

**Academic Affairs Assessment of Student Learning**

**Report for Academic Year \_**\_\_2021\_-\_2022\_\_\_

**Department/Program \_\_Nursing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **Which learning outcomes did you measure this past year?** [Please indicate whether any of these measures were conducted as follow-up to a previous year’s issues or in response to Program Review. Be specific.]

** 1. Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations.**

** 2. Use the research process through translation of evidence-based findings to advance professional nursing and the delivery of health care**

** 3. Incorporate information management and patient care technology in the delivery of quality patient-centered care.**

** 4. Accept personal accountability for lifelong learning, professional growth, and commitment to the advancement of the profession.**

** 5. Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation to professional nursing practice that focuses on health promotion and prevention of disease for individuals, families, communities, and populations.**

** 6. Employ inter-professional communication and collaboration to ensure safe, quality care across the lifespan.**

** 7. Integrate ethical, legal, and professional standards into the practice of nursing.**

1. **In which course(s) were assessments conducted?**

**NURS 200, NURS 202, NURS 301, NURS 303, NURS 305, NURS 312, NURS 316, NURS 318**

1. **How did you assess the selected program learning outcomes?** (i.e., what did you assess –group project, skills demonstration, presentation, performance, debate, lab experiment, online discussion, etc. *and*- what tool (measure) did you use - rubric, nationally or state-normed exam, item analysis, pre-posttest design, skills inventory, survey, etc.)

**NURS 200:** Journal entries

**NURS 202:** Skills demonstration, rubric assessment

**NURS 301:** Skills demonstration, rubric assessment, HESI national standardized testing

**NURS 303:** Presentation, rubric assessment, HESI standardized national testing

**NURS 305:** Presentation, rubric assessment, HESI standardized national testing

**NURS 312:** Presentation, rubric assessment

**NURS 316:** Skills demonstration, rubric assessment

**NURS 318:** Skills demonstration, rubric assessment, HESI standardized national testing

1. **How many students were included in the assessment(s) of each PLO in a course?**

**NURS 200: Cohort 2 (14 students)**

**NURS 202: Cohort 2 (11 students)**

**NURS 301: Cohort 1 (10 students)**

**NURS 303: Cohort 1 (10 students)**

**NURS 305: Cohort 1 (10** **students)**

**NURS 312: Cohort 1 (10 students)**

**NURS 316: Cohort 1 (7** **students)**

**NURS 318: Cohort 1 (7 students)**

1. **How were students selected to participate in the assessment of each outcome (**Helpful details might include- whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)?

**All students enrolled in the course were included in the assessment.**

1. **In general, describe how each assessment tool (measure) was constructed** (i.e. in-house, national, adapted).

**The rubrics for presentations and skills demonstration were implemented and created by faculty or taken from standardized textbook resources. The HESI testing is a standardized testing format.**

1. **Who analyzed results and how were they analyzed**

**Faculty analyzed results in each course for the rubrics and skills assessments. HESI provides standardized outcomes for review. These outcomes were reviewed by all faculty and evaluated by the Director of Nursing.**

1. **Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome.** *Report scores for this assessment, as well as students’ strengths and weaknesses relative to this learning outcome.*

*1. Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations.*

***Students were assessed in each course using either Examsoft test software, skill check offs, or HESI testing. Students will require additional support on the nursing process through remediation of topics and additional testing.***

*2. Use the research process through translation of evidence-based findings to advance professional nursing and the delivery of health care*

***Students were assessed in each course using either Examsoft test software or HESI testing. Students will require additional support on the research process through remediation of topics and additional testing.***

*3. Incorporate information management and patient care technology in the delivery of quality patient-centered care.*

***Students were assessed in each course using either Examsoft test software, skill check offs, or HESI testing. Students will require additional support on the incorporation of information management process through remediation of topics and additional testing.***

*4. Accept personal accountability for lifelong learning, professional growth, and commitment to the advancement of the profession.*

***Students were assessed in each course using either Examsoft test software, skill check offs, or HESI testing. Students will require additional classroom instruction and support to continue to be lifelong learners and advance the nursing profession.***

*5. Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation to professional nursing practice that focuses on health promotion and prevention of disease for individuals, families, communities, and populations.*

***Students were assessed in each course using either Examsoft test software, skill check offs, or HESI testing. Students will require additional support on the practice of nursing with a focus on health promotion and prevention of disease through remediation of topics and additional testing.***

*6. Employ inter-professional communication and collaboration to ensure safe, quality care across the lifespan.*

***Students were assessed in each course using either Examsoft test software, skill check offs, or HESI testing. Students will require additional support on the communication process through remediation of topics and additional testing. It has been noted in HESI exam outcomes that students have a weakness in interprofessional communication. Faculty are adding more content into courses to support this area of weakness.***

*7. Integrate ethical, legal, and professional standards into the practice of nursing.*

***Students were assessed in each course using either Examsoft test software, skill check offs, or HESI testing. Students will require additional support on the ethical, legal, and professional standard processes through remediation of topics and additional testing. Students will be enrolled in a transition course in the senior year. Students are also currently enrolled in a leadership/medsurg course to increase knowledge regarding professional standards into practice of nursing.***

1. **What are next steps?** (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)

**The same learning objectives will be measured again with each course as applicable. Currently faculty are using a flipped classroom technique in some courses to increase classroom participation. New textbooks have also been adopted in several courses: NURS 316 and NURS 202 to gain additional resources for students. The program also adopted a new testing format, ATI, to provide students with access to additional resources and reduce unnecessary textbooks. The national benchmark is 850 and above for positive outcomes on the NCLEX exam. See information in #10 regarding HESI outcomes.**

1. **Please attach an example of the assessment tool used to measure your PLO(s).** These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

1. Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations.

 Acceptable  Recommended  National average  Class average

| Category | # of Items | Avg. HESI Category Score | Percent of Selected Students Below 850 |
| --- | --- | --- | --- |
| Planning  Nursing Process | 10 | 1039 | 28% |
| Assessment  Nursing Process | 11 | 1001 | 28% |
| Analysis  Nursing Process | 3 | 987 | 57% |
| Evaluation  Nursing Process | 3 | 946 | 42% |
| Implementation  Nursing Process | 23 | 912 | 42% |

2. Use the research process through translation of evidence-based findings to advance professional nursing and the delivery of health care

3. Incorporate information management and patient care technology in the delivery of quality patient-centered care.

4. Accept personal accountability for lifelong learning, professional growth, and commitment to the advancement of the profession.

5. Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation to professional nursing practice that focuses on health promotion and prevention of disease for individuals, families, communities, and populations.

6. Employ inter-professional communication and collaboration to ensure safe, quality care across the lifespan.

7. Integrate ethical, legal, and professional standards into the practice of nursing.

| Category | # of Items | Avg. HESI Category Score | Percent of Selected Students Below 850 |
| --- | --- | --- | --- |
| Culture of Safety & Safety Monitoring  Quality and Safety Education (QSEN)\* | 46 | 953 | 0% |
| Dimensions of Patient Care  Quality and Safety Education (QSEN)\* | 48 | 953 | 14% |
| Research and EBP  Quality and Safety Education (QSEN)\* | 48 | 951 | 14% |
| Basic Safety Design Principles  Quality and Safety Education (QSEN)\* | 43 | 945 | 0% |
| Member of Team  Quality and Safety Education (QSEN)\* | 45 | 942 | 14% |
| Safety and Quality  Quality and Safety Education (QSEN)\* | 42 | 929 | 14% |
| Communication  Quality and Safety Education (QSEN)\* | 27 | 927 | 0% |
| Quality Improvement (QI)  Quality and Safety Education (QSEN)\* | 27 | 914 | 14% |
| Effective Communication  Quality and Safety Education (QSEN)\* | 23 | 912 | 14% |
| Pain and Suffering  Quality and Safety Education (QSEN)\* | 13 | 892 | 42% |
| National Patient Safety Resources  Quality and Safety Education (QSEN)\* | 11 | 890 | 57% |
| Systems/Team Functions  Quality and Safety Education (QSEN)\* | 21 | 888 | 28% |
| Scope of Practice  Quality and Safety Education (QSEN)\* | 4 | 879 | 42% |
| Ethical Legal  Quality and Safety Education (QSEN)\* | 1 | 852 | 42% |
| Nursing informatics  Quality and Safety Education (QSEN)\* | 2 | 816 | 42% |