

# 2008 PROGRAM OUTCOMES ASSESSMENT SUMMARY REPORT

PROGRAM: ASSOCIATE NURSING DEGREE - AAS-T DEGREE

DATE: 10 JANUARY 2008

## **DEMONSTRATION OF LEARNING:** *What assignments or projects demonstrate student learning outcomes are achieved?*

*[Note: evidence of learning contained in Assessment methods and Findings sections.]*

The nursing curriculum is structured to begin with a foundation in fundamentals of nursing and progress to specialty areas with completion courses aimed at the transition from nursing student to beginning practitioner.

Assessment is integrated throughout the program in a variety of ways: oral presentations, written projects, examinations and evaluations. In the theory course, data from written examinations, oral presentation and participation in group discussion provide an assessment of ability to analyze a client care situation.

In the first year of the program students complete several written projects including a Nursing Process Care Plan, Interpersonal Recording, Pharmacology Teaching Plan and a Gerontology Care Plan.

Students enter the second year of the program competent in providing therapeutic nursing interventions for clients and families with focused well defined problems. The senior level provides didactic and clinical learning experiences requiring student to plan and implement therapeutic interventions to increasingly complex situations. Theory courses continue to assess by requiring several written papers. The final med surg quarter (5<sup>th</sup>) student develop a written Discharge Planning Paper that incorporates prior knowledge and application to a client in the clinical setting.

Students are assessed in the clinical practicum on a weekly basis each quarter via movement toward final program outcomes/competencies. Each component builds in scope as the student progresses in the program but consistently utilizes the National League for Nursing competencies for Associate degree nurses as components. The students' ability to identify problems and recommend solutions is evaluated in the written nursing care plan as well as application of the nursing process in the actual care delivered.

In 2004 the faculty adopted Assessment Technologies Institute (ATI) program as an ongoing assessment tool. ATI is an innovative teaching/learning system that facilitates student success with a total program offering opportunities for assessment and remediation from entry to graduation. ATI assessment is conducted each quarter of the program and correlates with the subject content of each specific quarter. In the final quarter of the program students sit for a comprehensive ATI that is similar to the National Counsel of State Boards of Nursing Exam- Registered Nurse which is required after graduation for licensure.

## **EXTERNAL EVIDENCE?** *Alumni, employer, Curriculum Review, Technical Advisory Committee feedback?*

The program is fully accredited by the National League for Nursing Accrediting Commission (NLNAC). This form of accreditation requires annual reporting of several key outcome measurements. The program has developed a twenty three item Systematic Plan for Program Evaluation (SPPE) that includes assessment, evaluation and evidenced based decision making.

The program is also approved by the Washington State Nursing Care Quality Assurance Commission which requires annual reporting of outcomes.

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Clinical facilities utilized provide annual feedback to the program regarding student as well as graduates.

Final outcome success is recognized as successfully passing the NCLEX-RN and entry into the profession. The program has 100% pass rate on the NCLEX-RN for first time candidates.

Student employment upon graduation is also 100% immediately following graduation and licensure with a living wage.

We assess program effectiveness by surveying both graduates and employers.

## **FINDINGS:** *What have you learned from your outcomes assessment activities?*

Analysis has found that the assessment techniques are strongly correlated with success for students in the program as evidenced by:

- 100 % pass rate on NCLEX-RN
- 100 % employment of graduates following licensure
- Exceeding benchmarks placed on criteria in the SPPE

## **ACTIONS TAKEN:** *What program changes have you made in the last three years? -- WHAT WAS THE IMPETUS FOR CHANGE?*

The program underwent a comprehensive review and revision following the NLNAC visit in 2003. This resulted in:

Curriculum change: The curriculum review followed the development of the program philosophy, conceptual framework and program outcomes. The organization and sequencing of the curriculum is derived from the goals, objectives and outcomes of the program. The curriculum focus is on the integration and synthesis of nursing knowledge and skill with knowledge from the humanities and sciences.

Revised Outcomes: The new outcomes and conceptual framework utilize the National League for Nursing Educational Competencies for Graduates of Associate Degree Programs. This established the adherence to a national standard.

In 2004 the faculty adopted Assessment Technologies Institute (ATI) program as an ongoing assessment tool. ATI offers students opportunities for assessment and remediation from entry to graduation.

Revision of clinical competencies: The Program's clinical competencies were revised to meet the standards of the National League for Nursing competencies for Associate degree nurses.

Development of SPPE: The program has developed a twenty three item Systematic Plan for Program Evaluation (SPPE) that includes assessment, evaluation and evidenced based decision making.

More recently in response to student feedback and faculty assessment the program has developed quarterly faculty lead study groups that correlate with the theory content. Optional summer courses were developed in Pathophysiology, Medical Terminology

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and Clinical practicum.

The faculty also developed and ran a mandatory two day new student orientation as a result of feedback from prior students as to preparation for the program.

As a result of analysis of data the program has revised the LPN-RN course and admission criteria.

### **ACTIONS PLANNED:** *What program changes or new assessment activities are you planning for next year?*

- Faculty have discussed partnership with other programs in the division in relation to building team work prior to graduation among health care provides. Focus has been on the simulated clinical setting and utilization of advanced technology that mirrors select patient care settings.
- In addition, partnership with other division as part of the I-Best statewide project is being worked on.
- Analysis of ATI-TEA scores proves a strong correlation with retention in the program and is being considered regarding placement.
- Data in regard to the correlation with completing a Nursing Assistant Certification and success in the program is being collected for review and analysis.

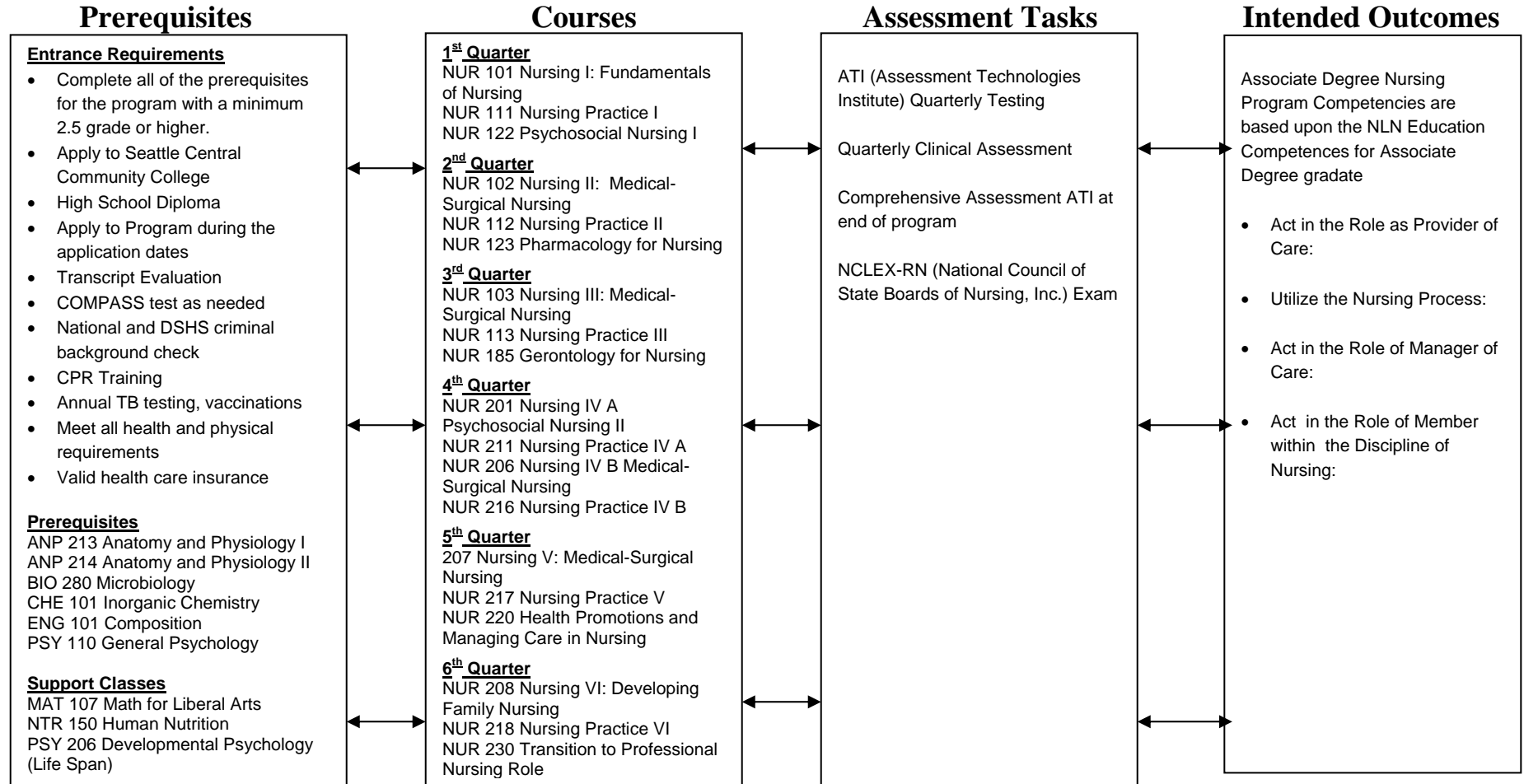
**Associate Degree Nursing – AAS-T Degree**

Revised 13 February 2008

**Program Name:**

**Theme(s):** Provider of Care, Manager of Care, Member of the Discipline of Nursing, NLN Core Competencies for ADN

**Program Role:** Prepare graduates as generalists for entry level practice as Registered Nurses in Washington States diverse healthcare settings.



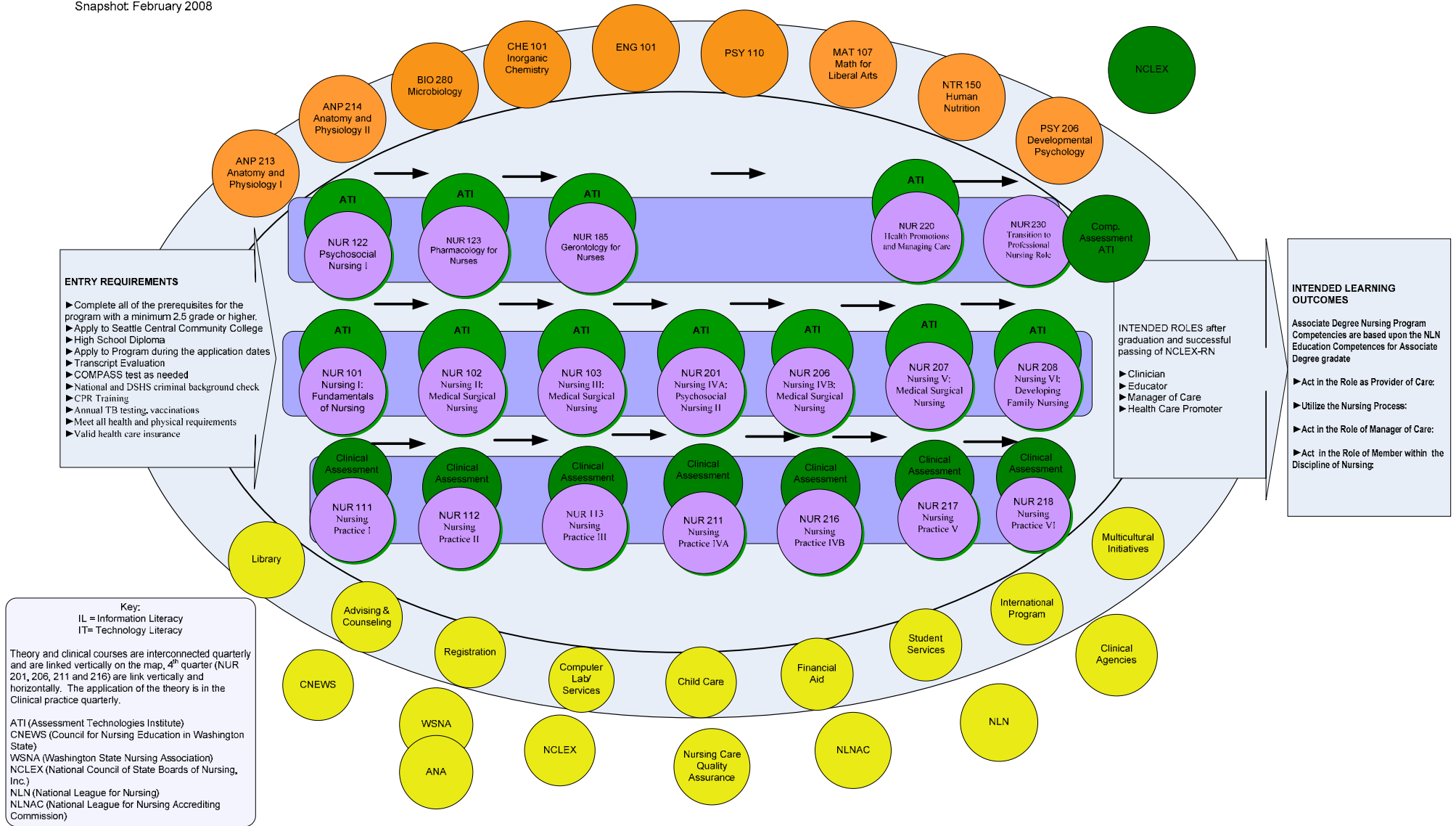
*What must students understand to demonstrate the intended outcome?*

*What skills must students master to demonstrate the intended outcome?*

*What will students do in here to demonstrate evidence of the outcome?*

*What do students need to be able to DO “out there” that we’re responsible for “in here”??*

**Program: Associate Degree Nursing Program**  
 Snapshot: February 2008



## Program Assessment Inventory

Program: Associate Degree Nursing (ADN) – AAS-T

Assessment methods used to determine that students are prepared to succeed and that they have achieved the program learning outcomes when they complete degrees or certificates.

|  | <i>Pre/early program</i>                            | <i>Mid program</i> | <i>End of program</i> |
|--|---|--------------------|-----------------------|
| <b><i>Students are prepared to learn (prerequisites)</i></b>         |   |                    |                       |
| ASSET test scores  |   |                    |                       |
| COMPASS test scores  | <i>x</i>  |                    |                       |
| SLEP test scores   |   |                    |                       |
| Other?   |   |                    |                       |
| <b><i>Students are assessed as they move through the program</i></b> |   |                    |                       |
| Competencies assessment  | <i>continuous throughout program</i>                |                    | <i>NUR 230</i>        |
| Internship   |   |                    |                       |
| Pre-Mid-Post assessment  |   |                    |                       |
| Service Learning experience feedback                                 |   |                    |                       |
| Student course evaluations   | <i>quarterly</i>                                    |                    |                       |
| Student focus groups   |   |                    |                       |
| Student grades   | <i>quarterly</i>                                    |                    |                       |
| Student interviews   |   |                    |                       |
| Student self assessment  |   | <i>quarterly</i>   |                       |
| Student surveys  |   |                    |                       |
| Other: Clinical Practicum  | <i>quarterly clinical assessment by instructors</i> |                    |                       |
| <b><i>Students are assessed as they complete the program</i></b>     |   |                    |                       |
| Completion statistics  |   |                    | <i>by college</i>     |
| Capstone projects  |   |                    |                       |
| Graduation statistics  |   |                    | <i>by college</i>     |
| Portfolios   |   |                    |                       |
| Presentations  |   | <i>quarterly</i>   |                       |
|  |   |                    |                       |
| <b><i>External assessment data is collected</i></b>                  |   |                    |                       |
| Transfer rates   |   |                    | <i>by college</i>     |
| Employer surveys   |   |                    | <i>X</i>              |
| Technical Advisory Committee   | <i>meets quarterly</i>                              |                    |                       |
| License certification success rates                                  |   |                    | <i>by college</i>     |
| Performance in 4 year programs                                       |   |                    |                       |
| Employment rates   |   |                    | <i>X</i>              |
| Salary statistics  |   |                    |                       |
| Survey of former students  |   |                    | <i>X</i>              |
| Other?   |   |                    |                       |

## Nursing Program (AAS-T) – 2006 Learning Outcomes

1. Act as a provider of care:
  - Demonstrate cognitive competence using critical thinking in solving clinical problems and making clinical decisions.
  - Consider alternatives.
  - Utilize knowledge gained from nursing, biology, social and behavioral sciences in the delivery of care.
2. Utilize the nursing process:
  - Apply the nursing process to support a client's adaptation to health, quality of life or death.
  - Assess the client as a unique biopsychosocial being, total individual or family.
  - Analyze data to identify problems.
  - Develop and implement a plan of patient care including teaching & learning to achieve outcomes.
  - Use critical thinking to evaluate and revise outcomes.
  - Provide safe, effective care.
  - Demonstrate psychomotor competence through the skillful use of complex equipment and procedures to provide care.
  - Demonstrate interpersonal competence through therapeutic communication skills and caring interventions to provide nursing care.
3. Act as a manager of care:
  - Demonstrate responsibility and accountability by leading and delegating to other nursing personnel, commensurate with their educational preparation.
  - Utilize technology and both human and material resources in a cost-effective manner.
  - Demonstrate people management skills by communicating and collaborating effectively with the health care team.
4. Act as a member of the Nursing Discipline:
  - Understand and function within the role of a registered nurse in various health care settings.
  - Value and demonstrate the ethical, legal and professional standards of nursing practice.
  - Value self-awareness.
  - Value professional nursing as a career and value own practice.
  - Demonstrate professional behaviors in the role of the nurse in various settings.