Nashua Community College
Department of Nursing
Program Evaluation Meeting (Zoom)
May 12, 2020
Minutes

Present: Lisa Gray, Tyler Waite, Cathy Allen, Erin Beck, Jeanne Hayes

ACEN Standard	Topic	Discussion	Outcome
6	Course Evaluations by Faculty – NURS 140N (Form attached)		
	Course Evaluations by Faculty – NURS 240N	Please see attached form submitted by L. Gray. Highlighted areas will to be addressed for next year.	Specific exam questions will be reviewed and improved.
		Biggest challenge was midterm transition to online teaching and learning	Faculty found many sources of support for online learning
		ATI exams (Leadership, Community Health, Comprehensive Predictor, Care of Children, Maternal Newborn) revealed multiple concepts where the class aggregate scored <50%.	Faculty learned to proctor an online exam using Proctorio and Respondus.
		12/13 students completed course satisfactorily. One failed every exam.	Consider ways to strengthen mastery of concepts where the aggregate performance was <50%
	Annual ATI Outcomes 19-20	Please see attached form submitted by L. Gray. According to Dept. Strategic Plan, curriculum review will begin in Jan. 2021 with a gap analysis for which the ATI Comp Predictor results will be key. The Class of 2020 scored <50% on multiple concepts, and also aggregate scores dropped in several areas from 2019 scores. It is possible that a	A gap analysis pf the curriculum is necessary and is part of the Strategic Plan for AY 2020-2021.

		curriculum gap exists that is causing this to happen.	
	Review of Systematic Evaluation Plan	Three members of the Dept. attended the ACEN Self-Study Workshop in Spring 2020. Upon return discussion ensued pertinent to the SEP. Faculty agreed that the Plan needed some additional assessment measures. The new document is attached.	SEP was updated with additional assessment measures. Key measures for EOPSLOs now include some or all of the following: QSEN scores as reported by the Comp. Predictor; Final Medical Surgical Concept Map-Care Plan Project; and Final Clinical Evaluation. All three measures are done at the end of the program.
Other	Last Day of Responsibility	May 12, 2020	
	First Day Back	Aug. 17, 2020	
	Lab Organization	Faculty will work together to organize the lab for the coming year. It is thought that lab faculty will return from FMLA.	Systematic storage and inventory is needed.

Respectfully submitted,

Jeanne Hayes

Nashua Community College
Associate in Science in Nursing Program

End-of-Course Report (Due to Chair 7 days after final grades due)

Course: NURS140N   Semester: Spring 2020   Assigned Faculty:
            Tyler Waite, Erin Beck, Jessica Wiggin, Cathy Allen

Faculty Completing Report: Tyler Waite
                        Date of Report: 5/19/2020

# Started Course	Withdrew	Repeat Students	Transfer Students	Clinical Failure	Theory Failure	A	A-	B+	B	B-	C+	C	C-	D+	D	F	I
21	1	1	1	0	0	0	0	3	3	11	1	0	0	0	0	0	2

Med Quiz	Number/Percent		Comments/ Item Analysis
Quiz #1: Passed 1st attempt	10	47.6	N/A
Quiz #2: Passed 2nd attempt	6	28.6	N/A
Quiz #3: Passed 3rd attempt	4	19	N/A

Topic	Discussion	Suggested Action

Methods of Assessment	Quizzes (Percent of Final Grade): 5%	KR20 Results	Implementation of the changes recommended on each Quiz and Exam Item Analysis Report.
	Exams (#): 30%	Exam # 1: 0.57	
	Midterm (Percent of Final Grade): 15%	Exam # 2: -0.12	
	Final Exam (Percent of Final Grade): 20%	Exam # 3: 0.68	
		Exam # 4: 0.68	
		Exam #5: 0.06	
		Midterm: 0.34	
		Final: 0.35	
	Other Assignment: (Percent of Final Grade) Changing the Stigma of Mental Health Paper: 5% New Hampshire Health Initiative Project: 5% ATI Remediation: 5% Discussion Boards: 5%		

ATI Mastery: RN Fundamentals 2019			National Percent: 64.7%	Content Areas Below 50% (Topic)
	#	%		
Level 3	2	10.5%		Cultural and Spiritual Nursing Care: Effective Communication When Caring for a Client Who Speaks a Different Language Than the N (38.9%)
Level 2	11	57.9%		Information Technology: Commonly Used Abbreviations (27.8%)
Level 1	6	31.6%		Client Education: Discharge Planning for a Client Who Has Diabetes Mellitus (38.9%)
Below Level 1	0	0%		Information Technology: Action to Take When Receiving a Telephone Prescription (22.2%)

	#	%		
Program Mean	66.1%			Medical and Surgical Asepsis: Planning Care for a Client Who Has a Latex Allergy (27.8%)
				Safe Medication Administration and Error Reduction: Client Identifiers (38.9%)
				Medical and Surgical Asepsis: Preparing a Sterile Field (16.7%)
				Infection Control: Protocols for Multidrug-Resistant Infections (44.4%)
				Thorax, Heart, and Abdomen: Steps to Take When Performing an Abdominal Assessment (38.9%)
				Pain Management: Determining Effectiveness of Nonpharmacological Pain Relief Measures (38.9%)
				Fluid Imbalances: Calculating a Client's Net Fluid Intake (27.8%)
				Nutrition and Oral Hydration: Advancing to a Full Liquid Diet (38.9%)
				Hygiene: Teaching a Client Who Has Type 2 Diabetes Mellitus About Foot Care (44.4%)
				Airway Management: Performing Chest Physiotherapy (11.1%)
ATI Mastery: RN Mental Health 2019	#	%	National Percent: 69.5%	Content Areas Below 50% (Topic)
Level 3	0	0%		Suicide: Priority Nursing Assessment (21.1%)
Level 2	8	42.1%		Older Adults: Teaching about Expected Age-Related Changes (42.1%)
Level 1	10	52.6%		Family and Community Violence: Risk Factors for Child Abuse (42.1%)
Below Level 1	1	5.3%		Family and Community Violence: Risk Factors for Child Abuse (47.4%)
				Medications for Substance Use Disorders: Managing Alcohol Withdrawal (15.8%)

			Medications for Substance Use Disorders: Evaluating Therapeutic Effects of Naltrexone (42.1%) Medications for Depressive Disorders: Planning Interventions for a Client Who Has Serotonin Syndrome (15.8%) Substance Use and Addictive Disorders: Teaching about Disulfiram
Program Mean	68.6%		Medications for Depressive Disorders: Emergency Care for a Client Who Has Indications of Neuroleptic Malignant Syndrome (42.1%) Neurocognitive Disorders: Home Safety for a Client Who Has Alzheimer's Disease
Course Learning Resources:		**Citations:**	**Comments**
Textbooks		Medical-Surgical Nursing: Making Connections to Practice with Davis Advantage and Davis Edge by Hoffman & Sullivan; 2017 (ISBN: 978-0-8036-44*17-5)* Essentials of Psychiatric Mental Health Nursing with Davis Edge Townsend; 7th edition, 2017 (ISBN: 978-0-8036-5860-8) Taylor's Clinical Nursing Skills by Lynn; 5th Edition, 2019 (ISBN: 9781496384881) Nurse's Quick Reference to Common Laboratory & Diagnostic Tests by Fischbach; 6th Edition, 2016 (ISBN: 9781451192421) Davis's Drug Guide for Nurses by Vallerand & Sanoski; 16th Edition, 2018 (ISBN: 9780803669451) Nursing Care Plans: Diagnosis, Interventions, & Outcomes; 9th Edition, 2017 (ISBN: 9780323428187)	
Online Resources		V Sim/Docucare Products (978-1-468-9418-8)	

ATI Modules/Videos/Texts (List)	Citations / Comments	Students' Utilization
Skills Module 2.0 Video Case Studies RN Adult Medical Surgical Nursing RN 2019 Mental Health Nursing RN 2019	Built-In Post-Tests and Summary Reports for individual evaluation	Assigned readings and preparation for Simulation Lab and/or Clinical.

Teaching and Learning Strategies Used	Comments	Evaluation of Effectiveness for Learning
Class: PowerPoints and Recorded Zoom Lectures		Lecture Evaluation Rubric
Simulation Lab: ATI Resources (listed above) Teaching Plans		Simulation Lab Evaluation Rubric
Lab Setup and Preparation; Adequate Supplies: Inventory List (In Development)	Changes to the management of the simulation lab occurred during this semester. COVID did not allow us to complete the inventory list that we had started designing in the absence of a Simulation Lab Director, however, once the pandemic lockdown allows for completion, lab setup processes will improve.	N/A
Clinical Learning	Comments	Evaluation of Effectiveness for Learning
Assigned Paperwork: Concept Maps Care Plans Clinical Interactive Scenarios	**ATI Real Life Clinical Reasoning Scenarios: RN Medical-Surgical 3.0** Real Life Clinical Reasoning Scenarios provides students with the opportunity to practice clinical reasoning skills. Students experience life-like clinical situations through the use of video and other forms of rich media.	Concept Map and Care Plan Rubric Clinical Interactive Scenario Summary Reports Clinical Evaluation Tool Faculty have opted to use ATI's Comprehensive Partnership Package for AY 20-21, which includes resources to replace many of the options located elsewhere.

	https://www.atitesting.com/educator/solutions/real-life **F.A. Davis, Distance Learning Hub** This site offers clinical interactive scenarios to support the development of clinical judgement skills and provide simulated clinical experiences. https://www.fadavis.com/product/davis-distance-learning-hub **Nurse Tim Incorporation/Swift River Online** Swift River vClinical Online is a highly interactive, engaging, and stimulating teaching platform which provides students with the ability to develop skills in priority setting for patients with a variety of needs and illnesses. This site consists of various scenarios from basic care to triage within the emergency department. Where students will be making clinical decisions, dealing with interruptions, assigning acuity levels, determining supplies, selecting from priority interventions, evaluating care, and documenting on actual patient. https://www.swiftriveronline.com/ **Open WHO Course: "Emerging Respiratory Viruses, includes COVID-19, methods for detection, prevention, response, and control."**	

https://openwho.org/courses/introduction-to-ncov

This course provides a general introduction to COVID-19 and emerging respiratory viruses and is intended for public health professionals, incident managers and personnel working for the United Nations, international organizations and non-governmental organizations.

Digital Education Strategies from The Chang School

https://de.ryerson.ca/games/

The Digital Education Strategies team at The Chang School has created a number of immersive games and simulations that align game theory and gameplay with instructional design to better engage learners and support their learning. Below you will find information about some of them.

Aquifer: Your trusted source for clinical learning

https://aquifer.org/

Aquifer courses are evidence-based, peer-reviewed, and continuously updated by our academic consortium to support best practices in clinical teaching and learning. Our library of courses covers a broad range of disciplines and critical health care topics.

Clinical Sites:		
NE Rehab-Nashua		
NE Rehab-Salem		
New Hampshire Hospital		

Course Outcome	Method of Assessing Achievement	Number/Percent of Students Successful	
Use the nursing process to formulate individualized nursing care plans for clients of diverse backgrounds and characteristics with selected alterations in health.	Concept Map and Care Plan Rubric Clinical Interactive Scenario Summary Reports Clinical Evaluation Tool Unit Exams Midterm Exam Final Exam	19	90.5%
Implement selected aspects of an interdisciplinary plan of care for clients with selected alterations in health.	Concept Map and Care Plan Rubric Clinical Interactive Scenario Summary Reports Clinical Evaluation Tool Unit Exams Midterm Exam Final Exam	19	90.5%
Provide client education across the levels of prevention to assigned clients / families / peers to address selected knowledge deficits	Concept Map and Care Plan Rubric Clinical Interactive Scenario Summary Reports Clinical Evaluation Tool Unit Exams Midterm Exam Final Exam	19	90.5%
Collaborate with the health care team in maintaining a therapeutic environment.	Clinical Evaluation Tool	19	90.5%
Identify and intervene in hazards to clients' wellbeing.	Concept Map and Care Plan Rubric Clinical Interactive Scenario Summary Reports Clinical Evaluation Tool	19	90.5%

Apply principles and evidence from the biopsychosocial sciences and discipline of nursing to understand and intervene in selected alterations in health.	Concept Map and Care Plan Rubric Clinical Interactive Scenario Summary Reports Clinical Evaluation Tool Unit Exams Midterm Exam Final Exam	19	90.5%
Establish priorities and conserve resources when providing care to a client/s with alterations in health.	Concept Map and Care Plan Rubric Clinical Interactive Scenario Summary Reports Clinical Evaluation Tool Unit Exams Midterm Exam Final Exam	19	90.5%
Locate appropriate community resources for supporting biopsychosocial adaptation of clients across multiple phases of health and wellness, along the continuum of care.	Concept Map and Care Plan Rubric Clinical Interactive Scenario Summary Reports Clinical Evaluation Tool	19	90.5%
Apply communication principles and therapeutic use of self in interactions with clients and their families.	Concept Map and Care Plan Rubric Clinical Interactive Scenario Summary Reports Clinical Evaluation Tool Unit Exams Midterm Exam Final Exam	19	90.5%
Communicate effectively and promptly with the client/s, significant others, and members of the health care team as indicated by assessment data and trends.	Concept Map and Care Plan Rubric Clinical Evaluation Tool	19	90.5%
Differentiate the application of the principles of beneficence, autonomy, advocacy, and confidentiality across a variety of health care settings.	Clinical Evaluation Tool	19	90.5%
Discuss the role of the nurse as advocate in a variety of health care settings.	Concept Map and Care Plan Rubric Clinical Interactive Scenario Summary Reports Clinical Evaluation Tool Unit Exams Midterm Exam Final Exam	19	90.5%

Congruence with Program Outcomes: (copy and paste appropriate outcomes; compare course outcomes with program outcomes for congruence.

Course Name and Number: NURS140N – Nursing Care I End-of-Course Student Learning Outcomes	End-of-Program Student Learning Outcomes	Comments/Evaluate Congruence
Use the nursing process to formulate individualized nursing care plans for clients of diverse backgrounds and characteristics with selected alterations in health. Implement selected aspects of an interdisciplinary plan of care for clients with selected alterations in health.	1. Plan and deliver safe individualized care to patients by integrating the nursing process and pertinent nursing knowledge, principles of teaching / learning, and preferences of patients or legal designees across the lifespan, diversity of culture, and the levels of prevention.	EOCSLOs remain congruent with EOPSLOs
Collaborate with the health care team in maintaining a therapeutic environment.	2. Practice collaboratively on the multi-professional health care team using principles of leadership across the disciplines and throughout the health care system to influence and facilitate conflict resolution and the establishment and achievement of shared goals.	EOCSLOs remain congruent with EOPSLOs
Identify and intervene in hazards to clients' wellbeing	3. Support a culture of continuous quality improvement by using data to monitor outcomes; identifying and reporting actual or potential problems; collaborating with the multi-professional team throughout the health care system; and developing evidence-based strategies for optimal practice.	EOCSLOs remain congruent with EOPSLOs

Establish priorities and conserve resources when providing care to a client/s with alterations in health.	4. Use health care system resources and technology; including information technology, time, policies and procedures, materials, and equipment, to coordinate and deliver individual and / or population-focused care that is safe, cost-effective, and efficient.	EOCSLOs remain congruent with EOPSLOs
Provide client education across the levels of prevention to assigned clients / families / peers to address selected knowledge deficits Communicate effectively and promptly with the client/s, significant others, and members of the health care team as indicated by assessment data and trends.	5. Communicate clearly in goal-oriented, culturally sensitive, caring, concise, and timely ways using written, verbal, non-verbal, and electronic modalities.	EOCSLOs remain congruent with EOPSLOs
Differentiate the application of the principles of beneficence, autonomy, advocacy, and confidentiality across a variety of health care settings	6. Demonstrate accountability for professional practice using legal, ethical, and regulatory guidelines and participate in activities that contribute to life-long learning.	EOCSLOs remain congruent with EOPSLOs

Remediation offered to students (Class and Clinical): Reviewed each Unit Exam in groups both with peer review and instructor assistance. Individual remediation of course material and Unit exam was also done. Individual Review/discussion, and re-submission required of all clinical paperwork that was completed incorrectly.

Number of students sent to Open Lab: 0

Number of students who attended Open Lab: 0

Strengths: Congruence of rubrics, teaching, and learning strategies across all nursing levels

Challenges: Emergence of Covid –19 and switching to online instruction format

Goals for next course: Simulation Lab Inventory list implementation, increase virtual discussion of instructors and students, implement more virtually interactive patient scenarios in absence of live clinical experience.

End-of-Course Report (Due to Chair 7 days after final grades due)

Course: NURS240N   Semester: Spring 2020   Assigned Faculty: Gray, Waite, & Beck

Faculty Completing Report:Gray & Beck   Date of Report: 05/12/2020

# Started Course	Withdrew	Repeat Students	Transfer Students	Clinical Failure	Theory Failure	A	A-	B+	B	B-	C+	C	C-	D+	D	F	I
13	0	0	0	0	1	0	1	7	3	1	1	0	0	0	0	0	0

Females – 12   # Males – 1   # LPNs – 0   Cultural – 1 Black

Med Quiz	Number/Percent		Comments/ Item Analysis
Quiz #1: Passed 1st attempt	2/13	15%	This math quiz was different than other Math quizzes, because the 10 questions had multiple parts to the question, students needed to read the labels and read pictures of syringes.
Quiz #2: Passed 2nd attempt	11/11	100%	
Quiz #3: Passed 3rd attempt			

Topic	Discussion		Suggested Action
Methods of Assessment	Quizzes (Percent of Final Grade) 5% # Exams (#) 5 =40%	KR20 Results Exam # 1 – 0.420 Exam # 2 – 0.297	**Exam #1** - # 8 Change distractor A; #49 change distractor B to tachycardia

	Midterm (Percent of Final Grade) 15% (20% - decrease 5% due to transition online required for Discussion Board participation) Final Exam (Percent of Final Grade) 20%	Exam # 3 – 0.413 Exam # 4 – No KR20 on Canvas Exam #5 – No KR20 on Canvas Midterm- 0.683 Final – No KR20 on Canvas	**Exam #2** - Change #1 to an assessment & prior to procedure; #14 change to assessment or change distractor D; #32 change distractor B to abdomen U/S; #34 Add C & D as answer due to ATI; #40 **Exam #3**- Change distractor B #2 rewrite; #7 Make Question SATA (A & B correct per AT) or change one of the distractors; #46 change D distractor to be more specific **Exam #4** – no changes **Exam #5** – one question with two answers; change one of those distractors or question. **Midterm** - #2 change question; #3 change distractor C; #31 change distractor A; #73 find better EFM strip, too deep of variables; #74 change distractor A **Final** – 2 question were given a 1 point; first question accepted two answers and need to change one of the distractors. Second question was given due to typo with the question within one of the answers.
	Other Assignment: (Percent of Final Grade) Discussion Board -5% Senior Capstone – 10%	Occurred due to COVID-19, 5% taken from midterm % >90% - 100%	 Issue with this type of educational capstone, we have students that are doing a lot more than others. It is very difficult to evaluate if the work being done is equal. Discuss having students find a QI Educational problem during their community clinical. Have the students in groups of 2-3; 30 min. PP presentation and a 10 min educational video.
ATI Mastery # %	National Percent	Content Areas Below 50% (Topic)	

ATI Care of Children			62%	
Level 3 Level 2 Level 1 Below Level 1	0 9 3 1	0 69.2% 23.1% 7.7%		Immunization for a patient w/sickle cell; Nationally notifiable STIs; Safe Adm. Meds, restraining methods for an infant; Health Promotion for toddlers; Meal Planning for Toddler w/PKU; Health promotion of preschoolers, home interventions for night terrors; Contraindications for receiving MMR; Evaluation parenting understanding of Digoxin; performing trach care; Fraction complications; POC toddler recovering from surgical procedure; Postop care for Meckel Diverticulum; Effective treatment for a child who has acute lymphoblastic leukemia; caring for child who has epiglottitis
ATI Maternal Newborn			84%	
Level 3 Level 2 Level 1 Below Level 1	3 7 3 0	23.1% 53.8% 23.1% 0		Nursing care/discharge teaching understanding of car seat safety; Expected changes during the second trimester; Teaching about hypnosis; Evaluating understanding of teaching about terbutaline; Evaluating lab findings for patient who has preeclampsia; Expected findings in a preterm newborn; F& E Hyperemesis Gravidarum
RN Community Health			66%	
Level 3 Level 2 Level 1 Below Level 1	4 4 5 0	30.8% 30.8% 38.5% 0		Regulations for STI Reporting; Nursing Role in the Community Home Safety Evaluation; Patient Education, related barriers to learning; Teaching about treatment for ETOH use disorder; School nurse response to Koplik spots;
RN Leadership			64%	
Level 3 Level 2 Level 1 Below Level 1	0 7 5 1	0 38.5% 38.5% 7.7%		RN Responsibilities, Talking about Living Will; Appropriate task to delegate assistive personnel; Discharge Planning teaching patient with a trach; Correct transcription of medication prescription; Evaluating staff understanding of the Nursing Code of Ethics; Identifying Ethical Principles; Emergency consent for a patient who is unconscious; Priority action to take when floating; Managing Client Care, Performance Improvement Process; Wound Management, assessing for evidence of healing; Assessing patient's home for safety hazards; Planning for discharge following community disaster; Reporting of incidence, actions for reporting violation of procedure
ATI Comprehensive Predictor - Retake			71%	

Predicted Probability of Passing NCLEX				Managing Patient Care, planning to follow progressive discipline; Nursing role in the community, priority action for suspected physical abuse; Maintaining a sterile fluid while pouring sterile solution; Evaluating teaching about bariatric surgery; Postpartum, interventions to promote voiding; Medications affecting coagulation, contraindication for ASA; Diabetes mellitus, selecting a long-acting insulin; Pain medication for Fibromyalgia; NGT/Enteral feedings, findings indicate misplacement of tube; Wound care for abdominal incision; Caring for a patient who has cerebral edema; Teaching about management of juvenile idiopathic arthritis; Mechanical ventilation, effectiveness of ET Suction; PVD, Interventions for DVT
99%	2			
98%	3			
95% - 97%	3			
90% - 94%	3			
60% - 69%	1			
40% - 49%	1			

Course Learning Resources:	Citations:	Comments
Textbooks CoursePoint+ for Maternity and Pediatric Nursing Medical-Surgical Nursing: Making Connections to Practice	Ricci, Kyle, & Carman. 3ed. LLW ISBN# 9781469894867* Hoffman & Sullivan. (2017) Davis Edge. FA Davis ISBN# 9780803644175	We will not be using Ricci next year because we will not need the virtual videos. Department decided to go with ATI resources. The ATI resources have pediatric and obstetrics virtual videos.

Online Resources		
F.A. Davis, Distance Learning Hub	https://www.fadavis.com/product/davis-distance-learning-hub	This site offers clinical interactive scenarios to support the development of clinical judgement skills and provide simulated clinical experiences.
Nurse Tim Incorporation/Swift River Online	https://www.swiftriveronline.com/	Swift River vClinical Online is a highly interactive, engaging, and stimulating teaching platform which provides students with the ability to develop skills in priority setting for patients with a variety of needs and illnesses. This site consists of various scenarios from basic care to triage within the emergency department, where students will be making clinical decisions, dealing with interruptions, assigning acuity levels, determining supplies, selecting from priority interventions, evaluating care, and documenting on actual patient.
Open WHO Course: "Emerging Respiratory Viruses, includes COVID-19, methods for detection, prevention, response, and control."	https://openwho.org/courses/introduction-to-ncov	This course provides a general introduction to COVID-19 and emerging respiratory viruses and is intended for public health professionals, incident managers and personnel working for the United Nations, international organizations and non-governmental organizations.
SNHMC Video on a Pediatric Mass Casualty Exercise	https://vimeo.com/319976262	This 10-minute video is for students to review a disaster situation where a motor vehicle crashes into a school playground.
ATI Modules/Videos/Texts (List)	Citations / Comments	Students' Utilization

ATI Real Life Clinical Reasoning Scenarios: RN Medical-Surgical 3.0	https://www.atitesting.com/educator/solutions/real-life	Real Life Clinical Reasoning Scenarios provides students with the opportunity to practice clinical reasoning skills. Students experience life-like clinical situations through the use of video and other forms of rich media.

Teaching and Learning Strategies Used	Comments	Evaluation of Effectiveness for Learning
Class – F2F Lectures, discussions, case studies. Online Lectures: Faculty recording zoom lecture w/Discussion Board for online lectures	F2F lectures were taught through PPs, discussions and case studies. Students suggested to have more activities. The online lectures were asynchronous, where students were able to listen to the recordings during their own schedule. Student enjoyed having the clinical virtual match up nicely with the concepts being taught in lecture.	Unit Exams Average – 83.9% Midterm Average – 81.3% Final Average – 83.1 %
Simulation Lab: Midterm Labor and Newborn Scenario	This midterm scenario normally just covers the problems with a PPH. This year we added the labor process and the delivery of the newborn assessment.	Students enjoyed this midterm simulation as a great review for the midterm exam. Comments from evaluation were: Meds for induction, labor care, therapeutic communication, PPH and Newborn Assessment, hands-on practice, and what to do when things do not go as planned.
Skills Lab: Assessment of a Postpartum Mother -Newborn, and Pediatrics	More time for the students to practice with the newborns	No Evaluations
Lab Setup and Preparation; Adequate Supplies N/A	N/A	N/A
Clinical Learning	Comments	Evaluation of Effectiveness for Learning
Assigned Clinical Paperwork	Weekly concept maps Weekly Reflection Journal Midterm OB Concept Map/Care Plan Midterm Pediatrics Concept Map/Care Plan Final Medical Surgical Concept Map/Care Plan using their reverse case study	- First half of the semester, students were completing two reflections a week. It was too many reflections for a week. Next year, cut back to one reflection a week. - Concepts maps/Care Plan project students scored with an 80% or better.

		- Final MS Concept Map/Care Plan reverse case study students did well in developing case studies that the educators could use for classes next year.
Clinical Sites SNHMC Labor/Delivery SNHMC Pediatric	- OB-great nurses, lots of new nurses; limit of number of students per facility - Pedi- low acuity and number of pediatric patients; nurses were great; adequate opportunity to apply pediatric skills when there were patients, shadowing opportunity in NICU, and limited number of students per facility	- Reflective Journal and discussions - Evaluations positive - Concept Maps

Community
  - Nashua School District
  - SNHM Foundation
  - Home Health
	- Various opportunities, low acuity, NGTF, and straight catheters, lots of teaching for students, loved the nurses
	- Foundation- loved nurses, acuity of patients depending on the office they were observing.
	- Home Health- students were split between case manager and medication nurse, some students enjoyed the home health experience, and some did not enjoy the experience.
		- Reflective Journal and discussion
		- Evaluations positive comments

Virtual Online- Clinical 2nd 1/2 of semester	- Used the ATI Real Life Scenario students loved them - Swift River Clinical	- Students needed to complete the virtual scenario until receiving "satisfaction". Students developed a medication teaching guide for each scenario and a concept map. - Students needed to have a 705 or better with the various assignments with the use of Swift River Clinical

Course Outcome	Method of Assessing Achievement	Number/Percent of Students Successful	
Apply the nursing process to complex health-related problems of multicultural groups of patients / families across the lifespan	CTE Case studies and virtual videos Exams Post-conference Reflection journals Lectures Clinical	S - 7/15 E – 6/13	54% 46%

Implement appropriate individualized teaching/learning principles to assist patients / families with primary, secondary, and tertiary prevention of health problems.	CTE Case studies and virtual videos Lectures Exams Post-conference Reflection journals Clinical	S – 8/13 E – 5/13	62% 38%
Delegate aspects of patient care in the clinical setting consistent with the NH Nurse Practice Act.	CTE Lectures Virtual Videos Exam	S – 13/13	100%
Collaborate with multi-disciplinary staff and faculty in prioritizing, organizing, and providing safe nursing care for multicultural groups of patients / families across the lifespan.	CTE Clinical Exams Case Studies and Virtual videos	S – 10/13 E – 3/13	77% 23%
Develop plans for continuing care of discharged patients / families with ongoing health alterations	CTE Clinical Exams Case Studies and Virtual videos Post-conference Reflective journal	S – 12/13 E – 1/13	92% 8%
Apply principles of quality improvement to a problem encountered in clinical practice.	CTE Clinical Exams Case Studies and Virtual videos Post-conference Reflective journal	S – 8/13 E – 5/13	62% 38%
Analyze the impact of contemporary trends and health system issues on the provision of nursing care.	CTE Post-conference Reflective journal	S – 12/13 E – 1/13	92% 8%

Gather and use appropriate resources and current evidence from nursing, allied health and other resources in the delivery of nursing care.	CTE Post-conference Reflective journal	S – 9/13 E – 4/13	69% 31%
Tailor communication to the cultural and developmental needs of patients and families.	CTE Clinical Exams Case Studies and Virtual videos Post-conference Reflective journal	S – 10/13 E – 3/13	77% 23%
Communicate effectively in managing and delegating patient care.	CTE Clinical Exams Case Studies and Virtual videos Post-conference Reflective journal	S – 13/13	100%
Hypothesize resolutions for ethical dilemmas encountered in practice.	CTE Post-conference Reflective journal	S – 8/13 E – 5/13	62% 38%
Reflect the ANA Code for Nurses, ANA Standards of Practice, and the NH Nurse Practice Act in the performance of the professional role.	Post-conference Reflective journal CTE	NI – 1/13 S - 7/13 E – 5/13	8% 54% 38%
Follow Board of Nursing procedures in the desired state of licensure to register for the NCLEX-RN.	CTE Lecture Post-conference	S – 13/13	100%
Formulate strategies to address common challenges in transitioning to practice and professional development.	CTE Lecture Post-conference	S – 13/13	100%

Congruence with Program Outcomes: (copy and paste appropriate outcomes; compare course outcomes with program outcomes for congruence.

Course Name and Number: NURS 240N	End-of-Program Student Learning Outcomes	Comments/Evaluate Congruence
Course Outcomes		
1. Plan and deliver safe individualized care to patients by integrating the nursing process and pertinent nursing knowledge, principles of teaching / learning, and preferences of patients or legal designees across the lifespan, diversity of culture, and the levels of prevention.	1. Plan and deliver safe individualized care to patients by integrating the nursing process and pertinent nursing knowledge, principles of teaching / learning, and preferences of patients or legal designees across the lifespan, diversity of culture, and the levels of prevention.	Last course for the program. There is congruency with the EOCSLO and EOPSLO.
2. Practice collaboratively on the multi-professional health care team using principles of leadership across the disciplines and throughout the health care system to influence and facilitate conflict resolution and the establishment and achievement of shared goals.	2. Practice collaboratively on the multi-professional health care team using principles of leadership across the disciplines and throughout the health care system to influence and facilitate conflict resolution and the establishment and achievement of shared goals.	Last course for the program. There is congruency with the EOCSLO and EOPSLO.
3. Support a culture of continuous quality improvement by using data to monitor outcomes; identifying and reporting actual or potential problems; collaborating with the multi-professional team throughout the health care system; and developing evidence-based strategies for optimal practice.	3. Support a culture of continuous quality improvement by using data to monitor outcomes; identifying and reporting actual or potential problems; collaborating with the multi-professional team throughout the health care system; and developing evidence-based strategies for optimal practice.	Last course for the program. There is congruency with the EOCSLO and EOPSLO.
4. Use health care system resources and technology; including information technology, time, policies and procedures, materials, and equipment, to coordinate and deliver individual and / or population-focused care that is safe, cost-effective, and efficient.	4. Use health care system resources and technology; including information technology, time, policies and procedures, materials, and equipment, to coordinate and deliver individual and / or population-focused care that is safe, cost-effective, and efficient.	Last course for the program. There is congruency with the EOCSLO and EOPSLO.
5. Communicate clearly in goal-oriented, culturally sensitive, caring, concise, and timely ways using written, verbal, non-verbal, and electronic modalities.	5. Communicate clearly in goal-oriented, culturally sensitive, caring, concise, and timely ways using written, verbal, non-verbal, and electronic modalities.	Last course for the program. There is congruency with the EOCSLO and EOPSLO.
6. Demonstrate accountability for professional practice using legal, ethical, and regulatory guidelines and participate in activities that contribute to life-long learning.	6. Demonstrate accountability for professional practice using legal, ethical, and regulatory guidelines and participate in activities that contribute to life-long learning.	Last course for the program. There is congruency with the EOCSLO and EOPSLO.

Remediation offered to students (Class and Clinical):

Number of students sent to Open Lab: 0

Number of students who attended Open Lab: 0

Strengths:
- Clinical assignments reinforced weekly lecture material
- Communication between the professors and students was excellent, using weekly detailed announcements to develop a stable environment.
- ATI Real Life Scenarios for clinicals, ATI remediation, and ATI practice assessments are meaningful to the students because of the 5% towards their grade. Due to the students finding this helpful, the ATI Levels increased, the Comprehensive Predictor percentage to pass the NCLEX boards, and unit exams scores were higher.
- Post-conference was helpful for debriefing on the scenarios and case studies. This reinforced the lecture concepts and offered peer learning from each other.
- Reflective journals were a benefit to the students for critical thinking, incorporating reflecting into daily practice and best practices for improving patient centered care.
- The Senior Capstone was an opportunity to collaborate, use leadership skills, and how to deal with conflict for these students. This opportunity gave them an overview on how to present a professional conference and build their resume.
- ATI was supportive with letting our students have various ATI online components.
- The students attending Nashua School District (3), SNH Foundation Medical Office (2) and one Home Health (1).

Challenges:
- Transition to online teaching within a week of time during spring vacation.
- Transition the Senior Capstone to an online webinar using Zoom
- Having the exam from paper to online via Canvas.
- Proctoring the exams online via Zoom.
- Learning how to utilize Zoom and virtual simulations software. Then supporting the students on the software.
- Providing a higher level of support to students who required additional support during the F2F requirement.
- Creating stability and a positive environment in an online platform, when dealing with the student's emotions during this pandemic.
- Determine the amount of clinical work to give students on an online platform to fulfill the NHBON requirements.
- Balancing the needs of the student's home life and academic requirements.
- Learning and supporting students using the ATI Proctorio system, to ensure reliability of our test scores.
- The way the course is designed with one professor teaching all the lectures for the first half and second professor teaching the second half was challenging.

- Using the new ATI Rubric and the amount of remediation that is needed. Making sure that students had completed their remediation prior to proctored exams. Some students wanting to type remediation versus handwriting remediation and if using the ATI templates versus top three concepts that are important for that topic.

Goals for next course:
- Post-conference structured to reinforced material from lecture using ATI Scenario and Keith RN Case Studies
- Suggest having a longer post-conference for one of the two clinical days.
- Continue with the current ATI Rubric for another year before adding more remediation.
- Give the students detailed information of what is required for their ATI practice assessment and remediation. Develop a module with examples of what is expected according to the rubric.
- All rubrics need to be put into canvas.
- NURS220 changing the concept map to have one of the nursing diagnoses as a knowledge deficit to improve student's preventive health strategies.
- An example of what a reflective journal from an excellent to a poorly written journal. A journal templates
- Adding to weekly clinical paperwork the educational medication form; student will need to have 3 different medications a week.
- Further discussion on the Senior Capstone to be a presentation, with a fellow peer, on a quality improvement project within the community. The students will present a PowerPoint and a 10-minute zoom education
- We need to have additional home health facility and check into the City of Nashua
- Return to Merrimack Home Health
- NSD for all students to attend an development classroom
- More activities for lecture days.
- Online exam with the use of Respondus

ATI EXAM: **Comprehensive Predictor Retakes**

Content areas that equal to/below 50% of students answered correctly

KEY

*Aqua highlight = 2nd year scored <50%;   *Violet highlight = 3rd year scored <50%*   *Red highlight = 4th year scored <50%*

Green highlight = not taught in depth in curriculum yet   *Yellow highlight = not taught in curriculum*

Red = scores down from year before   *Green = scores up from year before*

Class of 2017 Form 2016 Retake 11559736 05-02-2017	Class 0f 2018 Form 2016 Retake 13276276 05-02-2018	Class of 2019 Form 2019 Retake #15235017 05/08/2019	Class 0f 2020 Form 2019 Retake #17799582 04/29/2020
Adjusted group score 72.8% **Group percentile rank – national: 82** **Group percentile rank – program: 82** NCLEX probability – Individual Score 99% - **3** >=80.7% 98% - **2** 77.3% - 79.3% 96%-97% - **3** 74.0% - 76.7% 94% - 95% - **2** 72.0% - 73.3% 91% - 93% - **1** 70.0% - 71.3% 89% - 90% - **0** 68.7% - 69.3% <u>84% - 87% - **1**</u> 66.7% - 68.0% 80% - 82% - **2** 65.3% - 66.0% 73% - 78% - **1** 63.3% - 64.7% 59% - 71% - **0** 60.0% - 62.7% 31% - 56% - **1** 54.0% - 59.3% 1% - 28% - **0** 0.0% - 53.3% Benchmark: 85% Data = 11/17 (64.7%)	**Adjusted group score 74.8%** **Group percentile rank – national: 89** **Group percentile rank – program: 89** NCLEX probability – Individual Score 99% - **5** >=80.7% 98% - **3** 77.3% - 79.3% 96%-97% - **4** 74.0% - 76.7% 94% - 95% - **2** 72.0% - 73.3% 91% - 93% - **2** 70.0% - 71.3% 89% - 90% - **0** 68.7% - 69.3% <u>84% - 87% - **2**</u> 66.7% - 68.0% 80% - 82% - **0** 65.3% - 66.0% 73% - 78% - **2** 63.3% - 64.7% 59% - 71% - **0** 60.0% - 62.7% 31% - 56% - **0** 54.0% - 59.3% 1% - 28% - **0** 0.0% - 53.3% Benchmark: 85% Data = 16/20 (80%)	**Adjusted group score – 74.2%** **Group percentile rank – national: 66** **Group percentile rank – program: 66** NCLEX probability – Individual Score 99% - 2 >=80% 98% - 1 77.2% - 79.4% 96% - 97% - 4 74.0% - 76.8% 94% - 95% - 0 72.0% - 73.4% 91% - 93% - 1 70.0% - 71.4% 89% - 90% - 0 68.6% - 69.4% <u>84% - 87% - 1</u> 66.6% - 68.0% 80% - 82% - 0 65.2% - 66.0% 73% - 78% - 1 63.2% - 64.8% 59% - 71% - 1 60.0% - 62.8% 31% - 56% - 0 54.0% - 59.4% 1% - 28% - 0 0.0% - 53.4% Benchmark: 85% Data = 9/11 – 82%	**Adjusted group score – 74.9%** **Group percentile rank – national: 71** **Group percentile rank – program: 71** Predicted probability of Passing NCLEX-I Score - # of students 99% - 2 98% - 3 95% - 97% - 3 90% - 94% - 3 <u>85% - 89% - 0</u> 80% - 84% - 0 70% - 79% - 0 60% - 69% - 1 50% - 59% - 0 40% - 49% - 1 30% - 39% - 0 1% - 29% - 0 Benchmark: 85% Data11/13 (85%)
Major Content Areas, Group Scores **Management of care 76.9% 1st** **Safety/infection control 69.8% 8th**	**Major Content Areas, Group Scores** **Management of care 79.2% 2nd** **Safety/infection control 72.2% 7th**	**Major Content Areas, Group Scores** **Management of care (79.4%) 2nd** **Safety/infection control (79.8%) 1st**	**Major Content Areas, Group Scores** **Management of care (81.0%) 2nd** **Safety/infection control (82.1%) 1st**

Health promotion & maintenance 73.7% 3rd	**Health promotion & maintenance 76.8% 3rd**	**Health promotion & maintenance (75.3%) 5th**	**Health promotion & maintenance (72.0…) 7th**
Psychosocial integrity 73.6% 4th	**Psychosocial integrity 67.7% 8th**	**Psychosocial integrity (67.1%) 7th**	**Psychosocial integrity (72.2%) 6th**
Basic care & comfort 76.0% 2nd	**Basic care & comfort 79.6% 1st**	**Basic care & comfort (78.3%) 3rd**	**Basic care & comfort (73.4%) 5th**
Pharm & parenteral therapies 70.7% 7th	**Pharm & parenteral therapies 75.9% 4th**	**Pharm & parenteral therapies (64.8%) 8th**	**Pharm & Parenteral therapies (72.6%) 4…**
Reduction of risk potential 70.5% 6th	**Reduction of risk potential 72.8% 6th**	**Reduction of risk potential (70.2%) 6th**	**Reduction of risk potential (74.8%) 3rd**
Physiological adaptation 71.1% 5th	**Physiological adaptation 72.9% 5th**	**Physiological adaptation (76.6%) 4th**	**Physiological adaptation (67.4%) 8th**
Nursing Process	**Nursing Process**	**Nursing Process**	**Nursing Process**
Assessment 72.8% 3rd	**Assessment 69.4% 5th**	**Assessment (69.7%)**	**Assessment (72.7%)**
Analysis/diagnosis 70.5% 5th	**Analysis/diagnosis 73.0% 4th**	**Analysis/diagnosis (70.7%)**	**Analysis/diagnosis (69.2%)**
Planning 77.7% 1st	**Planning 78.0% 2nd**	**Planning (71.1%)**	**Planning (79.4%)**
Implementation/intervention 71.6% 4th	**Implementation/intervention 75.4% 3rd**	**Implementation/intervention (78.6%)**	**Implementation/intervention (75.7%)**
Evaluation 75.4% 2nd	**Evaluation 80.9% 1st**	**Evaluation (70.7%)**	**Evaluation (72.4%)**
Thinking Skills	**Thinking Skills**	**Thinking Skills**	**Thinking Skills**
Foundational thinking 72.8%	**Foundational thinking 71.3%**	**Foundational thinking (83.5%)**	**Foundational thinking (75.3%)**
Clinical judgment/critical thinking 72.8%	**Clinical judgment/critical thinking 75.4%**	**Clinical judgment/critical thinking (73.4%)**	**Clinical judgment/critical thinking (74.9…**
Priority setting 72.6%	**Priority setting 80.9%**	**Priority setting (74.2%)**	**Priority setting (79.8%)**
BSN Essentials	**BSN Essentials**	**BSN Essentials**	**BSN Essentials**
--*(New)Liberal Ed for Baccalaureate Generalist Nursing Practice 75.0%	--Liberal Ed for Baccalaureate Generalist Nursing Practice 72.7%	--Liberal Ed. For BSN Generalist Nursing Practice (72.7%)	--Liberal Ed. For BSN Generalist Nursing Practice (76.9%)
--Basic Organization & Systems Leadership for QA & Pt Safety 70.0%	--Basic Organization & Systems Leadership for QA & Pt Safety 52.5%	--Basic org & systems leadership for quality care & patient safety (78.5%)	--Basic org & systems leadership for qua… care & patient safety (88.1%)
--Scholarship for EBP 69.2%	--Scholarship for EBP 72.0%	--Scholarship for EBP (73.7%)	--Scholarship for EBP (65.8%)
--Information Management & application of patient care Technology 75.0%	--Information Management & application of patient care Technology 100%	--Information management & application of patient care technology (72.7%)	--Information management & applicatio… patient care technology (69.2%)
--Healthcare policy: finance, & regulatory environment 87.5%	--Healthcare Policy, Finance & regulatory environment (	--Healthcare policy. Finance, & regulatory environments (100%)	--Healthcare policy. Finance, & regulato… environments (80.8%)
--Interprofessional communication & collaboration 83.3%	--Interprofessional communication & collaboration 81.6%	--Interprofessional communication & collaboration (77.3%)	--Interprofessional communication & collaboration (83.5%)

--Clinical Prevention & Population Health 70.4% --Professionalism & Professional Skills 70.8% --Baccalaureate Generalist Nursing Practice 74.5%	--Clinical Prevention & Population Health 75.0% --Professionalism & Professional Skills 100% --Baccalaureate Generalist Nursing Practice 74.9%	--Clinical prevention and population health (72.2%) --Professionalism and professional values (77.3%) --Baccalaureate generalist nursing practice (72.7%)	--Clinical prevention and population hea (77.1%) --Professionalism and professional value (46.2%) --Baccalaureate generalist nursing pract (78.4%)
QSEN Safety 73.6% Patient-Centered Care 72.5% Evidenced Based Practice 69.9% Informatics 75.0% Quality Improvement 81.3% Teamwork & Collaboration 84.0%	**QSEN** Safety 75.3% Patient-Centered Care 73.4% Evidenced Based Practice 75.6% Informatics 58.3% Quality Improvement 75.0% Teamwork & Collaboration 82.3%	**QSEN** Safety (75.3%) Patient-Centered Care (71.6%) Evidenced Based Practice (74.3%) Informatics (72.7%) Quality Improvement (70.5%) Teamwork & Collaboration (81.8%)	**QSEN** Safety (80.9%) Patient-Centered Care (78.0%) Evidenced Based Practice (66.2%) Informatics (69.2%) Quality Improvement (82.1%) Teamwork & Collaboration (78.8%)
Clinical Areas Fundamentals 81.0% 1st Adult Medical-Surgical 70.2% 8th Maternal Newborn 75.4% 6th Mental Health 62.1% Nursing Care of Children 63.8% 9th Leadership 78.9% 5th Community Health 78.1% 4th Pharmacology 71.2% 7th Nutrition 79.7% 2nd	**Clinical Areas** Fundamentals 68.7% 7th Adult Medical-Surgical 73.4% 6th Maternal Newborn 79.2% 4th Mental Health 65.3% 9th Nursing Care of Children 79.7% 3rd Leadership 83.7% 1st Community Health 75.5% 5th Pharmacology 80.0% 2nd Nutrition 68.6% 8th	**Clinical Areas** Fundamentals (76.5%) 4th Adult Medical-Surgical (74.1%) 6th Maternal Newborn (71.6%) 7th Mental Health (63.6%) 9th Nursing Care of Children (80.6%) 1st Leadership (79.8%) 2nd Community Health (78.8%) 3rd Pharmacology (70.6%) 8th Nutrition (74.5%) 5th	**Clinical Areas** Fundamentals (79.3%) 2nd Adult Medical-Surgical (71.4%) Maternal Newborn (75.1%) 4th Mental Health (69.7%) 7th Nursing Care of Children (76.4%) 3rd Leadership (82.8%) 1st Community Health (72.3%) 6th Pharmacology (74.0%) 5th Nutrition (63.1%) 8th
NLN Competency Human Flourishing 78.4% Nursing Judgment 72.7% Professional Identity 72.4%	**NLN Competency** Human Flourishing 73.8% Nursing Judgment 74.7% Professional Identity 80.8%	**NLN Competency** Human Flourishing (75.3%) Nursing Judgment (73.3%) Professional Identity (79.0%)	**NLN Competency** Human Flourishing (80.6%) Nursing Judgment (74.3%) Professional Identity (73.6%)

Spirit of inquiry 69.0%	Spirit of inquiry 73.2%	Spirit of inquiry (73.7%)	Spirit of inquiry (72.2%)
Management of Care Establishing Priorities - Medications for psychotic disorders: prioritizing client care 37.5% - Practice settings and aggregates: Priority action before a home visit 43.8%	**Management of Care** Continuity of Care - Safe medication administration and error reduction; transcribing prescriptions (25%) Informed Consent - Professional responsibilities (40%) -	**Management of Care** Advocacy - Professional responsibilities: communicating with clients who do not speak the same language as nurse (45.5%) Performance Improvement - Coordinating client care; teaching about implementing critical pathways (45.5%)	**Management of Care** Assignment, Delegation, & Supervision - Managing Client Care: Planning Follow Progressive Discipline (46.2%) Legal Rights & Responsibilities - Practice Settings and Nursing ro in the Community: Priority actio suspected physical abuse (30.8%
Safety and Infection Control Accident/error/injury prevention - Preoperative nursing care: risk factors for latex allergy 6.3% Use of restraints/safety devices - Chronic neuromusculoskeletal disorders: Treatment of positional plagiocephaly 25.0%	**Safety and Infection Control** Accident/error/injury prevention - Mobility and Immobility; pressure ulcers (45%) - Preoperative nursing care; evaluating client understanding of latex allergy (45%) - Mobility and immobility; preventing contractures (50%) Handling hazardous and infectious materials - CA treatment options: caring for a client who has a sealed radiation implant (15%)	**Safety and Infection Control** Handling Hazardous and infectious Materials - CA treatment options: caring for a client who has radiation implant (45.5%) Use of restraints/safety devices - Legal and ethical issues; appropriate nursing action when caring for client in seclusion (36.4%)	**Safety and Infection Control** Standard Precautions/Transmission-Bas Precautions/Surgical Asepsis - Medical & Surgical Asepsis: maintaining a sterile field while pouring sterile solution (38.5%)
Health Promotion & Maintenance Ante/Intra/Postpartum and NB Care - Assessment of fetal well-being: screening tests at 16 weeks of gestation 43.8%	**Health Promotion & Maintenance** Anta/Intra/PP and NB care - Nursing care and discharge teaching; circumcision (50%) Techniques pf Physical Assessment - Electrolyte imbalances; priority assessment for suspected hypocalcemia (45%)	**Health Promotion & Maintenance** Health Promotion/Disease Prevention - Immunization; immunization during pregnancy (27.3%)	**Health Promotion & Maintenance** Health Promotion/Disease Prevention - Gastrointestinal Therapeutic Procedure: Evaluating teaching about bariatric surgery (38.5%)
Psychosocial Integrity	**Psychosocial Integrity** Behavioral interventions	**Psychosocial Integrity** Behavioral Interventions	**Psychosocial Integrity** - N/A

Chemical & other dependencies/substance use disorder - Substance use and addictive disorders: stimulant withdrawal 31.3%	- Anxiety Disorders; identify mild anxiety (35%) Therapeutic Communication - Effective communication: therapeutic response to the partner of a client who has bipolar disorder (50%)	- Anxiety disorders; identifying mild anxiety (45.5%) Support Systems Neurocognitive disorders: teaching family members of a client who has dementia (45.5%)	
Basic Care and Comfort Nutrition and Oral Hydration - Acute and chronic glomerulonephritis; Dietary choices 43.8%	**Basic Care and Comfort** Nutrition and Oral hydration - Chronic obstructive pulmonary disease; managing nutrition (35%)	**Basic Care and Comfort** Elimination - Mobility and immobility; planning a bowel-training program (36.4%) Nutrition and Oral Hydration - Burns; supporting nutritional requirements (45.5%) - Nutritional assessment/data collection; calculating a client's BMI (45.5%)	**Basic Care and Comfort** Elimination - Postpartum Physiological Adaptations: Interventions to promote voiding (38.5%) -
Pharmacological & Parenteral Therapies Adverse effects/Contraindications/SE/Interactions - Medications for depressive disorders: Client teaching about Phanelzine 12.5% Expected Actions/Outcomes - Electrolyte imbalance: interpreting Rhythm Strip for Hyperkalemia 12.5%	**Pharmacological & Parenteral Therapies** Adverse effects/contraindications/SE/interactions - Medications for depressive disorders; monitoring to adverse effects of amitriptyline (45%) - Contraception; contraindications for combination oral contraceptives (50%) - Psychotic disorders; reportable adverse effects of Haloperidol (50%) - Vitamins, mineral, and supplements; contraindications for potassium administration (50%)	**Pharmacological & Parenteral Therapies** Adverse effects/Contraindications/SE/Interactions - Medications for psychotic disorders reportable finding in a client who has schizophrenia (18.2%) Expected Actions/Outcomes - Adjuvant medications for pain; client teaching about glucocorticoid therapy (36.4%) Medication Administration - Disorders of the eye; teaching a client about timolol (9.1%) - PP physiological adaptations; interventions for constipation (45.5%)	**Pharmacological & Parenteral Therapie** Adverse effects/Contraindications/Side Effects/Interactions - Medications affecting Coagulati Contraindications for ASA (30.8 Medication Administration - Diabetes mellitus: Selecting a Lo Acting Insulin (30.8%) Pharmacological Pain Management - Connective tissue disorders: Pai Medication for Fibromyalgia (23 -
Reductions of Risk Potential	**Reduction of Risk Potential**	**Reductions of Risk Potential**	**Reductions of Risk Potential**

Potential for complications of dx test/treatment/procedures - Arthroplasty: Postop care following total hop arthroplasty 43.8% Therapeutic procedures - Postop Nursing care: client care following mastectomy 31.3%	Laboratory Values - Cushing's Disease/syndrome; expected lab findings (40%) Potential for alternation in body systems - Stroke; priority nursing intervention (50%) Potential for complications for dx tests/treatments/procedures - Intravenous therapy: nursing action for a client who has phlebitis (50%)	Laboratory Values - Cardiac glycosides and heart failure; lab results to report for digoxin therapy (45.5%) Potential for complications of dx tests/treatment/procedures - Pacemakers: evaluating teaching for a client who has an implantable cardioverter defibrillator (36.4%) - Chest tube insertion and monitoring; caring for a client who has a chest tube attached to a water seal drainage (45.5%) Potential for complications from surgical procedure and health alterations - Meningitis; priority action for bacterial meningitis (36.4%)	Potential for complications of diagnostic tests/treatments/procedures - Nasogastric intubation and ente feedings: Findings that indicate misplacement of tube (46.2%) -
Physiological Adaptation Alterations in Body Systems - Renal Disorders: Risk factors for glomerular Disease 37.5% Pathophysiology - Disorders of the eye: manifestations of acute glaucoma 25.0% - Visual and hearing impairments: Expected findings for retinoblastoma 25.0%	**Physiological Adaptation** Illness Management - Anesthesia and moderate sedation; lab values to report (40%) - Cardiovascular disorders: planning care for a child who has Kawasaki disease (45%) Pathophysiology - Personality disorders; histrionic personality disorder (40%)	**Physiological Adaptation** Alterations in Body Systems - Postoperative nursing care: priority action for a client who has nausea (45.5%)	**Physiological Adaptation** Alterations in Body Systems - Pressure Injury, Wounds, & Wo Management: Wound Care for abdominal incision (7.7%) - Head injury: Caring for a client has cerebral edema (23.1%) - Chronic Neuromusculoskeletal Disorders: Teaching about Management of Juvenile Idiopa Arthritis (46.2%) - Respiratory Management and mechanical Ventilation: Effectiveness of Endotracheal Suctioning (46.2%) Hemodynamics - Peripheral Vascular Disease: Interventions for deep-vein thrombosis (38.5%

Systematic Evaluation Plan with Data, Spring 2020

Nashua Community College
Department of Nursing

End-of-Program Student Learning Outcomes, Spring 2020

EOPSLO (End of Program Student Learning Outcome)	What/When to Assess	Mean ELA (Expected Level of Achievement)	Actual Level of Achievement			Interpretation	Plan
EPSLO #1: Plan and deliver safe individualized care to patients by integrating the nursing process and pertinent nursing knowledge, principles of teaching / learning, and preferences of patients or legal designees across the lifespan, diversity of culture, and the levels of prevention (Patient Centered Care/Diversity, Safety)	Final Medical Surgical Concept Map- Care Plan Project, End of NURS 240N	100% of students will receive minimum grade of 48 out of 60 points	**2019** **2020** **2021** 100% 100%			ELAs met in 2019 and 2020.	Continue to monitor
	ATI Comprehensive Predictor, End of NURS 240N QSEN Subscores: 1.Patient-Centered Care 2.Safety	*At or above 65th percentile on ATI Comp. Pred. for QSEN Subscores: 1.Patient-Centered Care 2.Safety *Rationale: The 65th percentile on the ATI indicates an 80% chance of passing NCLEX-RN on the first try.	1. Patient-Centered Care **2019** **2020** **2021** 71.6% 78% 2. Safety **2019** **2020** **2021** 75.3% 80.9%			2019 – ELAs met Consider raising ELA to 70% in light of exceeding the 65% two years in a row.	Continue to monitor
	Final Clinical Evaluation, End of NURS 240N	90% of students will receive grade of "Satisfactory" (S) or better on each criterion on a 4-point scale.	Percent of students earning "S" or better on final clin. evaluation **2019** **2020** **2021** 100% 92% 11/12) 12/13			ELAs met in 2019 and 2020.	Continue to monitor
EPSLO #2: Practice collaboratively on the multi-professional health	Final Medical Surgical Concept Map- Care Plan Project, End of NURS 240N	100% of students will receive minimum grade of 48 out of 60 points	Percent of students earning "S" or better on final plan of care **2019** **2020** **2021**			ELAs met in 2019 and 2020.	Continue to monitor

care team using principles of leadership across the disciplines and throughout the health care system to influence and facilitate conflict resolution and the establishment and achievement of shared goals. (Teamwork and Collaboration)			100%	100%			

EPSLO / Measure		Benchmark	Results		ELA Met?	Action

Row: care team using principles of leadership across the disciplines and throughout the health care system to influence and facilitate conflict resolution and the establishment and achievement of shared goals. (Teamwork and Collaboration)

| | ATI Comprehensive Predictor, End of NURS 240 QSEN Subscores: Teamwork & Collaboration | At or above 65th percentile on ATI Comp. Pred. for *QSEN Subscores: Teamwork & Collaboration | Teamwork & Collaboration | | ELA met in 2019 and 2020 Consider raising ELA to 70% in light of exceeding the 65% two years in a row. | Continue to monitor |

2019	2020	2021
81.8%	78.8%	

| | Final Clinical Evaluation End of NURS 240 | 90% of students will receive grade of "Satisfactory" or better on each criterion on a 4-point scale. | Percent of students earning "S" or better on final clin. evaluation | | ELA met in 2019 and 2020 | Continue to monitor |

2019	2020	2021
100% (11/11)	92.0% (12/13)	

| | Senior Capstone Health Education Day | 90% of students will receive a 90% or better | | | | |

2019	2020	2021
100%	100%	

| EPSLO #3: Support a culture of continuous quality improvement by using data to monitor outcomes; identifying and reporting actual or potential problems; collaborating with the multi-professional team throughout the health care system; and developing evidence-based | ATI Comprehensive Predictor, End of NURS 240N QSEN Subscores: 1. Quality Improvement 2. Evidence-Based Practice | At or above 65th percentile on ATI Comp. Pred. for *QSEN Subscores: 1. Quality Improvement 2. Evidence-Based Practice | Quality Improvement | | ELAs met in 2019 and 2020, although the score for evidence-based practice dropped in 2020 | Review course content to determine conditions affecting students' knowledge of EBP |

2019	2020	2021
70.5%	82.1%	

Evidence-Based Practice

2019	2020	2021
74.3%	66.2%	

| | Final Medical Surgical Concept Map- Care Plan Project, End of NURS 240N | 100% of students will receive minimum grade of 48 out of 60 points | Percent of students earning "S" or better on final plan of care | | ELAs met in 2019 and 2020 | Continue to monitor |

2019	2020	2021
100%	100%	

strategies for optimal practice. (Quality Improvement and Evidence Based Practice)	Final Clinical Evaluation	90% of students will receive grade of "Satisfactory" or better on each criterion on a 4-point scale.	Percent of students earning "S" or better on final clin. evaluation			ELAs met in 2019 and 2020	Continue to monitor
			2019	2020	2021		
			100% (11/11)	92% (12/13)			
EPSLO #4: Use health care system resources and technology, including information technology, time, policies and procedures, materials, and equipment, to coordinate and deliver individual and / or population-focused care that is safe, cost- effective, and efficient. (Informatics; RN Planning; Clinical Judgement/Critical Thinking; Nursing Judgment)	ATI Comprehensive Predictor, End of NURS 240N QSEN Subscore: 1.Informatics Nursing Process Subscore: 2. RN Planning Thinking Skills Subscore: 3. Clinical Judgment/Critical Thinking NLN Competency Subscore: 4. Nursing Judgment	At or above 65th percentile on ATI Comp. Pred. for: *QSEN Subscores: 1. Informatics Nursing Process Subscore: 2. RN Planning Thinking Skills Subscore: 3. Clinical Judgment/Critical Thinking NLN Competency Subscore: 4. Nursing Judgment	1.Informatics 2.RN Planning 3. Clinical Judgment /Critical Thinking 4. Nursing Judgment			ELAs met 2019 and 2020	Continue to monitor
	Final Medical Surgical Concept Map- Care Plan Project, End of NURS 240	100% of students will receive minimum grade of 48 out of 60 points				ELAs met 2019 and 2020	Continue to monitor

1.Informatics

2019	2020	2021
72.7%	69.2%	

2.RN Planning

2019	2020	2021
71.1%	79.4%	

3. Clinical Judgment /Critical Thinking

2019	2020	2021
73.4%	74.9%	

4. Nursing Judgment

2019	2020	2021
73.3%	74.3%	

2019	2020	2021
100%	100%	

			2019	2020	2021		
	Final Clinical Evaluation	100% of students will receive grade of "Satisfactory" or better on each criterion on a 4-point scale.	100% (11/11)	92% (12/13)		ELAs met 2019 and 2020	Continue to monitor
EPSLO #5: Communicate clearly in goal-oriented, culturally sensitive, caring, concise, and timely ways using written, verbal, non-verbal, and electronic modalities. (Informatics; Teamwork & Collaboration)	ATI Comprehensive Predictor, End of NURS 240 QSEN Subscore: 1.Informatics 2. Teamwork & Collaboration)	At or above 65th percentile on ATI Comp. Pred. for *QSEN Subscores: 1. Informatics 2. Teamwork & Collaboration	1.Informatics 2. Teamwork & Collaboration			ELAs met 2019 and 2020	Continue to monitor
	Senior Capstone Health Education Day	90% of students will receive a 90% or better				ELAs met 2019 and 2020	Continue to monitor
EPSLO #6: Demonstrate accountability for professional practice using legal, ethical, and regulatory guidelines and participate in activities that contribute to life-long learning. (Professional Identity)	ATI Comprehensive Predictor, End of NURS 240N NLN Competency Subscore: Professional Identity	At or above 65th percentile on ATI Comp. Pred. for *NLN Comp. Subscore: Professional Identity	Professional Identity			ELAs met 2019 and 2020	Continue to monitor
	Final Medical Surgical Concept Map- Care Plan Project, End of NURS 240	100% of students will receive minimum grade of 48 out of 60 points	100%	100%		ELAs met 2019 and 2020	Continue to monitor

EPSLO #5 — 1.Informatics:

2019	2020	2021
72.7%	69.2%	

2. Teamwork & Collaboration:

2019	2020	2021
81.8%	78.8%	

Senior Capstone Health Education Day:

2019	2020	2021
100%	100%	

EPSLO #6 — Professional Identity:

2019	2020	2021
79.0%	73.6%	

Program Outcomes

Program Outcomes/ELA	Number Beginning Program				Number Completing Program				Percent Completing Program									
Program Completion within 3 years, ELA =/> 70%	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020						
				NA	17	19	11	12	61%	78%	73%	NA						

	Number Completing Program				Number Taking NCLEX-RN First-Time				Number Passing NCLEX-RN First-Time				% Passing NCLEX-RN First-Time				Number Re-taking NCLEX-RN/Number Passing/%Passing			
First-Time NCLEX-RN Pass Rate, ELA = /> National Average	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020
	17	19	11	12	17	19	11	12	15	19	9	NA	87.5%	100%	82%	NA				NA

	Number Completing Program				Number Passing NCLEX-RN First-Time				% Passing NCLEX-RN First-Time				Percent of New RNs Employed Within 6 Months of Completion				
Employment in Nursing, ELA = 75% within 6 months									2017	2018	2019	2020					
	2017	2018	2019	2020	2017	2018	2019	2020	87.5%	100%	82%	NA	2017	2018	2019	2020	
	17	19	11	12	15	19	9	NA					100%	95%	100%	NA	

Appendix __. Program Outcomes

Program Outcomes

PLAN				IMPLEMENTATION	
Component	**Assessment Method(s)***	**Expected Level(s) of Achievement**	**Data Collection and Assessment Frequency**	**Results of Data Collection** Including actual level(s) of achievement	**Analysis and Actions** for Program Development, Maintenance, or Revision
Exam Pass Rate+ *NCLEX Certifications*	Divide the number of graduates passing NCXLEX-RN on the first attempt by the number taking it from the same cohort within 12 months of program completion	ELA: The NCLEX-RN passing rate for a cohort =/> than the national average (required rate of the NH BON)	Gather data as it becomes available from the NH BON and analyze it annually at end of academic year.	National Average: First-Time Pass Rate 	2017	2018	2019	2020
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87.11%	88.29%	89.94%	NA	 Program Pass Rate 	2017	2018	2019	2020
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87.5%	100%	81.8%	NA		
Program Completion Rate++	Divide the number completing the program within 3 years of beginning the first nursing course by the number beginning the program from the same cohort	ELA: =/> 70% complete the program within three years of beginning the first nursing course. ELA Rationale: In some cases, students are not successful in class or clinical and have to leave the program temporarily or permanently; a	Department Secretary records data about number of students in entering class, students leaving the program, and students returning and completing the program within three years of date of first entry		2017	2018	2019	2020
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61%	78%	73%	NA		

		student is allowed to be re-admitted once. Many of the students experience personal or family circumstances that require them to take a leave or drop the program.			
Job Placement Rate	Survey sent out in Sept. to most recently graduated class. Check Social Media. Linked-In; and Institutional Research Department. Students often keep in touch with faculty after graduation by social media. The number of new RNs with jobs is counted, but unless there is data on all new graduates, a valid rate cannot be calculated; lack of information is not evidence of employment or unemployment.	ELA: =/> 75% within six months of program completion. ELA Rationale: Students are usually eager to get a job and there is a shortage on RNs in NH	Data is aggregated as it becomes available. It is reviewed and analyzed annually at the end of the academic year.	<table><tr><td>2017</td><td>2018</td><td>2019</td><td>2020</td></tr><tr><td>100%</td><td>95%</td><td>100%</td><td>NA</td></tr></table>	

*   The appropriateness of an assessment method is based on whether its application yields data, which when analyzed assist faculty in determining whether the outcome being evaluated has or has not been met. The nursing program should select assessment method(s) appropriate to the concepts/competencies in the EPSLO being evaluated; more than one method may be needed to obtain comprehensive assessment data. ELAs should be specific to each assessment method selected.

\+   If the program is offered at multiple locations or has multiple program options, report licensure/certification examination pass rate for each location/option and also in aggregate for the program as a whole. Programs with multiple annual admission cohorts should also report disaggregate licensure pass rate data by date of completion.

\++   If the program is offered at multiple locations or has multiple program options, report program completion data for each location/option and also in aggregate for the program as a whole. Programs with multiple annual admission cohorts should also report program completion data by date of completion or entering cohort.