

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Nursing	039	NUR 039 02/12/2013-NCLEX-RN Preparation
Division	Department	Faculty Preparer
Math, Science and Health	Nursing & Health Science	Dr. Vickie Salter
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Recognize and apply key nursing topics from the NCLEX-RN blueprint.

- Assessment Plan
 - Assessment Tool: NCLEX-RN exam
 - Assessment Date: Spring/Summer 2010
 - Course section(s)/other population: all
 - Number students to be assessed: 100% of students enrolled in NUR 039 (approx. 90/yr)
 - How the assessment will be scored: NCLEX-RN exam is scored by a third-party vendor and quarterly reports provided to Schools of Nursing
 - Standard of success to be used for this assessment: 85% of students who take the course will pass the NCLEX-RN exam on their first attempt
 - Who will score and analyze the data: NUR 039 Course Coordinator will receive and analyze data

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2011, 2010, 2009	2012, 2011, 2010	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
130	130

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students assessed who took the NCLEX-RN in Michigan between Fall of 2009 and Winter of 2012.
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4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students assessed who took the NCLEX-RN in Michigan between Fall of 2009 and Winter of
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2012.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Reviewed the quarterly reports (March, June, September, and December) from the Michigan State Board of Nursing (MSBON) for the NCLEX-RN from December of 2009 through December of 2012.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

September 2009 NUR 039 Enrollees: March/June 2010 quarterly reports from the MSBON showed 24/26 enrollees in NUR 039 took the NCLEX-RN exam in Michigan and 22 of them passed the exam on their first attempt. **This is a 92% pass rate and this meets the benchmark of 85%.** Two of the students did not show evidence of taking the Michigan Boards, so they might have gone out of state or taken the course for a refresher.

January 2010 NUR 039 Enrollees: June/September 2010 Quarterly reports from the MSBON showed 16/18 enrollees in NUR 039 took the NCLEX-RN exam in Michigan and 14 of them passed the exam on their first attempt. **This is a 88% pass rate and this meets the benchmark of 85%.** Two of the students did not show evidence of taking the Michigan Boards, so they might have gone out of state or taken the course for a refresher.

September 2010 NUR 039 Enrollees: December 2010/March 2011 Quarterly reports from the MSBON showed 18/20 enrollees in NUR 039 took the NCLEX-RN exam in Michigan and 16 of them passed the exam on their first attempt. **This is a 89% pass rate and this meets the benchmark of 85%.** Two of the students did not show evidence of taking the Michigan Boards, so they might have gone out of state or taken the course for a refresher.

January 2011 NUR 039 Enrollees: March 2011/June 2011 Quarterly reports from the MSBON showed 18/18 enrollees in NUR 039 took the NCLEX-RN in Michigan and all of them passed the exam on their first attempt. **This is a 100% pass rate and this meets the benchmark of 85%.**

September 2011 NUR 039 Enrollees: September 2011/December 2011 Quarterly reports from the MSBON showed 29/29 enrollees in NUR 039 took the NCLEX-RN in Michigan and all of them passed the exam on their first attempt. **This is a 100% pass rate and this meets the benchmark of 85%.**

January 2012 NUR 039 Enrollees: March 2012/June 2012 Quarterly reports from the MSBON showed 17/19 enrollees in NUR 039 took the NCLEX-RN in Michigan and 16 of them passed the exam on their first attempt. **This is a 94% pass rate and this meets the benchmark of 85%.** Two of the students did not show evidence of taking the Michigan Boards, so they might have gone out of state or taken the course for a refresher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student

achievement of this learning outcome.

We used NCLEX-RN first time pass rates for new graduates issued from the Michigan State Board of Nursing from January of 2010 to December of 2012. The logits increased from -0.21 to -0.16 for the January/September 2010 cohorts and all the other cohorts. As expected, the NCLEX-RN pass first time rates declined initially for the January/September 2010 cohorts and then increased thereafter.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The learning outcome was met for all sections of NUR 039, however recognition of the increased degree of difficulty in the NCLEX-RN exam every three years as evidenced by the change in logits should have required an update of the course in September 2010. No update has been made since the course was written in 2009.

Outcome 2: Develop and apply skills needed to successfully take computer adaptive tests.

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II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

The NUR 039 master syllabus was developed and initially rolled out in the Fall of 2009. The master syllabus was designed based on a medical model not the Client Needs format that has been used since 2007 by the NCLEX-RN National Councils of the State Board of Nursing (NCSBN). The master syllabus uses a systems and disease processes approach. An example of this is the cardiovascular system where the focus is on congestive heart failure as the disease process.

The current master syllabus reviews previously taught material using the medical model and systems approach. Re-teaching previously taught material is not a recommended process in the WCC nursing program since students have access to material from previous science/nursing courses along with the ATI practice tests and proctored exams. Reviewing/re-teaching previous material does not promote critical thinking/clinical judgment which is a requirement for the newly revised NCLEX-RN exam in April of 2013.

The current NCLEX-RN blueprint discusses the "The Client Needs" categories along with the Integrating Processes, which include the nursing process, caring, teaching/learning, and communication/documentation. This is foreign/confusing for WCC nursing students since the master syllabus is based on a medical model not the current categories.

Although the benchmark has been met for each NUR 039 course since its inception, there was a significant time delay of sometimes up to three quarters when the enrollees took the course and when they took the NCLEX-RN. Fifty-four percent of the students delayed taking the NCLEX-RN by at least two quarters or longer. Early testing (within three months) is recommended after taking an NCLEX review course such as NUR 039. The later testing time potentially affects their success and also their ability to become employed and increase their earning potential.

There is a great need to integrate the revised NCLEX-RN exam blueprint into the current NUR 039 course. Typically, every time there is a revision in the NCLEX-RN there is an increase in logit, changes in the formatting of the questions along with an increase in the level of questions using Bloom's taxonomy, which increases the difficulty of the exam.

Typically, there is a decline in the first time passing rate for the exam as evidenced by the Fall 2010 pass rates for those who took the NUR 039 course. Every time there is a change in the blueprint, there is an initial decline in the first time passing rates as nursing programs try to "catch up" in preparing nursing students for the increased difficulty.

Here is a short history below of how/why the NCSBN changed the entire format of the NCLEX-RN starting in 2007 and why there is a recommendation for changing the objectives, course assignments, and course materials for the master syllabus.

In April of 2007, the NCLEX-RN exam was revised by the NCSBN to better reflect the changing

practice of the new graduate RN at the bedside. Instead of using the terms Nursing Tasks/Assignments, they used the term Client Needs and developed eight Client Needs categories and included percentages for the distribution of content tested in those eight categories. They also threaded the Integrated Processes (mentioned above) throughout the questions in the eight categories.

The NCSBN also changed the formatting of the questions, eliminating any negative style formatted questions and started using multiple response style questions along with a higher level of the revised Bloom's Taxonomy such as applying/analyzing questions. As part of the redesign they increased the logit to -0.21.

Every three years, the NCLEX-RN blueprint changes with an increase in logit, percentage of distribution of the Client Needs categories, format in the style of question, and increasing the level of difficulty of the questions using the revised Bloom's taxonomy.

In 2010, the NCLEX-RN blueprint changed with a redistribution of the percentages tested for the Client Needs categories, an increase in logit to -0.16, which included more multiple response style questions and more analysis level questions to reflect the increased need for more safe/competent new graduate RN's. The NCSBN also changed the practice setting to reflect that the new graduate RN does not just work in an acute care facility but also cares for client's in all practice settings such as nursing homes and home health.

In April of 2013, the NCLEX-RN blueprint has changed once again with an increase in logit to 0.00, which reflects the increased need for safer more competent graduate RN's. They have included more multi-formatted style questions such as sounds, drag/drop, exhibit, fill in the blank, hot spot, and graphic options. They also changed the percentages of content distribution among the categories. The emphasis of the exam is critical thinking/clinical judgment across the lifespan.

The action plan for the NUR 039 is to revise the master syllabus based on the April 2013 NCLEX-RN blueprint to appropriately reflect the changes made since 2007. The master syllabus will be updated every three years and whenever necessary based on the first time pass rates of WCC's nursing graduates.

- Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

At the March 2013 Nursing Faculty meeting, the revised master syllabus for NUR 039 will be presented using the above information which reflect the changes in the exam blueprint. A Plan, Do, Study, and Act form recommended by the Institute of Health (IHI) will be used to document the rationale for the revision and will be used to track the effectiveness of these changes.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Objectives	The objectives will be based on each of the eight Meeting the Client's Needs Categories including the four Integrated Processes as a thread. The current percentage for the distribution of content will be added to the Objectives with a (+3/-3	To better reflect the changes in the NCLEX-RN exam blueprint per the Course Summary.	2013

	<p>difference in the percentage of each category) based on the specific candidate's individual exam. All of the objectives below will meet Outcome # 1.</p> <p>The WCC nursing student graduate will:</p> <p>Objective # 1: Select the best responses that promote achievement of client outcomes by providing and directing nursing care that enhances the care delivery setting in order to protect clients and health care personnel. This objective constitutes 20% of the NCLEX-RN exam.</p> <p>Objective # 2: Select the best responses that protect clients and health care personnel from health and environmental hazards. This objective constitutes 12% of the NCLEX-RN exam.</p> <p>Objective # 3: Select the best responses that provide and direct nursing care of the client; that incorporates the knowledge of expected growth and development principles; prevention and/or early detection of health problems, and strategies to achieve optimal health. This objective constitutes 9% of the NCLEX-RN exam.</p> <p>Objective # 4: Select the best responses that provide and direct nursing care that promotes and supports the emotional, mental, and social well-being of the client experiencing stressful events, as well as clients with acute or chronic mental illness. This objective constitutes 9% of the NCLEX-RN exam.</p> <p>Objective # 5: Select the best responses that provide comfort and assistance in the performance</p>		
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	<p>of activities of daily living. This objective constitutes 9% of the NCLEX-RN exam.</p> <p>Objective # 6: Select the best responses that provide care related to the administration of medications and parenteral therapies. This objective constitutes 15% of the NCLEX-RN exam.</p> <p>Objective # 7: Select the best responses that reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments, or procedures. This constitutes 12% of the NCLEX-RN exam.</p> <p>Objective # 8: Select the best responses that manage and provide care for clients with acute, chronic, or life-threatening physical health conditions. This constitutes 14% of the NCLEX-RN exam.</p>		
Pre-requisite	<p>NUR 231 C+</p> <p>NUR 283 C+</p>	<p>This reflects the changes in the grading scale for the nursing program and also reflects the NUR course change from 271 and 281 to the current course of 283.</p>	2013
Course Assignments	<p>Require students who fail to meet the benchmark for any NCLEX-RN predictor exam (taken at the end of the nursing program but before the NUR 039 course) at the beginning of this course to take 1000-1500 practice questions above the requirements for the course in the content areas identified as weak areas.</p>	<p>To ensure content understanding of previously instructed material prior to completing the NUR 039 course.</p>	2013
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	<p>Require students purchase the NCLEX-RN 10,000 powered by PrepU or any online NCLEX-RN review package which includes</p>	<p>The above materials gives students strategies/rationales to ensure first time</p>	2013

	<p>strategies/rationale for practice using the Meeting the Client's Needs categories and using computer adaptive testing formats.</p> <p>Require the Kaplan NCLEX-RN Exam Preparation course paperback/e-book to be purchased or any NCLEX-RN review book/ebook.</p>	<p>success on the NCLEX-RN exam.</p>	
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4. Is there anything that you would like to mention that was not already captured?

No additional information

III. Attached Files

[NCLEX-RN Exam File](#)

[EXCEL NUR 039 File](#)

[NCLEX-RN Exam Blueprint 2013](#)

Faculty/Preparer: Vickie Salter

Date:3/12/13

Department Chair: Vickie Salter

Date:3/12/13

Dean: Martha Showalter

Date:4/15/13

Assessment Committee Chair: Rosemary Rader

Date:5/8/13