

## GBC Class/Course Assessment Report

Course Prefix, Number, and Title: Nurs 135, Intro to Nursing

Department: Health Sciences

Instructor: Tamara Gailey, MSN, RN, Peggy Drussel, MSN, RN & Michelle Husbands, MSN, FNP-BC

Academic Year: 2015-2016

Section Number(s): 01

Is this a GenEd class? Yes \_\_\_ No X

Complete and submit your assessment report electronically to your department chair. As needed, please attach supporting documents and/or a narrative description of the assessment activities. You may use as many or as few outcomes as necessary.

Class/Course Outcomes	Assessment Measures	Assessment Results	Any Changes Made as a Result of Assessment
<p>In the boxes below, summarize the outcomes assessed in your class or course during the last year. If this is a GenEd class, include the appropriate GenEd objectives.</p>	<p>In the boxes below, summarize the methods used to assess course outcomes during the last year. Include the criterion you'll use to judge whether or not students have achieved the expected outcome.</p>	<p>In the boxes below, summarize the results of your assessment activities during the last year. Include your judgement as to whether or not the criterion for student achievement has been met.</p>	<p>In the boxes below, summarize how you plan to use the results to improve student learning.</p>
<p>Outcome #1:  Provide safe, quality, evidence-based, patient-centered nursing care at the basic level to diverse patients with common health alterations</p>	<p>Assessment Measure:            a-Clinical evaluation by faculty            b-Patient Care Packet (2)            c-Manor Assessment Packets (1)            d- Adult Wellness Comparison            e- Module Exams            f- Final exam            g- Nursing Skills Check-offs            h- ATI Modules (Nurse Logic-4)            i- EBP Library Assignment            j- Theory discussion/TBL Quizzes            k- Diversity Assignment            l- Immunization Assignment</p> <p><b>Criterion for achievement:</b></p> <ul style="list-style-type: none"> <li>▪ a-was evaluated within the clinical setting and a clinical evaluation completed by the clinical instructor for each student. (Reviewed with and signed by the student)</li> <li>▪ b, c, d, i, k, and l- was evaluated using grading rubrics for each assignment.</li> </ul>	<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>a- All students achieved a satisfactory score from their clinical instructor within the clinical setting. No unsatisfactory scores were given.</li> <li>b- Each packet was worth 100 points. Packet grades ranged from 72.5-98 points with the average score being 82.3.</li> <li>c- Each packet was worth 50 points. Grades for these packets ranged from 40-50 points with an average score of 46.6.</li> <li>d- This assignment is worth 200 points. Students' scores ranged from 150-199.5 with an average of 182.8.</li> <li>e- Module exams- Students were required to pass these exams with a 76%. There was a total of three module exams, worth 100 points each. All students completed Exam One and</li> </ul>	<p>Action Plan:</p> <p>Clinical care packet examples should be included in Web Canvas in the next course to provide more direction in completion. Clinical time will be used to discuss clinical assignments and help students understand the nursing process more completely when completing packets.</p> <p>The nursing process should be addressed sooner in the syllabus and close to the beginning with more activities focused on each step of the nursing process.</p> <p>Encourage students 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. When possible use these resources as part of the classroom activity. Since the final is based from ATI material,</p>

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	<ul style="list-style-type: none"> <li>▪ e and f- was evaluated through the use of ATI testing and WebCampus testing. Students were required to complete a 76% on module exams, midterm, and final exam.</li> <li>▪ g- 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.</li> <li>▪ h- Required students to turn in a transcript showing the completion of these modules by assigned deadline on syllabus.</li> <li>▪ j- Currently TBL is used in the classroom to stimulate discussion and classroom activity. Students are monitored by the instructor, questions are discussed, and a quiz given (individual and collaborative) during each class. Points are awarded for the quizzes, 20 points for individual quizzes and 60 points for collaborative quizzes, followed by a class activity (game, care plan, technique, etc...)</li> </ul>	<p>Two with a score greater than 76%. Two students scored less than 76% on Exam Three.</p> <ul style="list-style-type: none"> <li>f- Students were required to take the ATI Fundamentals Proctored assessment as their final and required to achieve a level two with self-remediation and no retake, however, if this criterion was not met, students were required to complete self-remediation and retake the proctored exam. Student scores for the final were as follows: 3 students at level 1 (below proficiency level) 20 students at level 2 (proficient), 5 students at level 3 (above proficiency) One student scored less than a Level 1 on the retake exam.</li> <li>g- All students were able to provide transcripts for ATI online skills quizzes and successfully completed skills check-off in the lab.</li> <li>h- All students completed the required ATI Nurse Logic Modules on time and provided a transcript of completion to the theory instructor.</li> <li>i- This assignment was worth 50 points and required students to get a 38/50 to successfully achieve a 76%. Three students did not achieve this score, all others successfully completed with scores ranging from 76-100%. Average score for this graded assignment was 88%.</li> <li>j- All students participated in TBL individual quizzes, collaborative quizzes, and activity during the class. Points were awarded for</li> </ul>	<p>remind student to match theory (class time) with the material in ATI. Students still struggle with the Adult Wellness Assignment after multiple changes and simplifications on this assignment. Posting a completed assignment as a model may be helpful for students in the future.</p>
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		<p>participation. For individual TBL Quizzes possible points per quiz was 20 and there were multiple quizzes totaling 22 quizzes. All students were awarded points. The lowest points awarded for any of the quizzes was 9 points. There was a total of 22 collaborative quizzes with students receiving 60 points for the collaborative quiz. Lowest score awarded was 54 points.</p> <ul style="list-style-type: none"><li>k- The Diversity assignment was worth 50 points. Scores achieved by students ranged from 35-50, with one student not achieving a score of 76% on this assignment. The average score achieved for this assignment was 43.6/50.</li><li>l- Immunization assignment was completed by all students with five students receiving a score less than 76% on the 20 point assignment. Students did not follow directions for this assignment and were not complete in their answers. Average score for this assignment was 17/20 for Elko and Pahrump groups. Winnemucca students assignment was slightly different and was worth a total of 25 points. All students received greater than 76% with an average of 21/25.</li></ul>	
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Criterion Met: **Yes**/No

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<p>Outcome #2 Discuss clinical reasoning used to make patient-centered care decisions at the fundamental level.</p>	<p>Assessment Measure:</p> <ul style="list-style-type: none"> <li>a- Simulation (3)</li> <li>b- Clinical assignments in acute care with CCP and clinical evaluation.</li> <li>c- Clinical Microsystem Assignment</li> <li>d- ATI NurseLogic 2.0 module tests</li> <li>e- Infection Control Assignment</li> <li>f- Medical Madness-Med. Administration in the Lab.</li> <li>g- Immunization Assignment with grading rubric.</li> <li>h- Module Exams</li> <li>i- Final Exam-ATI Proctored</li> </ul> <p>Criterion for achievement:</p> <ul style="list-style-type: none"> <li>a- Faculty led simulation debriefing and simulation evaluation form completed by instructor.</li> <li>b- Clinical experiences and patient care in selected acute care setting. Instructor led debriefing at the end of the clinical experience to evaluate learning. Create a plan of care utilizing the CCP in the acute hospital setting assigned. Graded via rubric and clinical evaluation.</li> <li>c- Instructor observation and completion of clinical microsystem assignment using a grading rubric.</li> <li>d- ATI "Beginning student" module tests. ATI skills modules, pre-post tests for Nurse Logic.</li> <li>e- Online Infection Control Assignment with CE Test.</li> <li>f- ATI transcripts turned into instructor for med.</li> </ul>	<p>Results:</p> <ul style="list-style-type: none"> <li>a- 3 separate simulations in lab different focus of each simulation include: acute care setting where objective is to complete an initial assessment while dealing with numerous interruptions requiring prioritization through clinical reasoning, safe medication administration, and wound assessment and critical thinking to determine nursing action. (Centers utilize SimMan simulators located at all three areas. Focus of simulations is the same for all three centers.)</li> <li>b- CCP-Each packet was worth 100 points. Packet grades ranged from 72.5-98 points with the average score being 82.3. All students met satisfactory status in the clinical setting.</li> <li>c- Microsystem assignment was worth 50 points with all students achieving greater than a 76%. Scores ranged from 41-50 with an average of 47%.</li> <li>d- All students were successful in providing passing scores and transcripts for Nurse Logic on outlined date in the syllabus.</li> <li>e- The Infection Control assignment was completed by all students successfully. The assignment was worth 20 points. Students' scores for this assignment ranged from 18-20. The average grade for this assignment was 19.25 or 96%.</li> <li>f- All students were successful in obtaining a 76% or higher on ATI pre/post tests for medication administration. All passed skills lab successfully via instructor</li> </ul>	<p>Action Plan:</p> <ul style="list-style-type: none"> <li>a- Students continue to struggle with topics that are appropriate for the EBP article related to nursing. A list of possible topics was provided with having access to this. More supervision is necessary to assist students to locate appropriate topics.</li> <li>b- Add examples of CCP to webcampus</li> <li>c- No change</li> <li>d- No change</li> <li>e- No change recommended</li> <li>f- No change recommended</li> <li>g- Provide students with assignment example</li> <li>h- 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. Overall, students module exam scores improved over the previous years. Encourage students to pay close attention to chapter/topic objectives for study.</li> <li>i- Due to the fact that ATI is used as the tool for final and remediation for students, it may be helpful to have students refer to ATI questions for Fundamentals in the future</li> </ul>
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	<p>Administration/right that include pre/post tests. Faculty check-off of skills in the lab (Pass/Fail)</p> <p>g- Graded assignment with rubric r/t immunizations. Instructor observation and supervision for immunizations within the long term care facility and assisted living.</p> <p>h- Module Exams (3)</p> <p>i- Final Exam on ATI (Proctored)</p>	<p>observation and skills check list.</p> <p>g- Immunization assignment was completed by all students with five students receiving a score less than 76% on the 20 point assignment. Students did not follow directions for this assignment and were not complete in their answers. Average score for this assignment was 17/20 for Elko and Pahrump groups. Winnemucca students assignment was slightly different and was worth a total of 25 points. All students received greater than 76% with an average of 21/25.</p> <p>h- Module exams- Students were required to pass these exams with a 76%. There was a total of three module exams, worth 100 points each. All students completed Exam One and Two with a score greater than 76%. Two students scored less than 76% on Exam Three.</p> <p>i- Students were required to take the ATI Fundamentals Exam as their final and required to achieve a level two with self-remediation and no retake, however, 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 74-97%. One student was provided unsatisfactory notification for a score less than a Level One on the retake exam.</p>	<p>and include ATI Fundamentals text in classroom activity.</p>
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		<p>Criterion Met: <b>Yes</b>/No ( One student of 28 did not meet criteria)</p>	
<p><b>Outcome #3:</b> Explain how quality improvement processes are used to improve patient care.</p>	<p><b>Assessment Measure</b></p> <ul style="list-style-type: none"> <li>a. Evidence Based Practice Library Assignment</li> <li>b. In class development of PICOT questions for research</li> <li>c. National Patient Safety Goals with introduction, classroom activity and NPSG acute care assignment using a rubric.</li> <li>d. ATI NurseLogic 2.0 Module</li> <li>e. Immunization Assignment</li> <li>f. Module Exams (3)</li> <li>g. ATI Fundamentals Final</li> </ul> <p><b>Criterion for achievement:</b></p> <ul style="list-style-type: none"> <li>a. EBP Library Assignment with research review graded using a grading rubric.</li> <li>b. Instructor facilitation and students' successful completion of a PICOT question to present to the class.</li> <li>c. Student participation in active discussion r/t NPSG and completion of the NPSG Critical Thinking PowerPoint assignment with presentation to class members. Grading rubric used for grading PowerPoint.</li> <li>d. Successful completion of ATI</li> </ul>	<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>a. EBP-This assignment was worth 50 points and required students to get a 38/50 to successfully achieve a 76%. Three students did not achieve this score, all others successfully completed with scores ranging from 76-100%. Average score for this graded assignment was 88%.</li> <li>b. Students were assigned groups after being provided lecture on PICOT questions and research r/t nursing. All groups were required to complete a PICOT question and present to class. This activity was successful AEB student groups ability to write a PICOT question.</li> <li>c. NPSG (Critical Thinking Activity) Was successfully completed by all students, except one. The assignment was worth 100 points with students grades ranging from 43.5 to 100. An average of 94.2 points were earned for the activity.</li> <li>d. Please see above. All students were successful in completion of Nurse Logic.</li> <li>e. Immunization assignment was completed by all students with</li> </ul>	<p><b>Action Plan:</b> 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 in a simulation that will address culture versus ethical.</p> <p>It is apparent that when a student fails a theory assignment that another course of action should be taken by the instructors, especially when the stakes are as high as they are in this program. In the future it may be worthwhile to provide a student an unsatisfactory notice when they have failed two theory assignments. This information will be passed on to the fall 2016 instructors. Also, it may be valuable to consider counseling a student for failed theory assignments and create a form for counseling. (One student is noted as having failed four theory assignments, but being able to maintain a grade high</p>

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	<p>Nurse Logic as evidence by a transcript provided by the student for pre/post tests and completion of online activity.</p> <ul style="list-style-type: none"> <li>e. Immunization Assignment graded using a grading rubric.</li> <li>f. Module Exams (3) graded in WebCampus with a 76% or greater score required.</li> <li>g. ATI Fundamentals Final requires a successful Level Two Score for completion. Students are required to complete remediation templates before retaking the exam or being given a grade for the exam.</li> </ul>	<p>five students receiving a score less than 76% on the 20 point assignment. Students did not follow directions for this assignment and were not complete in their answers. Average score for this assignment was 17/20 for Elko and Pahrump groups. Winnemucca students assignment was slightly different and was worth a total of 25 points. All students received greater than 76% with an average of 21/25.</p> <ul style="list-style-type: none"> <li>f. Module exams- Students were required to pass these exams with a 76%. There was a total of three module exams, worth 100 points each. All students completed Exam One and Two with a score greater than 76%. Two students scored less than 76% on Exam Three. No Unsat. Notifications were written for failure of two module exams.</li> <li>g- Students were required to take the ATI Fundamentals Exam as their final and required to achieve a level two with self-remediation and no retake, however, 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 74-97%. One student was provided unsatisfactory notification for a score less than a Level One on the retake exam.</li> </ul>	<p>enough to pass the course) Refer this to the nursing admissions and progression committee for further action. Another option would be to change the weight of the theory assignments</p>
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		<p>(One student of 28 were not successful in meeting outlined criteria.)                  Criterion Met: <b>Yes/No</b></p>	
<p><b>Outcome #4:</b>                  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.</p>	<p><b>Assessment Measure:</b></p> <ul style="list-style-type: none"> <li>a. Team Building/Leadership Assignment</li> <li>b. Clinical Microsystem</li> <li>c. Auxillary clinical in cardiopulmonary</li> <li>d. Clinical Care Packet</li> <li>e. Module Exams</li> <li>f. Final Exam</li> </ul> <p><b>Criterion for achievement:</b></p> <ul style="list-style-type: none"> <li>a. Team Building/Leadership Assignment (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</li> </ul>	<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>a. Students provided a positive response to the Challenge Course activities and assignment. They voiced growth in therapeutic communication, leadership skills, and teamwork. Instructors from all three centers were present an observed positive interaction. Possible grade for this assignment was a total of 50 points. Student's grades ranged from 39- 49 points. All students successfully completed this assignment.</li> <li>b. Microsystem assignment was worth 50 points with all students achieving greater than a 76%. Scores ranged from 41-50 with an average of 47%.</li> <li>c. Auxillary clinical assignment in cardiopulmonary was successfully completed by all students with scores ranging from 40-50. The average score for this assignment was 48.3.</li> <li>d. CCP-Each packet was worth 100 points. Packet grades ranged from 72.5-98 points with the average score being 82.3. All students met satisfactory status in the clinical setting.</li> <li>e. Module exams- Students were</li> </ul>	<p><b>Action Plan:</b></p> <p>Continue to involve all three centers in the Challenge Course activity at the Elko Campus. This activity not only provides students with leadership and team building skills, it allows students and instructors to spend time together, get to know each other a little better, and promotes GBC unity.</p> <p>All students successfully met the outcome for this section. Recommendation should be to continue with the use of these assignments and activities for successful outcomes.</p>

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	<p>patients. A “satisfactory” in regard to communication would indicate achievement in this areas as well.</p> <p>b. Clinical Microsystem including observation of an RN in health care setting, students determine scope of practice, use of nursing process, collaboration within the healthcare team, and the impact of each of the nurse’s ability to provide safe, quality care. Students were required to complete a paper, graded with a rubric.</p> <p>c. Auxillary clinical (cardiopulmonary) students work with a cardiopulmonary therapist and complete part of a worksheet identifying the inter-professional role auxillary team members play and the collaboration that occurs with other members of the team.</p> <p>d. Clinical care packet includes an area where students must identify what team members are responsible for certain diagnostic tests and treatment regimens. Care packet is graded using a grading rubric.</p> <p>e. Demonstrates beginning of clinical reasoning by knowledge and application level questions on an objective exam. Student score on three module exams.</p> <p>f. ATI CMS Fundamentals practice and proctored</p>	<p>required to pass these exams with a 76%. There was a total of three module exams, worth 100 points each. All students completed Exam One and Two with a score greater than 76%. Two students scored less than 76% on Exam Three. No Unsat. Notifications were written for failure of two module exams.</p> <p>h- Students were required to take the ATI Fundamentals Exam as their final and required to achieve a level two with self-remediation and no retake, however, 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 74-97%. One student was provided unsatisfactory notification for a score less than a Level One on the retake exam.</p> <p>Criterion Met: <span style="background-color: #90EE90;">Yes</span>/No</p>	
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	<p>assessment. Score on final exam and remediation was used as measure.</p>		
<p><b>Outcome #5:</b> Explain how management, legal, ethical, and professional guidelines are used in nursing practice.</p>	<p><b>Assessment Measure:</b></p> <ul style="list-style-type: none"> <li>a. Clinical Microsystem Assignment</li> <li>b. Clinical Evaluation/Experiences</li> <li>c. Legal/Ethical Class Activity</li> <li>d. ANA Standards of Practice section within the CCP</li> <li>e. Discussion questions on patient advocacy.</li> <li>f. EBP Library Assignment</li> <li>g. Module Exams (3)</li> <li>h. ATI Fundamental Final</li> </ul> <p><b>Criterion for achievement:</b> 76 % or higher achievement on assignments graded using a grading rubric.</p> <ul style="list-style-type: none"> <li>i. Clinical Microsystem observation of delegation by an RN in different health care settings with comparison reflective paper using a grading rubric.</li> <li>j. Clinical experience students will describe intra and inter-professional team member roles within the CCP. Faculty observation and clinical evaluation form.</li> <li>k. Class activity on legal and</li> </ul>	<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>a. Microsystem assignment was worth 50 points with all students achieving greater than a 76%. Scores ranged from 41-50 with an average of 47%.</li> <li>b. All students received satisfactory in the clinical setting using the clinical evaluation form.</li> <li>c. All students were successful in the legal/ethical classroom activity and submission of reliable sources.</li> <li>d. All students successfully understood the ANA Standards of Practice section in their CCP.</li> <li>e. The discussion question was graded using a grading rubric. Twelve points were possible for this assignment. One student failed to turn her submission in on time and received a 0. Scores ranged on this assignment from a 0 to 12. Multiple students did not provide complete answers within the discussion or follow the outlined guide provided to them. Average score for this assignment was 8.2 points of 12.</li> <li>f. EBP-This assignment was worth 50 points and required students to get a 38/50 to successfully</li> </ul>	<p><b>Action Plan:</b> Retain all of these measurements. New curriculum will continue to reflect the idea and concepts of this outcome.</p> <p>The discussion question may require instructors to verbally provide direction to students for successful completion of this assignment. Instructors should encourage professionalism in completing this assignment.</p>

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	<p>ethical basis and decision making in nursing practice, students will list 4 different possible sources available when dealing with legal and ethical dilemmas in the practice setting. Measured through faculty observation and student participation with submission of 4 reliable sources.</p> <p>l. Clinical Care packet includes section where students name one of the ANA Standards of Practice and states how this standard was followed in clinical setting. This packet is graded using a grading rubric.</p> <p>m. Discussion question completed after clinical (H4) student posts a primary response indicating how they and the nurse they collaborated with acted as patient advocates during their patient care day. (Online discussion in WebCampus for all centers). Discussion rubric score for measurement was used.</p> <p>n. Library Assignment on EBP topic for the purpose of learning about database and how to find the most current EBP. (Librarian delivered orientation to online databases available in IAV class room for all centers.)</p> <p>o. Demonstrates beginning of clinical reasoning by knowledge and application level questions on an</p>	<p>achieve a 76%. Three students did not achieve this score, all others successfully completed with scores ranging from 76-100%. Average score for this graded assignment was 88%.</p> <p>g. Module exams- Students were required to pass these exams with a 76%. There was a total of three module exams, worth 100 points each. All students completed Exam One and Two with a score greater than 76%. Two students scored less than 76% on Exam Three. No Unsat. Notifications were written for failure of two module exams.</p> <p>h- Students were required to take the ATI Fundamentals Exam as their final and required to achieve a level two with self-remediation and no retake, however, 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 74-97%. One student was provided unsatisfactory notification for a score less than a Level One on the retake exam.</p> <p>Criterion Met: <b>Yes</b>/No</p>	
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	<p>objective exam. 76% or higher is required to pass module exams.</p> <p>p. ATI CMS Fundamentals practice and proctored assessment. (ATI website for all centers) A Level two score is minimum required for this exam with remediation.</p>		
<p><b>Outcome #6:</b> Summarize how information management principles, techniques, and systems, and patient care technology are used in the healthcare setting.</p>	<p><b>Assessment Measure:</b></p> <ul style="list-style-type: none"> <li>a. Theory instruction and discussion on information systems and communication devices used in health care settings.</li> <li>b. EMR orientation and documentation in acute care clinical setting.</li> <li>c. Simulation (3)</li> <li>d. Module Exam</li> <li>e. Final Exam</li> </ul> <p><b>Criterion for achievement:</b></p> <ul style="list-style-type: none"> <li>a. Student participation in discussion and score on objective exam in the understanding and use of information systems and communication devices used in patient care settings. Faculty led discussion and observation for participation.</li> <li>b. EMR orientation and documentation in acute care clinical setting. Documentation reviewed by the clinical instructor.</li> <li>c. 3 separate simulations in lab different focus of each simulation include: acute care</li> </ul>	<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>a- This instruction and discussion was shown to be beneficial to the students AEB their active participation and increased ability to participate in training provided by the hospital in the EMR.</li> <li>b- Students participated in EMR training at their respective site in all three center acute settings.</li> <li>c- Students successfully completed simulation x3 at all centers. Some students required remediation on medication administration and medication rights. Upon completion of remediation they were able to complete these skills without difficulty.</li> <li>d- Module exams- Students were required to pass these exams with a 76%. There was a total of three module exams, worth 100 points each. All students completed Exam One and Two with a score greater than 76%. Two students scored less than 76% on Exam Three. No Unsat. Notifications were written for Failure of two module exams.</li> <li>e- Students were required to take the ATI Fundamentals Exam as their final and required to achieve</li> </ul>	<p><b>Action Plan:</b></p> <p>Retain all of these measurements within the course.</p>

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	<p>setting where objective is to complete an initial assessment while dealing with numerous interruptions requiring prioritization through clinical reasoning, safe medication administration, and wound assessment and critical thinking to determine nursing action. Upon completion of each simulation faculty leads a debriefing and completes a simulation evaluation form for student's participation.</p> <p>d. Demonstrates beginning of clinical reasoning by knowledge and application level questions on an objective exam. Evaluated through the use of student scores on exams.</p> <p>e. ATI CMS Fundamentals practice and proctored assessment.</p>	<p>a level two with self-remediation and no retake, however, 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 74-97%. One student was provided unsatisfactory notification for a score less than a Level One on the retake exam.</p> <p>Criterion Met: <b>Yes</b>/No</p>	
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### Notes:

Please see above comments for reflection and any recommendations for change. Reflection and change recommendations can also be found in department required N135 Course Report found in the shared group drive.

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I have reviewed this report:

\_\_\_\_\_  
Department Chair

Date \_\_\_\_\_

\_\_\_\_\_  
Dean

Date \_\_\_\_\_

\_\_\_\_\_  
Vice President of Academic Affairs and Student Services

Date \_\_\_\_\_