolios will be useful in assessing growth in critical thinking.

Nursing faculty use the Human Patient Simulator in NSG 226 to provide students with formative and summative feedback regarding clinical decision-making.

IV. Results: A description of the actual results of overall student performance gathered from the summative assessment(s). (See III.b.)

Results from the capstone course indicate student performance is excellent.

Mosby Assess Test results indicate that most students are performing at a very high level.

The licensing pass rate for the past year’s graduates was 98%, which is well above the national and state average.

The greatest attrition of nursing students occurs between the completion of the second and third clinical courses. The overall graduation rate is approximately 60%.

SCC Nursing graduates are reported by employers to be very competitive in the workforce and outperform other graduates from neighboring institutions.

V. Analysis/Actions: From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

Due to changes in the health care industry and feedback regarding student performance in clinical learning experiences, greater emphasis is being placed on thinking skills, clinical decision-making, and advanced technical skills.

Many methodologies in nursing have changed including new teaching/learning strategies that emphasize more application of thinking skills in the classroom and clinical learning experiences. These include increased use of case studies, more cooperative learning activities, more computer aided instruction activities, and more team activities.

VI. General Education: Are you using any tool(s) to assess any of the three primary general education outcomes * (communication, thinking, values/citizenship)? If so, describe.

Communication (verbal and written) and thinking skills are both major parts of performance examinations and clinical evaluations.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Written communication is a major part of performance examinations and clinical evaluations. Numerous written assignments are required, including self-reflection papers, family journals, and patient care plans. Feedback regarding writing typically comes from the faculty member.

Some faculty in assessing student-writing skills uses the Writing Skills Checklist, developed by the General Education Committee. Standards for all written documents are established by the department and used throughout the curriculum.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral communication skills, including listening, interpersonal and presentation skills are assigned and assessed throughout the NSG program. Skills are learned through role-play, group discussion and practicum experiences. Assessment of oral communication skills is conducted as part of all NSG courses.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Thinking skills are essential for all practicing nurses. Therefore, thinking is a major focus of every course in the NSG program. A decision guide is provided early in the students' learning process and reinforced throughout their studies. Case studies are used in all NSG courses. Process learning techniques are used to encourage collaborative problem-solving skills. Thinking skills are further emphasized through journals and self-reflection.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

There is a constant theme of values stressed throughout the curriculum with information about caring, ethics, values, professional behavior, cultural

diversity, membership in professional associations, etc. These themes are embedded throughout the curriculum and assessed within the clinical experience.

The Nursing Code of Ethics offers specific guidelines and points of discussion for professional behavior. Students' clinical experiences inevitably lead to insights regarding issues of an ethical nature.

Students enrolled in NSG 225 participate in community service-learning projects by participating in health education, health fairs, and health checks for students in Dayton Public Schools. Students in NSG 230 spend 40 hours in community agencies. Many of these experiences meet the criteria of service learning.

* Note: Academic Council adopted the oral communication checklist and the written communication checklist developed by the General Education Committee for college-wide use during the 1997-98 academic year. Thinking Guidelines developed by the General Education Committee were piloted by faculty during the 1998-99 academic year.