

Course Assessment Report - 4 Column

Great Basin College Courses (HHS) - Nursing

Course Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>Courses (HHS) - Nursing - NURS 135 - Intro to Nursing Process - Provide atient-centered nursing care at the basic level - Provide safe, quality, evidence-based, patient-centered nursing care at the basic level to diverse patients with common health alterations</p> <p>(Created By Courses (HHS) - Nursing)</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 07/10/2014</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Assessment Measure: a-Clinical evaluation b-Patient Care Packet (2) c-Manor Assessment Packets (2) d- Adult Wellness Comparison e- Simulation f- Module Exams g- Final exam h- Nursing Skills Check-offs i- ATI Modules (Nurse Logic-4) j- EBP Library Assignment</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: a, b, c, e, f, and g were evaluated using grading on assignments of a 76% or greater. E-Simulation is evaluated using review, discussion, and evaluation during debriefing immediately after hands-on simulation is completed. h- Nursing skills check-offs were evaluated by each student passing off each skill as outlined on the criteria for check off. All skills required the review of ATI module related to that skill with posttest at better than 76%. When passing off skills no critical steps can be missed by students. a- h- Was evaluated using a rubric for scoring of a research and written assignment related to EBP</p>	<p>07/10/2014 - A, b, c, d- all students completed packets with a passing grade of 76% for all assignments with the exception of one student who received a failing grade on Manor Assessment Packet and one who received a failing grade on part II of the Adult Wellness Comparison. Both students were counseled on needed changes.</p> <p>e- Students were able to demonstrate care of complete assessment and apply the nursing process in the simulation successfully. Students were also able to verbalize needed corrections or possible interventions. A concept map was given as the assignment, which all students completed successfully.</p> <p>f- Exams were reduced to 3 exams and 1 final for this course. Other quizzes were provided using Team Based Learning at each class. Two students required counseling/advising form completion after failure of one of the three exams.</p> <p>g- Students were required to get greater than a Level one on ATI proctored exam for Fundamentals. If this criterion was not met, students were required to complete self-remediation and retake the proctored exam using the Academic Success Center. Student scores for the final ranged from 85.8 to 95.6.</p> <p>h- One student was referred to the Admission and Progression Committee after failing three skills and being unprepared to check-off. Several students required repeating check-off of various skills over the semester due to lack of preparation to check off. Students' time in the lab was averaged at 48.63 hours with only one student spending less time that this at 35.33 hours.</p> <p>j.-All students completed the EBP Library Assignment successfully with scores at 76% or greater.</p>	<p>07/10/2014 - Model clinical care packets will be included in Web Canvas in the next course to provide more direction in completion. More classroom time has been assigned to discuss clinical assignments and help students understand the nursing process more completely when completing packets.</p> <p>Simulation is used minimally in Nursing 135 and may be used more frequently during theory to teach improved understanding of content. Discussion in how this could be incorporated using Team Based Learning is already in process.</p> <p>Encourage student to use various resources for studying for testing to include ATI texts, NSNO information, and NCLEX texts. Teach student to use objectives as a testing study guide.</p> <p>Group scores went down on the ATI final proctored exam, however, this may be due to the change in online test form usage. The previous class was provided the wrong form for testing. Enc. Students to look at ATI templates and use to understand concepts better.</p> <p>Students will be required to complete a minimum of two hours of remediation if not passing the skill the first time. They will also be required to do skill check-off with the instructor who failed them. Review of ATI will also be required. These guidelines will be placed in the</p>

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		<p>Criterion Met: Yes Reporting Period: 2013-2014</p>	<p>syllabus to clearly define expectations. Students will also be encouraged to complete skills successfully. Upon two failures of the same skill, students will be provided counseling for unsatisfactory performance.</p>
<p>Courses (HHS) - Nursing - NURS 135 - Intro to Nursing Process - Discuss clinical reasoning - Discuss clinical reasoning used to make patient-centered care decisions at the fundamental level. (Created By Courses (HHS) - Nursing)</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 07/10/2014</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure:</p> <ul style="list-style-type: none"> • Simulation • RN Comparison • ATI NurseLogic 2.0 module tests • Module Exams <p>Final Exam</p> <p>Assessment Measure Category: Exam</p> <p>Criterion:</p> <p>b- Was evaluated using a rubric for scoring of a research and written assignment related to EBP c- Students were provided module exams and collaborative testing. 76% was required for all module exams with additional points provided for voluntary participation in collaborative testing. d- Students were observed by the instructor and given particular roles in discussion groups to complete.</p>	<p>07/10/2014 - a- The number of Module Exams was reduced to 3, covering a wider range of topics to study, however, compared to the previous year, only two students failed one exam, leading to advisement. This is down from the previous year of six students failing two exams. Students are also provided topic quizzes indep. And collaboratively to stimulate discussion of topics.</p> <p>b- Students participated well in all group assignments to include discussion groups. Instructor observed all students interacting in groups and participating individually, some more than others.</p> <p>Criterion Met: Yes Reporting Period: 2013-2014</p>	<p>07/10/2014 - a- Students appear to become confused in subjects to research, therefore, a list of possible topics will be provided and students will be encouraged to narrow the search down to one best practice.</p> <p>b- Overall, students module exam scores improved over the previous years. Encourage students to pay close attention to chapter/topic objectives for study.</p> <p>c- Team Based Learning brought about more group discussion and assignments. Students will be encouraged to continue to participate in groups with a peer evaluation being introduced next academic year for Fundamentals.</p>
<p>Courses (HHS) - Nursing - NURS 135 - Intro to Nursing Process - Quality improvement processes - Explain how quality improvement processes are used to improve patient care. (Created By Courses (HHS) - Nursing)</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 07/10/2014</p>	<p>Assessment Measure:</p> <ul style="list-style-type: none"> • Class participation in discussion • Post-clinical discussion • Critical Thinking Activity • ATI NurseLogic 2.0 module tests • Module Exams • Final Exam <p>Assessment Measure Category:</p>	<p>07/10/2014 - During the mid-term and final clinical evaluation students were found to be lacking in understanding culture versus ethical. Also, identified were patient cultural needs during cares and documented in the patient care packet, which again seemed to be lacking understanding. Culture was also a component of all assessments to include the Manor Assessment assignments and adult wellness comparison. Students continued to struggle with cultural understanding in the various settings and</p>	<p>07/10/2014 - Students will continue to work with assessing and addressing cultural needs of patients. Instructors will provide more in depth activities in the classroom to address assessing cultural needs and explaining the difference between ethical and cultural needs. Will monitor for comprehension during post clinical discussions and simulation. May include cultural needs</p>

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<p>Course Outcome Status: Active</p>	<p>Exam Criterion: All assessments were evaluated using a rubric designed for each of the above assignments to include: Patient Care Packet, Adult Wellness Comparison, & Manor Assessment Assignments. Students were evaluated on their mid-term and final clinical evaluations and also there were cultural components present on the module exams an final exams.</p>	<p>assignments. Assessment of culture seems to be the area lacking understanding, even after multiple attempts to clarify. Students were successful in picking out cultural components and answering questions on module exams and the final exam without difficulty.</p> <p>Criterion Met: Yes and No Reporting Period: 2013-2014</p>	<p>in a simulation that will address culture versus ethical.</p> <hr/>
<p>Courses (HHS) - Nursing - NURS 135 - Intro to Nursing Process - Importance of teamwork - Recognize the importance of teamwork with members of the interprofessional team, the patient, and the patient's support persons when working with diverse patients with common health alterations. (Created By Courses (HHS) - Nursing) Next Assessment: 2018-2019 Start Date: 07/10/2014 Course Outcome Status: Active</p>	<p>Assessment Measure:</p> <ul style="list-style-type: none"> • Challenge Course Assignment • RN Comparison • Auxiliary Clinical Post-Clinical Assignment • Class Activities and Discussion • Module Exams • Final Exam <p>Assessment Measure Category: Exam Criterion: Challenge Course assignment includes an activity and then a paper where students reveal therapeutic and nontherapeutic communication techniques that they witnessed during the activity and ideas as to how they will be applying these thoughts to their clinical practice. The paper is graded with a rubric there for a grade of 76% of higher would indicate achievement. The students are evaluated in clinical through instructor observation while the students interact with their patients. A "satisfactory" in regard to communication would indicate achievement in this areas as well.</p>	<p>07/10/2014 - The students very much enjoyed the Challenge Course assignment and all did very well on the paper. In regard to clinical evaluation, all students received a "satisfactory" in this area of the evaluation at the end of the semester.</p> <p>Criterion Met: Yes Reporting Period: 2013-2014</p>	<p>07/10/2014 - Retain all of these measurements. New curriculum will continue to reflect the idea and concepts of this outcome.</p> <hr/>
<p>Courses (HHS) - Nursing - NURS 135 - Intro to Nursing Process - Management, legal, ethical, and professional guidelines - Explain how management, legal, ethical, and professional guidelines are used in nursing practice. (Created By Courses (HHS) - Nursing)</p>	<p>Assessment Measure:</p> <ul style="list-style-type: none"> • RN Comparison • Clinical Evaluation • Legal/Ethical Class Activity • ANA Standards of Practice Discussion • Clinical Care Packets 	<p>07/10/2014 - Students all scored acceptable levels on the PT, Cardiopulmonary, Speech, and Nutrition/DP/QA assignment. Students were able to better utilized and collaborate with the members of the health care team from these different areas. They showed that they were able to include these areas of specialty in their care of patients by including this</p>	<p>07/10/2014 - Retain all of these measurements. New curriculum will continue to reflect the idea and concepts of this outcome.</p> <hr/>

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<p>Next Assessment: 2018-2019</p> <p>Start Date: 07/10/2014</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: 76 % or higher achievement of these assignments. Assignments graded with grading rubric. Possible points of each measure varied.</p>	<p>information in the Patient Care Packet</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2013-2014</p>	
<p>Courses (HHS) - Nursing - NURS 135 - Intro to Nursing Process - Management principles, techniques, and systems, and patient care technology - Summarize how information management principles, techniques, and systems, and patient care technology are used in the healthcare setting. (Created By Courses (HHS) - Nursing)</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 07/10/2014</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure:</p> <ul style="list-style-type: none"> • Class Discussion • Chart Search • EMR Training Discussion • Module Exam • Simulation Final Exam <p>Assessment Measure Category: Exam</p> <p>Criterion: Measure required a postclinical presentation and discussion to determine student understanding and application. This outcome was covered in one of the module exams. Students were required to attain a 76% or higher to indicate achievement of this outcome. The final exam involved a practice test and a proctored test. Obtaining a level one on the proctored exam was indication of achievement for this measurement. "Satisfactory" on clinical performance evaluation was evidence of criterion achievement for measurement.</p> <p>In order to provide EBP safe care to their patients in clinical, students were required to be proficient in the use of the EMR and documentation within it.</p>	<p>07/10/2014 - a- This measurement successfully revealed student understanding of the National Patient Safety Goals and how they are being applied and utilized in a true acute care setting. Through their presentations, the students were able to show evidence of understanding and meet this criteria.</p> <p>b- Six students required counseling/advisement after failure to complete two exams with a 76%. In addition, 4 students failed to get >76% on other exams.</p> <p>c- Students were required to get greater than a Level one on ATI proctored exam for Fundamentals. If this criteria was not met, students were required to complete self-remediation and retake the proctored exam using the Academic Success Center.</p> <p>d- In regard to ethical, legal, and regulatory issues affecting their practice as a student nurse, all students received a "satisfactory" on their clinical evaluation at the end of the semester.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2013-2014</p>	<p>07/10/2014 - Retain all of these measurements within the course.</p>