

ASSESSING LEARNING OUTCOMES IN NURSING PROGRAMS

NORTHERN ESSEX COMMUNITY COLLEGE

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**AMCOA STATEWIDE CONFERENCE ON ASSESSING
LEARNING OUTCOMES**

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BACKGROUND

- Associate's Degree in Nursing (ADN) Program scheduled for NECC program review in 2011
- Part of NECC program review requires developing an assessment plan, which includes:
 - An outcomes and curriculum map,
 - An outcomes and assessment map, and
 - An assessment schedule.

BACKGROUND (Cont.)

- Outcomes currently being systematically assessed were mainly program, as opposed to learning, outcomes.
- Examples include:
 - National licensing examination (NCLEX-RN)
pass rates
 - Retention rates
 - Graduation rates

PRELIMINARY OUTCOMES/ CURRICULUM MAP

OBJECTIVES	ASSOCIATED LEARNING OUTCOMES	PROGRAM CURRICULUM: SPECIFIC COURSES AND RELATIONSHIP TO OUTCOME						
<p>The objectives of the NURSING (ADN) Program include to assist students in the development of:</p>	<p>The graduating student will be able to:</p>	NUR 113 - Pharmacology I	NUR 123 Pharmacology II	NUR 213 Pharmacology III	NUR 120 - Nursing II	NUR 210 - Nursing III	NUR 220 - Nursing IV	
<p>1. Knowledge and skills concerning the provision of safe, effective and holistic nursing care related to medications and natural products given to diverse patients throughout the lifespan.</p>	<p>1. Calculate drug dosage using one of the following methods: formula, ratio/proportion, dimensional analysis.</p> <p>2. Explain basic pharmacology principles related to medication management.</p> <p>3. Interpret symbols and abbreviations related to medication management.</p> <p>ETC.</p>							

PRELIMINARY OUTCOMES/ ASSESSMENT MAP

OBJECTIVES	ASSOCIATED LEARNING OUTCOMES		ASSESSMENT METHOD
The objectives of the NURSING (ADN) Program include to assist students in the development of:	The graduating student will be able to:		In-class written examinations
1. Knowledge and skills concerning the provision of safe, effective and holistic nursing care related to medications and natural products given to diverse patients throughout the lifespan.	1.	Calculate drug dosage using one of the following methods: formula, ratio/proportion, dimensional analysis.	X
	2.	Explain basic pharmacology principles related to medication management.	X
	3.	Interpret symbols and abbreviations related to medication management.	X
	ETC.		

PROBLEM

- Using in-class examinations (embedded assessments) for program level learning outcomes assessment would be a labor-intensive effort for faculty

POSSIBLE SOLUTION

- Use comprehensive knowledge tests (ATI) administered annually, with detailed results reported back to campus

BENEFITS OF USING ATI TEST RESULTS

- Subscales mirror major knowledge content areas required in national licensure examination
- Test is administered to all students approaching graduation
- Results concerning group performance at the subscale and item levels is reported back to campus.
- Test score serves as predictor of NCLEX-RN performance

ATI GROUP PERFORMANCE SUMMARY TABLE

Predicted Probability of Passing the NCLEX-RN®	Number of Students at Probability of Passing	RN Comprehensive Predictor 2010 Form B Individual Score
99%	2	>=80.7
98%	2	78.0% - 80.0%
96% - 97%	3	74.7% - 77.3%
94% - 95%	4	72.0% - 74.0%
91% - 93%	1	70.0% - 71.3%
89% - 90%	4	68.7% - 69.3%
84% - 88%	10	66.0% - 68.0%
81% - 82%	2	64.7% - 65.3%
75% - 79%	3	62.7% - 64.0%
63% - 73%	6	59.3% - 62.0%
37% - 60%	1	53.3% - 58.7%
1% - 34%	0	0.0% - 52.7%

APPROACH

STEP 1: Develop template with the goal of making ATI results:

- Easier for faculty to interpret
- More useful in detecting trends over time
- More useful for faculty in detecting areas of possible student weakness
- More meaningful overall in improving curriculum and pedagogy

APPROACH (Cont.)

STEP 2: Develop “custom” Nursing Program Assessment Plan:

- Map course-level learning outcomes onto overall Nursing Program objectives (the Outcomes and Curriculum Map)
- Map program objectives onto ATI subscales (the Outcomes and Assessment Map)
- Schedule is every year, with ATI results systematically entered in results template.

OPPORTUNITIES

- Areas for improvement can be readily identified
- Impacts of curriculum change can be evaluated
- Trends over time can be examined – Consistent or fleeting occurrences?