**Sinclair Community College**

**Continuous Improvement Annual Update 2017-18**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2018**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2018**

**Department:** **HS - 0672-Nursing**

Year of Last Program Review: FY 2016-2017

Year of Next Program Review: FY 2021-2022

**Section I: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Successful integration into the Health Sciences Center FA 2017   * Inter-professional instruction * Increased use of technology resources * Enhanced alignment with articulation partners (WSU, Miami, UD) | In progress    Completed ×  No longer applicable 🞏 | The program is now fully integrated into the Health Sciences Center. All labs are being accessed by students, including the Simulation Center, and the practice lab is staffed and a badge reader has been placed for students to sign in and sign out to monitor lab usage.   * Inter-professional instruction   The department continues to identify and implement new opportunities for inter-professional instruction. AY 2017-2018, the nursing program has implemented learning opportunities for students in NSG 1400 with dietary students and PTA, NSG 1600 with radiology tech, and a UD collaboration with PA students. NSG 2400 collaborated with respiratory therapy students for neonatal resuscitation and NSG 2600 with WSU medical students for the mock disaster drill. New pilot of care management conference with OTA, dietetics, behavioral health, respiratory therapy, and nursing spring 2018.   * Increased use of technology resources   The program purchased new electronic BP arms for fundamental students learning BP skills. The division, including nursing, is piloting an electronic health record: Neehr Perfect for all health science students to use. In the process of scheduling webinars and possible onsite visit from an Elsevier nurse educator, for faculty training on learning technology tools to incorporate into the classroom, including adaptive quizzing and SimChart. Purchased Hal, a 2-year old infant simulator. SimMom is now being utilized fully for students to experience normal birth, post-partum assessment, and hemorrhage. Simulation baby Tory is now being utilized for instruction including neonatal abstinence syndrome assessment. Video capture is now being used for debriefing and faculty have been identified as ‘super-users’ to facilitate use of Video Capture. A new pediatric torso was purchased and is now in use for pediatric assessment.   * Nursing has a total of nine (9) articulation agreements with other four-year institutions. Enhanced alignment with articulation partners (WSU, Miami, UD)   The alignment with UD 1+2+1 program is progressing. UD has hired a consultant to ready the product. They are currently in the process of hiring a Department Chair. The plan is to begin delivery of the BSN completion program starting Fall 2018 with enrollment of students into the 1+2+1 program Fall 2019. These students will enter to the SCC nursing program Fall 2020. New articulation agreement with Miami University executed SU 2017; New agreement with Kettering College executed SU 2017. |
| Refinement of Concept Based Curriculum   * Hybrid courses (PN courses) * Valid and Reliable Assessments, Test Banks, Test Security | In progress ×    Completed 🞏  No longer applicable 🞏 | NSG 1450/1650/2450 have been placed in the Web Design queue. Faculty are working to transition these courses to online. NSG 1450 is being designed for both on-line and hybrid. Implementation of online 1450 courses Fall 2018.  Assessment statistical analysis is still in progress. Vandana Rola from Web Design is working with the department and with D2L to find solutions to meet the needs of the department. Rena, Jan, Michelle, Vandana, and Jared met with Chad Atkins from RAR to identify if RAR could support needs until D2L is able to produce results. At this time, D2L is unable to provide aggregated data over all sections of a course, if a course uses a test pool of randomized questions, and if any type of alternate style questions is used. Test integrity has improved with the new testing policy, and faculty remain sensitive to any situations that may arise. Curriculum committee researching testing software outside of D2L to identify if any could meet the nursing department needs at a low cost. |
| Maintain accreditation and approval status/ successful site visits   * Improvement of first time NCLEX-RN pass rates; Goal >95% of the national average | In progress 🞏    Completed ×  No longer applicable 🞏 | The program received full approval from the Ohio Board of Nursing (OBN), March 2017 through March 2022. ACEN site visit will occur during the Fall 2020 accreditation cycle.  Sinclair NCLEX-RN first time pass rates for 2017 were 86.30% which exceeds the 95% of the 84.24% national average. This is an increase of 11.5% from AY 2016 to AY 2017. The December graduate cohort currently has a 94% NCLEX first time pass rate. |
| Electronic management of student compliance with medical and CPR records | In progress ×    Completed 🞏  No longer applicable 🞏 | Student medical reports through the DAWN portal are still unavailable for the nursing administrative assistant to access. Currently an email is sent to Paul Ciarlariello requesting reports. Reports are then delivered via email. This continues to be an inefficient process. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| As mentioned in the Commendations, the department does a superb job of monitoring the health care environment in the region, tracking job market trends, determining employer needs, and monitoring availability of clinical sites. The department is strongly encouraged to continue to keep its finger on the pulse of health care in the region. | In progress ×    Completed 🞏  No longer applicable 🞏 | The department was approached by Fidelity homecare to assist in introducing nursing students to the homecare environment to help build their pipeline. Starting fall 2017 all 3rd semester students experience a 2-day clinical rotation with Fidelity Homecare nurses. The department is working to design a certificate course designed to acclimate the new graduate nurse or an experienced nurse looking to transition to the homecare setting to prepare them for this work environment.  The department is sensitive to the announcement of Good Samaritan closure by end of year 2018. Jan and Rena are working closely with the CNO, Peggy Marcks, of Premier Health Network, to retain clinical sites within the Premier Health Network.  Jan and Michelle met with HR representation from Grandview Hospital and Sp18 they will be attending the Health Science Career fair and has been invited to offer “speed interviewing” to offer our graduating students employment. |
| Once there has been the opportunity to collect data on outcomes, the department is strongly encouraged to share best practices from its Nursing Success program for struggling students. Other departments at Sinclair could benefit from offerings via the Center for Teaching and Learning, Fall Faculty Professional Development Day, and other internal forums. Additionally, the department should seek opportunities to share their success with this program with broader, external audiences, perhaps at the Innovations Conference, the Higher Learning Commission Annual Meeting, and other national conferences. | In progress ×    Completed 🞏  No longer applicable 🞏 | Nursing Success was placed on hold for FA 17 due to faculty commitments and the opening of the new Health Science building. In SP 18, there was a perception among several faculty that this initiative had transformed into a Test Review forum. Efforts to communicate the purpose of the initiative are being evaluated. The goal is to fully re-institute the Nursing Success program for the 2018-2019 AY.  Tutorial services is unable to provide tutors for nursing students and the lead faculty for the Student Nurse Association is working to create a mentoring program for nursing students where second year nursing students can mentor first year nursing students. |
| That retired faculty have come back to mentor Nursing students is highly laudable but may not be sustainable. What permanent structure for supporting students along these lines could be made available? The department should continue to encourage retired faculty to work with students but should also explore the development of institutional resources that could provide this support on a permanent basis. For example, the department could explore recruiting upper level Nursing students to serve as tutors for struggling students. | In progress ×    Completed 🞏  No longer applicable 🞏 | There are no retired faculty tutoring at this time.  Several faculty facilitated the creation of a National Student Nurses Association (NSNA) chapter at Sinclair (Student Nurse Association (SNA). One of the initiatives of the Nursing Success program included, upper level students from SNA tutoring the lower level students with faculty oversight. |
| In the conversation with the Review Team, the department noted that their student demographics do not reflect that of the local community. The department needs to attract more diverse students. The department is strongly encouraged to develop a formal diversity plan with specific strategies designed to increase diversity in the program. Targeted outreach to specific high schools in the area may be one strategy worth exploring. The Review Team recommends that more faculty from the department participate in the CTL Diversity and Inclusion track. In addition, can we leverage existing faculty to help potential minority students see Nursing as a viable option for them? Could we use community and business partnerships with entities like Premier to somehow help in this regard? | In progress ×    Completed 🞏  No longer applicable 🞏 | Nursing is consistently present for all college initiated College Fairs,  Faculty participated in the Miami Valley CTC (Adult Education) Fair, highlighting the LPN to RN track (Fall, 2017).  One faculty is participating in the Civic Engagement Workshop, through Community Partners, focusing on an extension of the Diversity and Inclusion track through the CTL to bring cultural competency to the classroom.  One faculty represented the program with the Green Dot Initiative.  Several nursing faculty attended the 2/23/18 Reach Across Dayton Conference hosted by the CTL |
| In the meeting with the Review Team, the department noted that it feels that its complement of full-time faculty has grown too thin. In light of resource constraints for the College overall, the department is encouraged to make a case for the need for additional faculty. The department should carefully consider what evidence would best make this case, and perhaps benchmark comparative data with Nursing programs at other institutions. Any recommendations that the department develops in this regard should be reasonable, taking into account the budget constraints and needs of the College overall. | In progress ×    Completed 🞏  No longer applicable 🞏 | The department was able to hire a one-term ACF for fall 2017 spring 2018 semesters. This was more cost-effective to the college versus a full-time tenure track position. The department was able to fill two full-time faculty positions fall 2017 (summer retirements), and one SP 18 (resignation). The department is utilizing adjunct faculty in more capacities than what had been done historically, including lab settings. Based on size of cohort and section needs, faculty are asked each term to consider moving from days to evenings, or vice versa, as well as, moving from one course to another to maintain faculty to student ratios without having to hire more adjunct faculty or request more full-time faculty and to be sensitive to the budget constraints. |
| The department expressed a knowledge gap regarding outcomes for its graduates in terms of transfer – the Review Team recommends that the department work with Research, Analytics, and Reporting (RAR) to get National Student Clearinghouse data on its graduates, and report transfer outcomes in Annual Updates in the coming years, and in the next Program Review. | In progress ×    Completed 🞏  No longer applicable 🞏 | Michelle has collaborated with RAR to update/improve the college graduate surveys. Plans are in place to gather data from the National Student Clearinghouse to be reported on the systematic program evaluation as well as the college program review and annual updates, starting with the current academic year. |
| The Review Team notes that the decrease in NCLEX scores is a serious concern. While the self-study indicated that the department has established an action plan to improve First-Time Pass Rates, and the Review Team recognizes that efforts are currently underway and appear to be moving scores in the right direction, the Review Team strongly encourages the department to closely monitor these efforts and analyze their impact. If NCLEX scores do not improve as a result of these efforts, the department should immediately develop additional strategies and monitor their impact. The faculty are aware of the importance of these scores and their potential impact on program accreditation, but the Review Team feels this should be reinforced in these recommendations. | In progress ×    Completed 🞏  No longer applicable 🞏 | The 2017 NCLEX first time pass rate was 86.3%, which demonstrated an 11.5% improvement from 2016. This is in compliance with the threshold of 95% of the national average. The December, 2017 graduates who have tested in 2018 are currently demonstrating a 94% first-time pass rate.  As this information is part of the nursing department’s approval and accreditation process, this data is monitored closely.  Michelle is gathering data on students who are unsuccessful on the NCLEX-RN for the first time, analyzing standardized testing scores, as well as the number of attempts in pre-requisite science courses. |

**Section II: Assessment of General Education & Degree Program Outcomes**

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for **Information Literacy**.

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| **General Education Outcomes** | Year assessed or to be assessed. | Course identified by the department where this outcome could be assessed | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| **THIS YEAR’S ASSESSMENT RESULTS** |  |  |  |  |
| Computer Literacy | **2017-2018** | **NSG 1400** | Successful completion of NSG 1400 | Fall 2017 NSG 1400 had a successful completion rate of 137/139 completion (98.56%). The college rubric was not used for the 2017-18 year; however will be implemented AY 2018-19. The NSG 1400 student must be able to navigate eBooks, adaptive quizzing, and the electronic health record, and collect data from research articles, national data websites, and demonstrate ethical skills while utilizing technology to be successful in the course. Consider adding NSG 1450 as a second course identified to assess the computer literacy outcome. |
| **LAST YEAR’S ASSESSMENT RESULTS** |  |  |  |  |
| Information Literacy | **2016-2017** | **NSG 1650** | Literacy assignment using the college information literacy rubric. | NSG 1650 utilizes the college rubric over two assignments. Benchmark set for assignment #1 85% of students will achieve 80% or greater (8/10 points); assignment #2 90% of students will achieve 80% or greater (8/10 points)  SP 17:  Assignment #1: 98.7% achieved-goal MET  Assignment #2: 93.5% achieved-goal MET  Continue to monitor assessment. |

The Program Outcomes for the degrees are listed below. Responses from previous years are provided below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

\*At the time of the program review, the nursing department was working under two curriculums as we completed the old curriculum and graduated the first cohort from the new curriculum. The outcomes listed on the annual review reflect the old program; therefore, the new program outcomes are listed in the following table with reflection of current data.

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Transition to the role of professional nurse within a legal and ethical scope that is guided by accepted standards of practice. | ALH 1101, NSG 1200, NSG 1400, NSG 1450, NSG 1500, NSG 1600, NSG 1650, NSG 2400, NSG 2450, NSG 2600 | 2017 | EXIT HESI:  Cohort will score 850 or greater on the **HESI Exit Exam** for the identified categories:  Legal/Ethical Concepts (Nursing Concepts: advocacy/ethical/legal-issues-ethics)  Ethical-Legal (QSEN)  Management of care (client needs)  Designer/manager/coordinator of care (AACN curriculum categories)  Collaboration/managing care (nursing concepts)  Clinical Evaluation Tool:  100% of students will achieve a rating of MET for this CO by the final **clinical evaluation**.  Legal Quiz:  80% of students will achieve 80% or higher | FA 17: N= 61  Legal/ethical: 814  Ethical/Legal: 844  Management of Care: 827  Designer/manager/coordinator of care: 817  Collaboration/managing care: 827  SP 17: N=60  Legal/ethical: 983  Ethical/Legal: 819  Management of Care: 811  Designer/manager/coordinator of care: 835  Collaboration/managing care: 845  2016-2017: Below benchmark of 850 for SP & FA 17. Will monitor for trend.  SU18 employer surveys to be sent electronically once student survey data retrieved from RAR to identify specific networks/units who are employing SCC graduates.  FA 17: 100% achieved.  SP 17: 100% achieved.  Students are evaluated using a clinical evaluation tool which addresses all course outcomes at the end of each term. Current benchmark achieved. Continue to monitor student clinical success.  FA 17: 97%  SP 17: 96%  Benchmark changed from 75% SP 17 to 80% FA 17. Benchmark achieved. Consider changing to mastery questions at 100% achievement. |
| Demonstrate caring behaviors when providing nursing care with respect for the diversity of each individual. | PSY 1100; NSG 1400; NSG 1500, NSG 1600, NSG 2400, NSG 2600 | 2017 | EXIT HESI:  Cohort will score 850 or greater on the **HESI Exit Exam** for the identified categories:  Cultural/Spiritual/Diversity (sub-specialty-professional issues)  Family Dynamics (nursing concepts)  Communication (nursing concepts)  Psychosocial integrity (client needs)  Clinical Evaluation Tool | FA 17: N=61  Culture=821  Family dynamics=779  Communication=835  Psychosocial=806  SP 17: N=60  Culture=933  Family dynamics=858  Communication=835  Psychosocial=878  2017: Benchmark partially achieved. New curriculum still being reviewed. Course assessment data reported to curriculum committee to identify curriculum gaps and to make suggestions to course faculty.  FA 17: 100% achieved MET rating  SP 17: 100% achieved MET rating  2017: The clinical evaluation tool measures knowledge, skills, and attitudes of each nursing student related to course and program outcomes. Students in the NSG 2600, last semester course, clinical evaluation tool reflects the end of program outcomes. |
| Apply knowledge, skills, and attitudes to make nursing judgments and provide patient-centered nursing care of individuals and groups. | ALH 1101, ALH 2202, BIO 1141, BIO 1242, elective science, MAT 1130, ENG 1111, NSG 1400, NSG 1450, NSG 1500, NSG 1600, NSG 1650, NSG 2400, NSG 2450, NSG 2600 | 2017 | Clinical evaluation tool: 100 % of students achieve a MET rating for final clinical evaluation.  EXIT HESI:  Cohort will score 850 or greater on the **HESI Exit Exam** for the identified categories:  Dimensions of patient care (QSEN: patient-centered care)  Safety & Quality (QSEN)  Nursing Judgment (NLN education competency)  Medication administration (sub-specialty-fundamentals)  Basic nursing skills (sub-specialty-fundamentals) | FA 17: 100% achieved MET rating  SP 17: 100% achieved MET rating  2017: The clinical evaluation tool measures knowledge, skills, and attitudes of each nursing student related to course and program outcomes. Students in the NSG 2600, last semester course, clinical evaluation tool reflects the end of program outcomes.  FA 17: N=61  Manager of care: 827  Safety: 815  Quality: 834  Nursing judgment: 811  Medication administration: 715  Basic nursing skills: 797  SP 17: N=60  Manager of care: 845  Safety: 837  Quality: 844  Nursing judgment: 832  Medication administration: 801  Basic nursing skills: 806  2017: Below benchmark of 850 in all areas. Decline in scores from SP 17 to FA 17 in manger of care, safety, quality, medication administration, and basic nursing care. Plan to add medication calculation to last semester labs. Curriculum committee to review for trends and curriculum gaps SP 18.  Premier Health Network shared data from their Versant Residency program demonstrating that 2017 Sinclair Graduates required 92% less remediation of foundational competencies and 77% less remediation of the generalist multi-specialty competencies compared with the 2015 and 2016 SCC participants. |
| Incorporate current technology and nursing informatics to support evidence-based nursing judgment in the management of safe patient care. | NSG 1400, NSG 1450, NSG 1500, NSG 1600, NSG 1650, NSG 2400, NSG 2450, NSG 2600 | 2017 | Clinical evaluation tool:  100 % of students achieve a MET rating for final clinical evaluation.  EXIT HESI:  Cohort will score 850 or greater on the **HESI Exit Exam** for the identified categories:  Informatics/technology (QSEN)  Information management & patient care technology (AACN)  Research & evidence-based practice (QSEN & EBP) | FA 17: 100% achieved MET.  SP 17: 100% achieved MET.  2017: Benchmark achieved. Students are introduced to a variety of technology and nursing informatics in each nursing course and are assessed using lab and clinical evaluation tools. NSG 2600 reflects end of program outcomes; achievement above reflects the 2600 clinical evaluation tool.  FA 17:   * Information/technology: 826 * Information management/patient care technology: 730 * Research/evidence-based practice: 807   SP 17:   * Information technology: 794 * Information management/patient care technology: 758 * Research/evidence-based practice: 827   2017: Benchmark of 850 not met for academic year. Improvement in information/technology; decline in information management/patient care technology and research/EBP. Faculty will continue to monitor for trends and curriculum committee to assess for curriculum gaps. |
| Establish therapeutic relationships to assist patients/families to meet outcomes related to health promotion, recovery from acute illness, management of chronic illness, and end of life care. | PSY 1100, COM 2206, NSG 1400, NSG 1450, NSG 1500, NSG 1600, NSG 1650, NSG 2400, NSG 2450, NSG 2600 | 2017 | EXIT HESI:  Cohort will score 850 or greater on the **HESI Exit Exam** for the identified categories:   * Communication (nursing concepts) * Family dynamics (nursing concepts) * Nursing process (sub-specialty professional issues) * Cultural/spiritual (sub-specialty: professional issues)   Clinical evaluation tool  100 % of students achieve a MET rating for final clinical evaluation. | FA 17: N=61   * Communication: 835 * Family dynamics=779 * Nursing process: 805 * Cultural spiritual=821   SP 17: N=60   * Communication: 835 * Family dynamics: 858 * Nursing Process: 838 * Cultural spiritual: 933   2017: Benchmark partially achieved. Continue to monitor for trends. No change in communication, decrease in scores for family dynamics, nursing process, and cultural spiritual from the SP 17 to FA 17 cohort. Curriculum committee will assess for curriculum gap.  FA 17: 100% achieved MET.  SP 17: 100% achieved MET.  2017: Benchmark achieved. Continue to monitor. |
| Synthesize interrelated concepts for quality patient care across the lifespan in collaboration with the interdisciplinary team in a variety of health care settings. | ALH 1101; MAT 1130, PSY 1100, BIO 1141, BIO 1242, elective science, COM 2206, NSG 1400, NSG 1450, NSG 1600, NSG 1650, NSG 2400, NSG 2450, NSG 2600 | 2017 | Clinical evaluation tool:  100 % of students achieve a MET rating for final clinical evaluation.  EXIT HESI:  Cohort will score 850 or greater on the **HESI Exit Exam** for the identified categories:   * Health promotion and maintenance (client needs) * Teaching and learning (nursing concepts) * Growth and development (sub-specialty: clinical concepts) * Geriatrics (sub-specialty) * Pediatrics (sub-specialty) * Communication (QSEN: teamwork & collaboration)   Quality Improvement Rubric:  90% of students will achieve 80% or higher.  NCLEX First Time Pass Rates:  Program pass rate on licensure examination that is 95% of the national average for first-time candidates in a calendar year (OBN)  Completion Reports RAR:  Program completion ELA of 69% entering NSG 1400/1500 (LPN) will complete the program within six (6) semesters.  College/Department Surveys:  Employment/Transfer rate: 80% of graduates will be employed full-time or part-time as a registered nurse within 12 months post-graduation.  ODJFS report on employment & transfer rates:  80% of graduates identified by ODJFS report will indicate they are employed or have transferred within 12-months of graduation. | FA 17: 100% achieved MET.  SP 17: 100% achieved MET.  2017: Benchmark achieved. NSG 2600 course outcomes reflect program outcomes. Students able to successfully synthesize content from program, including pre-requisites in the clinical setting.  SP 17: N=61   * Health promotion: 766 * Teaching-learning: 768 * Growth & development: 796 * Geriatrics: 815 * Pediatrics: 846 * Communication: 818   FA 17: N=60   * Health promotion: 776 * Teaching-learning: 848 * Growth & development: 905 * Geriatrics: 886 * Pediatrics: 918 * Communication: 882   2017: Benchmark of 850 not achieved for the FA 17 cohort compared to the benchmark of 850 partially achieved for the SP 17 cohort. Continue to monitor for trends. Curriculum committee to review and identify any curriculum gaps.  FA 17: 100% of students achieved 80% or higher on assignment.  SP 17: 100% of students achieved 80% or higher on assignment.  AY 2017: 86.3% first time candidates  The program has shown with the implementation of the new curriculum an increase of 11.5% from the AY 2016 to AY 2017 and above the 95% of the national average. A variety of strategies were implemented to increase first time pass rates including a rigorous testing policy, adaptive quizzing, concept-based curriculum, and increased lab time.  AY 2016-17: Completion for the AY was 92/137 students (67%). The cohort starting FA 16 had 34/62 on-time completion; SP 17 had 58/75 on-time completion. Faculty continue make referrals to appropriate SCC student services to support students in academic success.  Completion rates continue to increase from AY 2012-13. Department ELA determined by faculty: based on historical data of average of 68-70% completion, large percentage of non-traditional students/high risk students (working FT, second career, minority, ESL, first member of family to go to college, demographics and college completion rates). AY 2012-13: 51%; AY 2013-14: 49.4%; AY 2014-15: 36.3%.  AY 2016-17: N=4 (19%). Due to low response rate, discussed with RAR and will include FA 16 graduates in the SP 17 college graduate survey and disaggregate the data.  Continue to survey students via college process email survey 6-months post-graduation for employment and transfer data.  Noted above, Premier Health Network shared data from their Versant Residency program demonstrating that 2017 Sinclair Graduates required 92% less remediation of foundational competencies and 77% less remediation of the generalist multi-specialty competencies compared with the 2015 and 2016 SCC participants.  2017-18  GVH will be completing speed interviewing on campus for last semester students. Increased attendance and participation of NSG students in the HS career fair. Continuing to work with KCMA to support seamless BSN completion transfer and with UD for the 1+2+1 and BSN completion opportunities.  ODJFS current available placement and transfer data is from AY 2013-14 with an employment rate of 69.67% and a transfer rate of 27%.  ODJFS able to provide data limited data with the following restrictions (data includes grads of 16/SU and 16/FA; employed is defined as a wage record and may not be in desired field)- FY 206-17: 55% employed within one year; FY 2015-16: 89% employed within one year; FY 2014-15: 94% employed within one year.  2016-17: Department working to maintain writing/job interviewing in NSG 2600 course.  2015-16: Employment/transfer rates through ODJFS continue to increase from 96% to 98% in the 2013-14 year. Lag time continues; will continue to work with RAR annually to update employment/transfer data. |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | The department will be working with employers to collect employer survey data SU 2018 on FA 17/SP 18 graduates. Curriculum committee will be working with the courses to identify where general education outcomes best met and assign college rubrics to identified assignments. The department is finding that the EXIT HESI has not proven to be as strong as a predictor as in the past. Discussions will occur with the general faculty in making the EXIT HESI equivalent to an exam grade in the last semester course. |
| **How will you determine whether those changes had an impact?** | Employer survey data will be collected using Survey Monkey. College general education rubrics will be used to collect general education data. The program will continue to correlate NCLEX first time success with EXIT HESI data. |

* Old curriculum program outcomes. Retired end of fall 2016. All recorded data is noted on current program outcomes document above.

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Acknowledge the influence of **diversity** on patients, families and members of the health care team. | ALH-1101  ALH-2202  BIO-1141  BIO-1242  BIO-2205 COM-2206 ENG-1101 MAT-1130 NSG-1100 NSG-1101 NSG-1102 PSY-1100 | 2014  2015  2016 | SP 17: category changed to sub-specialty-professional issues-cultural/spiritual.  Exit HESI Report performance on AACN Curriculum Category: Cultural/Spiritual (category change).  **\*Reported as average score**  **SCC goal 850**  Employer Satisfaction Survey question on Diversity program outcome.  Graduate Satisfaction Survey question on diversity program outcome. | FA 17: N=821  SP 17: N=60; 933  FA 16: N=89; not measured on this exit HESI for this cohort  SP 16: N=88; 608  FA 15: N=60; 841  SP15: N=70; 773  FA14: N=73; 725  SP 14: N=78; 674 (human diversity)  2016-2017: Below benchmark of 850 for FA 17. Will monitor for trend. SU18 employer surveys to be sent electronically once student survey data retrieved from RAR to identify specific networks/units who are employing SCC graduates.  2015-16: Department Chair met with representatives from Premier Health Partners and Kettering Health Network. The VP of Human Resources from PHP and the CNO of KHN indicated support to provide employer satisfaction data. SCC plan is to return to prior process using the graduate survey to identify places of employment then sending those places of employment employer satisfaction surveys.  Premier Health Versant data (APPENDIX D) demonstrates SCC grads perform above average in Communication and Interpersonal Relationship skills.  2016-2017: No new employer data to report. Plan to implement survey SU 18 to capture 2016-2017 graduates.  2015-16: Unable to collect for 2014 as employers cite employee privacy concerns. Working with facilities to identify new process.  2014-15: No new employer data: Unable to collect for 2014 as employers cite employee privacy concerns. Working with facilities to identify new process.  2015-16:  0% Below competent  74% Competent to perform independently  26% Expert Performance  2014-15:  1% Below competent  77% Competent to Perform Independently  22% Expert performance  2013-14:  0% Below competent  66% Competent to Perform Independently  34% Expert performance  2012-13:  0% Below competent  55% Competent to Perform Independently  45% Expert performance |
| Apply best current evidence and **critical thinking** to the steps of the nursing process to make clinical judgments related to nursing care. | ALH 2202  BIO 1141  BIO 1242  BIO 2205  MAT 1130  NSG 1100  NSG 1101  NSG 1102  NSG 2200  NSG 2201  NSG 2202  NSG 2203  NSG 2206  NSG 2210/2211 | 2014  2015  2016 | Exit HESI Report performance on AACN Curriculum Category: Critical Thinking.  **Reported as average score**  **SCC goal 850**  Employer Satisfaction Survey question on Critical Thinking program outcome.  Graduate Satisfaction Survey question on Critical Thinking program outcome. | SP 16: 812  FA15: 832 (start of new curriculum)  SP15: 805  FA14: 831  SP14: 853  2015-16: Premier Health Versant data (APPENDIX D) demonstrated SCC grads perform above average in patient care management.  2014-15: No new employer data as identified above.  2015-16:  1% Below competent (no additional info provided)  74% Competent to perform independently  25% Expert performance  2014-15:  0% below Competent to Perform  77% Competent to Perform Independently  23% Expert Performance  2013-14:  0% below competent to perform  64% competent to perform independently  36% Expert performance  2012-13:  0% below Competent to Perform  56% Competent to Perform Independently  44% Expert Performance |
| Apply principles of effective and therapeutic **communication** with patients, families and members of the interdisciplinary health care team. | ALH-1101 ALH-2202 BIO-1141 BIO-1242 BIO-2205 COM-2206 ENG-1101 MAT-1130 NSG-1100 NSG-1101 NSG-1102 NSG-2200 NSG-2201 NSG-2202 NSG-2203 NSG-2206 NSG-2210 PSY-1100 PSY-2200 | 2014  2015  2016 | Exit HESI Report performance on AACN Curriculum Categories: related to communication.  **Reported as average score**  **SCC goal 850**  Employer Satisfaction Survey question on Communication program outcome.  Graduate Satisfaction Survey question on Communication program outcome. | SP16: N=88; Avg. 783 (range 762-784)  FA15: N=60; Avg. 813 (range786-869)  SP15: N=70; Avg. 782 (range770-794)  FA14: N=73; Avg. 787 (range 769-797)  SP14: N=78; Avg. 917 (range 841-990)  2015-16:  Premier Health Versant data (APPENDIX D) demonstrates SCC grads perform above average in Communication and Interpersonal Relationship skills.  2014-15: No new employer data as identified above.  2015-16:  1% Below competent to perform  65% Competent to perform independently  34% Expert performance  2014-15:  3% Below competent to perform  60% Competent to perform independently  37% Expert performance  2013-14:  3% Below competent to perform  60% Competent to perform independently  37% Expert performance  2012-13:  0% Below competent to perform  56% Competent to perform independently  44% Expert performance |
| Assume responsibility and accountability for meeting **ethical, legal and quality** standards of the profession. | ALH-1101 ALH-2202 BIO-1141 BIO-1242 BIO-2205 COM-2206 ENG-1101 MAT-1130 NSG-1100 NSG-1101 NSG-1102 NSG-2200 NSG-2201 NSG-2202 NSG-2203 NSG-2206 NSG-2210 PSY-1100 PSY-2200 | 2014  2015  2016 | Exit HESI Report performance on AACN Curriculum Categories: Three (3) categories related to ethical and legal standards.  **Reported as average score**  **SCC goal 850**  Employer Satisfaction Survey question on Ethical/Legal program outcome.  Graduate Satisfaction Survey question on Ethical/Legal program outcome. | SP16: N= 88; 893 (range 870-905)  FA15: N= 60; 907 (range 862-964)  SP15: N= 70; 791 (range 717-844)  FA14: N=73; 928 (range 883-977)  SP14: N=78; 976 (range 935-1013)  2015-16:No new employer data as identified above  2014-15: No new employer data as identified above.  2015-16:  0% Below competent to perform  65% Competent to perform independently  35% Expert performance  2014-15:  1% Below competent to perform  70% Competent to perform independently  29% Expert performance  2013-14:  0% Below competent to perform  54% Competent to perform independently  46% Expert performance  2012-13:  0% Below competent to perform  46% Competent to perform independently  54% Expert performance |
| Demonstrate **caring** behaviors in providing patient-centered nursing care. | ALH-1101 ALH-2202 BIO-1141 BIO-1242 BIO-2205 COM-2206 ENG-1101 MAT-1130 NSG-1100 NSG-1101 NSG-1102 PSY-1100 | 2014  2015  2016 | Exit HESI Report performance on AACN Curriculum Categories:  Basic Care/Comfort category.  **Reported as average score**  **SCC goal 850**  Employer Satisfaction Survey question on Caring program outcome.  Graduate Satisfaction Survey question on Caring program outcome. | SP16: N=88; 831  FA15: N=60; 837  SP15: N=70; 778  FA14: N=73; 902  SP14: N=78; 932  2015-16:  Premier Health Versant data (APPENDIX D) demonstrates SCC grads perform above average in Communication and Interpersonal Relationship skills.  2014-15:  No new employer data as identified above.  2015-16:  0% Below competent to perform  58% Competent to perform independently  42% Expert performance  2014-15:  0% Below competent to perform  56% Competent to perform independently  44% Expert Performance  2013-14:  0% Below competent to perform  37% Competent to perform independently  63% Expert performance  2012-13:  0% Below competent to perform  39% Competent to perform independently  61% Expert performance |
| Demonstrate **safe** performance of required nursing skills within cognitive, affective and psychomotor domains. | ALH-1101 ALH-2202 BIO-1141 BIO-1242 BIO-2205 COM-2206 ENG-1101 MAT-1130 NSG-1100 NSG-1101 NSG-1102 PSY-1100 | 2014  2015  2016 | Exit HESI Report performance on AACN Curriculum Categories: seven (7) categories related to safety.  **Reported as average score**  **SCC goal 850**  Employer Satisfaction Survey question on Safety program outcome.  Graduate Satisfaction Survey question on Safety program outcome. | SP16: N=88; 819 (range 770-834)  FA15: N=60; 837 (range 808-853)  SP15: N=70; 801 (range 741-823)  FA14: N=73; 819 (range 801-855)  SP14: N=78; 876 (range 854-929)  2015-16:  Premier Health Versant data (APPENDIX D) demonstrates SCC grads perform above average in management/skills with patients with impaired skin integrity, IV therapy, and urinary catheters.  2014-15: No new employer data as identified above.  2015-16:  0% Below competent to perform  63% Competent to perform independently  37% Expert performance  2014-15:  1% Below competent to perform  67% Competent to perform independently  32% Expert performance  2013-14:  0% Below competent to perform  54% Competent to perform independently  46% Expert performance  2012-13:  0% Below competent to perform  44% Competent to perform independently  56% Expert performance |
| Demonstrate use of **technology** to access and manage information for safe and quality care. | ALH-1101 ALH-2202 BIO-1141 BIO-1242 BIO-2205 COM-2206 ENG-1101 MAT-1130 NSG-1100 NSG-1101 NSG-1102 NSG-2200 NSG-2201 NSG-2202 NSG-2203 NSG-2206 NSG-2210 PSY-1100 PSY-2200 | 2014  2015  2016 | Exit HESI Report performance on AACN Curriculum Categories: two (2) categories related to technology.  **Reported as average score**  **SCC goal 850**  Employer Satisfaction Survey question on Technology program outcome.  Graduate Satisfaction Survey question on Technology program outcome. | SP16: N= 88; 899,956  FA15: N= 60; 798, 849  SP15: N= 70; 790, 834  FA14: N- 73; 932, 976  SP14: N= 78; 936, 875  2015-16: No new employer data as identified above.  2015-16: Premier Versant data does not reflect technology use. No new employer data as identified above.  2014-15: No new employer data as identified above.  2015-16:  0% Below competent to perform  68% Competent to perform independently  32% Expert performance  2014-15:  0% Below competent to perform  37.5% Competent to perform independently  62.5% Expert performance  2013-14:  0% Below competent  57% Competent to perform independently  43% Expert performance  2012-13:  0% Below Competent to perform  59% Competent to perform independently  41% Expert performance |
| Implement nursing care that promotes balance in **human responses** to actual or potential health problems. | ALH-1101 ALH-2202 BIO-1141 BIO-1242 BIO-2205 COM-2206 ENG-1101 MAT-1130 NSG-1100 NSG-1101 NSG-1102 PSY-1100 | 2014  2015  2016 | Exit HESI Report performance on AACN Curriculum Categories: related to Health Promotion & Maintenance (2 categories)  **Reported as average score**  **SCC goal 850**  Employer Satisfaction Survey question on Human Response program outcome.  Graduate Satisfaction Survey question on Human Response program outcome. | SP16: N= 89; 705, 780  FA15: N=60; 743, 931  SP15: N= 70; 789, 909  FA14: N=73; 711, 805  SP14: N=78; 690, 766  2015-16: No new employer data as identified above.  2014-15: No new employer data as identified above.  2015-16:  3% Below competent to perform  72% Competent to perform independently  25% Expert performance  2014-15:  0% Below competent to perform  80% Competent to perform independently  20% Expert performance  2013-14:  2% Below competent to perform  57% Competent to perform independently  41% Expert performance  2012-13:  0% Below competent to perform  49% Competent to perform independently  51% Expert performance |
| Implement **teaching** that is effective in promoting health or preventing illness. | ALH-1101 ALH-2202 BIO-1141 BIO-1242 BIO-2205 COM-2206 ENG-1101 MAT-1130 NSG-1100 NSG-1101 NSG-1102 NSG-2200 NSG-2201 NSG-2202 NSG-2203 NSG-2206 NSG-2210 PSY-1100 PSY-2200 | 2014  2015  2016 | Exit HESI Report performance on AACN Curriculum Category: two (2) categories related to teaching.  **Reported as average score**  **SCC goal 850**  Employer Satisfaction Survey question on Teaching program outcome.  Graduate Satisfaction Survey question on Teaching program outcome. | SP16: N=88; 752,724  FA15: N=60; 769, 798  SP15: N=70; 789, 771  FA14: N= 73; 708, 775  SP14: N=78; 770, 858  2015-16:  Premier Health Versant data (APPENDIX D) demonstrates SCC grads perform above average in providing discharge planning and education, but required remediation for providing patient and care partner education.  2014-15: No new employer data as identified above.  2015-16:  3% Below competent to perform  71% Competent to perform independently  26% Expert performance  2014-15:  1% Below competent to perform  75% Competent to perform independently  24% Expert performance  2013-14:  1% Below competent to perform  66% Competent to perform independently  33% Expert performance  2012-13:  0% Below competent to perform  51% Competent to perform independently  49% Expert performance |
| Plan and deliver nursing care to a group of patients in **collaboration** with other registered nurses and the interdisciplinary team. | ALH-1101 ALH-2202 BIO-1141 BIO-1242 BIO-2205 COM-2206 ENG-1101 MAT-1130 NSG-1100 NSG-1101 NSG-1102 NSG-2200 NSG-2201 NSG-2202 NSG-2203 NSG-2206 NSG-2210 PSY-1100 PSY-2200 | 2014  2015  2016 | Exit HESI Report performance on AACN Curriculum Category: Concepts- Collaboration/Managing Care category.  **Reported as average score**  **SCC goal 850**  Employer Satisfaction Survey question on Collaboration program outcome.  Graduate Satisfaction Survey question on Collaboration program outcome. | SP16: N=88; 908,841  FA15: N=60; 850, 819  SP15: N=70; 790, 840  FA14: N=73; 820, 816  SP14: N=78; 890, 875  2015-16:  Premier Health Versant data (APPENDIX D) demonstrates SCC grads perform above average in Communication and Interpersonal Relationship skills.    2014-15: No new employer data as identified above.  2015-16:  1% Below competent to perform  65% Competent to perform independently  34% Expert performance  2014-15:  0% Below competent to perform  76% Competent to perform independently  24% Expert performance  2013-14:  0% Below competent to perform  64% Competent to perform independently  36% Expert performance  2012-13:  0% Below competent to perform  55% Competent to perform independently  45% Expert Performance |

**OPTIONAL:**

Please use the space below to keep track of any annual data that your department wishes to maintain. This section is completely optional and will not be reviewed by the Division Assessment Coordinators.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COMPLETIONS BY PROGRAM CODE** | |  |  |  |  |  |  |  |
| **Division** | **Department** | **Department Name** | **Program** | **FY 12-13** | **FY 13-14** | **FY 14-15** | **FY 15-16** | **FY 16-17** |
| HS | 0672 | Nursing Technology | NUR.AAS | 111 | . | 2 | . | . |
| HS | 0672 | Nursing Technology | NUR.LPN.AAS | 23 | . | . | . | . |
| HS | 0672 | Nursing Technology | NUR.S.AAS | 105 | 124 | 138 | 149 | 148 |
|  |  |  |  |  |  |  |  |  |
| **TOTAL** |  |  |  | **239** | **124** | **140** | **149** | 148 |
|  |  |  |  |  |  |  |  |  |
| **SUCCESS RATES BY COURSE** | |  |  |  |  |  |  |  |
| **Division** | **Department** | **Department Name** | **Course** | **FY 12-13** | **FY 13-14** | **FY 14-15** | **FY 15-16** | **FY 16-17** |
| HS | 0672 | Nursing Technology | NSG-1200 | . | . | . | 84.0% | 78.60% |
| HS | 0672 | Nursing Technology | NSG-1400 | . | . | . | 88.2% | 96.40% |
| HS | 0672 | Nursing Technology | NSG-1450 | . | . | . | 87.5% | 86.99% |
| HS | 0672 | Nursing Technology | NSG-1500 | . | . | . | 93.8% | 96.97% |
| HS | 0672 | Nursing Technology | NSG-1600 | . | . | . | 82.5% | 77.40% |
| HS | 0672 | Nursing Technology | NSG-1650 | . | . | . | 96.3% | 91.39% |
| HS | 0672 | Nursing Technology | NSG-2400 | . | . | . | . | 91.47% |
| HS | 0672 | Nursing Technology | NSG-2450 |  |  |  |  | 98.39% |
| HS | 0672 | Nursing Technology | NSG-2600 | . | . | . | . | 96.67% |
|  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COMPLETIONS BY PROGRAM CODE** | |  |  |  |  |  |  |  |  |
| **Division** | **Department** | **Department Name** | **Program** | **FY 12-13** | **FY 13-14** | **FY 14-15** | **FY 15-16** | **FY 16-17** | **FY 17-18** |
| HS | 0672 | Nursing Technology | NUR.AAS | 111 | . | 2 | . | . |  |
| HS | 0672 | Nursing Technology | NUR.LPN.AAS | 23 | . | . | . | . |  |
| HS | 0672 | Nursing Technology | NUR.S.AAS | 105 | 124 | 138 | 149 | 148 |  |
|  |  |  |  |  |  |  |  |  |  |
| **TOTAL** |  |  |  | **239** | **124** | **140** | **149** | 148 |  |
|  |  |  |  |  |  |  |  |  |  |
| **SUCCESS RATES BY COURSE** | |  |  |  |  |  |  |  |  |
| **Division** | **Department** | **Department Name** | **Course** | **FY 12-13** | **FY 13-14** | **FY 14-15** | **FY 15-16** | **FY 16-17** | **FY 17-18** |
| HS | 0672 | Nursing Technology | NSG-1200 | . | . | . | 84.0% | 78.60% |  |
| HS | 0672 | Nursing Technology | NSG-1400 | . | . | . | 88.2% | 96.40% |  |
| HS | 0672 | Nursing Technology | NSG-1450 | . | . | . | 87.5% | 86.99% |  |
| HS | 0672 | Nursing Technology | NSG-1500 | . | . | . | 93.8% | 96.97% |  |
| HS | 0672 | Nursing Technology | NSG-1600 | . | . | . | 82.5% | 77.40% |  |
| HS | 0672 | Nursing Technology | NSG-1650 | . | . | . | 96.3% | 91.39% |  |
| HS | 0672 | Nursing Technology | NSG-2400 | . | . | . | . | 91.47% |  |
| HS | 0672 | Nursing Technology | NSG-2450 |  |  |  |  | 98.39% |  |
| HS | 0672 | Nursing Technology | NSG-2600 | . | . | . | . | 96.67% |  |
|  |  |  |  |  |  |  |  |  |  |