

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Nursing	132	NUR 132 06/08/2017- Nursing of the Childbearing Family - Clinical Practice
Division	Department	Faculty Preparer
Health Sciences	Nursing & Health Science	Theresa Dubiel
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Perform nursing skills related to the care of the antepartum, intrapartum, postpartum woman, her newborn and family.

- Assessment Plan
 - Assessment Tool: Tracking sheet of NUR 132 laboratory skills check lists.
 - Assessment Date: Spring/Summer 2012
 - Course section(s)/other population: all
 - Number students to be assessed: 100% or 48/sem
 - How the assessment will be scored: Tracking sheets are scored using a departmentally-developed rubric.
 - Standard of success to be used for this assessment: 75% of students will pass each NUR 132 skills on their first attempt.
 - Who will score and analyze the data: Course Coordinator will score and analyze the data and report to Departmental faculty.

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)
	2017	

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

# of students enrolled	# of students assessed
54	53

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.

Fifty-two out of fifty-three students enrolled were assessed from the Winter 2017 semester. One student withdrew from the class.

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 were assessed.

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

Nursing skills were demonstrated in a lab setting and recorded by students. These videos were submitted by each student in our Blackboard site. A detailed rubric was used to evaluate these two skill videos. If students did not achieve at least 78%, then they were given another opportunity to create a second video.

Newborn videos: 46/52 (87%) successfully completed this in the first attempt.

Postpartum videos: 49/52 (94%) successfully completed this in the first attempt.

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

According to the Blackboard grade book, at least seventy-five percent of the students scored a passing grade (78%). The standard of success was met.

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

Students demonstrated complex skills in the lab and created a video. They could prepare, ask questions, review the expectations, and practice the skills on their own. The videos were then reviewed by students and graded by each clinical instructor. This assignment allowed them to prepare for actual patient care in a safe environment. Overall, student knowledge and skill were revealed. It became obvious which students were organized, prepared and able to apply theory to practice. Overall, most students were able to demonstrate care of a newborn and mother.

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 videos required a careful review of a patient history and the recognition of their risks and needs. Some of the student videos lacked detail and did not recognize the nursing interventions necessary for this newborn and postpartum mother. Instead, their comments were general and the assessment skills were not complete.

Continuous improvement: Many students asked to view a good example of this video assignment. I plan to make one available for their review on our Blackboard site.

Outcome 2: Provide safe nursing care to the antepartum, intrapartum, and postpartum woman, the newborn and family, in each of the core components using the nursing process.

- Assessment Plan
 - Assessment Tool: Final clinical evaluations.
 - Assessment Date: Spring/Summer 2012
 - Course section(s)/other population: all
 - Number students to be assessed: 20% of random sampling of all sections or ~10/sem
 - How the assessment will be scored: Clinical evaluations will be scored using a rubric (anecdotal records) by assessing the % of 2 ratings in each of the core components. Students must receive a rating of 2 in each core component 60 percent of the time and show progressive improvement.
 - Standard of success to be used for this assessment: 90% of students will achieve a grade of "P" (pass) in clinical based on Final Clinical Evaluation.
 - Who will score and analyze the data: Course Coordinator analyze the data and report to department faculty.

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)
	2017	

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

# of students enrolled	# of students assessed
54	53

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.

Fifty-three out of fifty-four students were assessed. One student withdrew from the class.

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 were included.

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

The nursing program final clinical evaluation was used to assess this outcome. This tool is used in all nursing clinical courses and is based on the National League for Nurses' eight core competencies. Students must achieve a satisfactory score 60% of the time in order to pass the course.

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

Fifty-two out of fifty-three successfully completed the course.

Over 75% of the students were able to demonstrate safe patient care. The standard of success was met for this outcome. One student withdrew from the course in failing status.

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

The tool used is the Nursing Student Final Clinical Evaluation Anecdotal Record. Students were able to successfully complete the clinical course according to the eight core competencies defined by the National League for Nursing. Over the course of the semester, students demonstrated skills in lab and in the clinical setting.

- 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 standard of success was met.

Continuous improvement: Clinical evaluation is often challenging because of the random nature of the hospital setting and limited patient assignments. Simulation activities in the lab can be standardized. Expanded simulation activities and scenarios, with standardized evaluation tools, will be developed in the future.

II. Course Summary and Action Plans Based on Assessment Results

- 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?

Students are able to apply theory to practice in the lab and hospital setting. The rubric for grading the student video provides clear expectations and prepares them for real patient care. The assessment process exposed the challenges of evaluating clinical practice with our current anecdotal record.

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

The nursing faculty are aware of the challenges of evaluating clinical practice with our current anecdotal record. We are in the process of revising this form, creating new clinical assignments and creating simulation activities with standard patient skills.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Objectives	Fall 2017 will be the last time this course is offered. The new nursing curriculum does not offer this course. The objectives will be included in the Nursing Concept II	This clinical course will be part of a larger course, Nursing Concept II.	2017

	course, beginning winter semester 2018.		
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4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

[Final Clinical Evaluation](#)

[NUR 132 Data](#)

[Video rubrics](#)

Faculty/Preparer: Theresa Dubiel **Date:** 06/12/2017
Department Chair: Mary Burns-Coral **Date:** 07/11/2017
Dean: Valerie Greaves **Date:** 07/11/2017
Assessment Committee Chair: Michelle Garey **Date:** 10/18/2017

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Nursing	132	NUR 132 10/24/2013- Nursing of the Childbearing Family - Clinical Practice
Division	Department	Faculty Preparer
Math, Science and Health	Nursing & Health Science	Theresa Dubiel
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Perform nursing skills related to the care of the antepartum, intrapartum, postpartum woman, her newborn and family.

- Assessment Plan
 - Assessment Tool: Tracking sheet of NUR 132 laboratory skills check lists.
 - Assessment Date: Spring/Summer 2012
 - Course section(s)/other population: all
 - Number students to be assessed: 100% or 48/sem
 - How the assessment will be scored: Tracking sheets are scored using a departmentally-developed rubric.
 - Standard of success to be used for this assessment: 75% of students will pass each NUR 132 skills on their first attempt.
 - Who will score and analyze the data: Course Coordinator will score and analyze the data and report to Departmental faculty.

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)
	2013	

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

# of students enrolled	# of students assessed
33	33

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.

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.

Clinical courses are offered in-person only.

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

In the lab setting, students are videotaped. They must demonstrate the skills related to the childbearing experience. The faculty review the tape and use a rubric to score the student's skills. Students either pass or fail the skill assessment. If they fail, remediation must take place and they are given another opportunity to demonstrate the skill.

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

All of the students met the standard of success. When the student records were reviewed, there was not a consistent area of concern identified.

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

Students were able to demonstrate nursing skills related to maternal infant care in the lab. These skills involved a newborn exam, postpartum exam, labor and birth support, perioperative skills and resuscitation of a newborn.

Clinical skills were limited to the patient population. The newborn, postpartum and perioperative exams were demonstrated in the clinical setting. Labor experiences as well as C-sections are observation only, so the actual skills are not demonstrated.

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.

According to the anecdotal records and instructor comments, the students' skill performance improved every week. In an effort to standardize student evaluation, we now require students to create a video of a newborn and postpartum exam in the lab. According to the students and instructors, these videos have helped to prepare for tests, for their own review, remediation and for clinical preparation. Their confidence and knowledge was evident in the clinical setting. We will continue to require these videos.

Outcome 2: Provide safe nursing care to the antepartum, intrapartum, and postpartum woman, the newborn and family, in each of the core components using the nursing process.

- Assessment Plan
 - Assessment Tool: Final clinical evaluations.
 - Assessment Date: Spring/Summer 2012
 - Course section(s)/other population: all
 - Number students to be assessed: 20% of random sampling of all sections or ~10/sem
 - How the assessment will be scored: Clinical evaluations will be scored using a rubric (anecdotal records) by assessing the % of 2 ratings in each of the core components. Students must receive a rating of 2 in each core component 60 percent of the time and show progressive improvement.
 - Standard of success to be used for this assessment: 90% of students will achieve a grade of "P" (pass) in clinical based on Final Clinical Evaluation.
 - Who will score and analyze the data: Course Coordinator analyze the data and report to department faculty.

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)
	2013	

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

# of students enrolled	# of students assessed
33	15

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.

A random sample of 15 students were assessed.

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.

Clinicals are taught in-person only.

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

Clinical Instructors score students on the nursing program's anecdotal record based on eight core competencies established by the National League for Nurses (NLN). Clinical instructors use a rubric to score student performance on each skill. Students must score a two (on a scale of 0 to 2) with minimal (2 or fewer) cues.

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

Fifteen random anecdotal records were reviewed. The students met the standard of success. There was not a consistent area of concern.

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

Overall the students are well prepared for clinical experiences. The anecdotal record reflects the ability to demonstrate care of the childbearing family. Fifteen student records were reviewed. All passed the clinical course.

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.

There were six student records which reflected "needs improvement" in some of the core competencies. The areas are all challenging. The standard of success has been met. The course is working well. We will continue to prepare the students in lab and in theory for their clinical experiences.

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 assessment process reminded me about the student video activities, which we will share with the other nursing faculty. One other course has begun to videotape students as well. It is helpful to students when our assessments are consistent between the nursing courses.

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

The assessment results will be shared at a faculty meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Course activities	We plan to expand the student video demonstrations. Having students create videos has proven to be an effective method of learning and assessment. We will now have other skills incorporated into this activity.	The transfer of knowledge from theory to practice has improved. The clinical performance, confidence and test success has improved. The students have asked to continue these videos.	2014

4. Is there anything that you would like to mention that was not already captured?
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III. Attached Files

[NUR 132 anecdotal record](#)

Faculty/Preparer: Theresa Dubiel **Date:** 12/20/2013
Department Chair: Dr. Vickie Salter **Date:** 12/20/2013
Dean: Martha Showalter **Date:** 01/08/2014
Assessment Committee Chair: Michelle Garey **Date:** 02/16/2014

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: NUR 132
 Course Title: Nursing of the Childbearing Family Clinical
 Division/Department Codes: HAT/HISD

2. Semester assessment was conducted (check one):

- Fall 2009__
- Winter 20__
- Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.

- Portfolio
- Standardized test
- Other external certification/licensure exam (specify):
- Survey
- Prompt
- Departmental exam
- Capstone experience (specify):
- Other (specify):
 - 1.) Analysis/tracking sheet of NUR 132 lab skills check list
 - 2.) Analysis of NUR 132 anecdotal records summary/final clinical evaluations

4. Have these tools been used before?

- Yes – Lab skills check list
- No - Anecdotal records summary/final clinical evaluations

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

The lab practice model was adopted in F07. The students were evaluated using “The NLN Eight Core Competencies” in the lab as well as in the clinical setting.

5. Indicate the number of students assessed/total number of students enrolled in the course.

43 of 43 students (100%) were assessed.

6. Describe how students were selected for the assessment.

43 students enrolled WI 2009 were selected.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

N/A no prior course assessment has been done since the 2007 revision

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.

1. In a lab setting, perform nursing skills related to the care of the antepartum, intrapartum, postpartum woman, her newborn and family.
2. Provide safe nursing care to the antepartum, intrapartum and postpartum woman, the newborn and family, in each of the core components using the nursing process.

COURSE ASSESSMENT REPORT

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*

1. Analysis of NUR 132 anecdotal records summary/final evaluations.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*

Outcome 1 included lab practice of nursing skills related to the care of the antepartum, intrapartum, postpartum woman, her newborn and family. These skills were practiced in a lab setting and performance was recorded for the student to monitor their own learning needs. This data is not available.

Outcome 2 assessed the student ability to provide safe nursing care in the clinical setting. The actual assessment was completed by the clinical instructor and recorded on their anecdotal record. These records were surveyed for one semester and compared to the MSF level of achievement.

The student achievement established on the MSF included 90 % of all students achieve a grade of "Pass" in clinical based on final clinical evaluations.

Student from the Winter 2009, 43 Student clinical anecdotal records were surveyed (data included)

Skill	Pass rate average
1. Newborn Assessment	81%
2. Postpartum Assessment	86%
3. Basic skills	92%
4. Complex skills	76%

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Overall, the anecdotal records reflect the ability to perform basic and postpartum assessment. Basic skills include the material covered in previous semesters, including their nurse aide course, fundamentals and acute care. The basic skills are assumed to be bed making, vital signs, safety measures, communication, medication administration, technical skills and head to toe assessment for an adult.

Weaknesses: The complex skills were more difficult for the students to perform. These include skills presented in Nursing 131 and 132. These include a newborn assessment, newborn bath, newborn medication administration, antepartum, intrapartum and postpartum skills.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

- a. The weaknesses were identified within the individual and group performance scores in each area. These areas were then broken down according to each skill to review. The individual scores gave students particular skills to review, and then they were given opportunities to review in lab. The group scores identified skills for the instructor to stress in lab and clinical.
- b. The weaknesses were identified in lab and clinical. Each student was given a lab referral for any area of weakness. They met with the lab instructors for one-on-one review of each topic, before returning to clinical.
- c. There are weaknesses in the assessment tools in lab and anecdotal records. Evaluating students in the clinical area is difficult with many gray areas to interpret. The basic and complex skills are not

COURSE ASSESSMENT REPORT

specifically listed so each clinical instructor may make different assumptions. Many of the skills are not observed by the instructor, but instead by the registered nurse who is precepting the student for the day. Each person may have a different expectation of mastering a skill. Also, opportunities to learn are different for each student, depending on the patient acuity and unit census.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

- a. Outcomes/Assessments on the Master Syllabus
Change/rationale:
- b. Objectives/Evaluation on the Master Syllabus
Change/rationale:
- c. Course pre-requisites on the Master Syllabus
Change/rationale:
- d. 1st Day Handouts
Change/rationale: A "Lab Referral" form was created to assist students in demonstrating nursing skills.
- e. Course assignments
Change/rationale:
- f. Course materials (check all that apply)
 - Textbook: A new textbook "Essentials of Maternal Infant Nursing" was adopted this year. This new textbook follows the NCLEX blueprint and prepares students for success by focusing on the essential topics. This textbook also reviews many of the clinical skills necessary for clinical success.
 - Handouts: The instructor created clinical cards for student use in clinical and test review.
 - Other:
- g. Instructional methods
Change/rationale: Now we include online lectures, online activities and practice labs to review skills, medications, procedures and content.
- h. Individual lessons & activities
Change/rationale: The lab practice activities assist in bringing theory to practice.

3. What is the timeline for implementing these actions?

These changes began in F2009.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

The lab record was used for student learning and progress, but not for measuring achievement. Only general comments were made, not exact skill performance.

The anecdotal record is not effective as it does not describe specific basic and complex skills. There is also variation in grading students between the clinical instructors. Students do not always spend time with their instructor, but instead are supervised by registered nurses which also make evaluation difficult.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

The lab record needs to specify each step of each skill for the student learning and evaluation. A step-by-step guide for each skill needs to be available for the student and instructor for accurate evaluation.

COURSE ASSESSMENT REPORT

The current Anecdotal Record used in NUR 132 does not specify each skill. This needs to be revised so instructors and students are clear about course objectives and expectations. Clear communication between the clinical instructors, as well as the staff nurses, is essential.

3. Which outcomes from the master syllabus have been addressed in this report?

All Selected

If "All", provide the report date for the next full review: F 2012

If "Selected", provide the report date for remaining outcomes: _____

Submitted by:

Print: <u>Theresa Dubiel MSN</u> Faculty/Preparer	Signature <u><i>Theresa Dubiel</i></u>	Date: <u>4-19-10</u>
Print: <u>Gloria Velarde</u> Department Chair	Signature <u><i>Gloria Velarde</i></u>	Date: <u>4/22/2010</u>
Print: <u>Granville Lee</u> Dean/Administrator	Signature <u><i>Granville Lee</i></u>	Date: <u>4/23/2010</u>