

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Nursing	255	NUR 255 09/07/2016- Mental Health Nursing
Division	Department	Faculty Preparer
Health Sciences	Nursing & Health Science	Lorraine Chiappetta
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Identify foundational principles of mental health nursing care.

- Assessment Plan
  - Assessment Tool: Assessment Technologies Institute (ATI), Mental Health Nursing exam.
  - Assessment Date: Spring/Summer 2016
  - Course section(s)/other population: all
  - Number students to be assessed: ~48/semester
  - How the assessment will be scored: Assessment Technologies Institute provides standardized test results
  - Standard of success to be used for this assessment: 75 percent of students will score at or above Proficiency Level 2 on 1st attempt
  - Who will score and analyze the data: Course Coordinator

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)
2015	2016	

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

# of students enrolled	# of students assessed
81	80

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.

1 student did not complete activity

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 within the most recent semesters: Fall 2015 and Winter 2016

All are required to complete the ATI standardized test at the end of the course

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

Standardized test on subject matter that measures proficiency levels (below Level 1, Level 1, Level 2 and Level 3). Level 3 indicates the highest level of proficiency

See attachment for scores for each Level

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

**Fall 2015:** 97.5 % of students achieved an overall score of Level 2 or above.

7 subscores are measured:

- 4 subscores were relevant to this SLO and achieved the Level 2 standard (Management of Care, Health Promotion, Reduction of Risk, Psychosocial Integrity) Please see attached
- 1 subscore relevant to this SLO (Safety and Infection Control) was below expected level of achievement, but is based upon only 3 questions.

**Winter 2016:** 91.7 % of students achieved an overall score of Level 2 or above.

7 subscores are measured:

o 5 subscores were relevant to this SLO and achieved a Level 2 standard (Management of Care, Health Promotion, Reduction of Risk, Psychosocial Integrity, Safety) Please see attached

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

**Fall 2015:** 97.5 % of students achieved an overall Level 2 or above.  
**Winter 2016:** 91.7 % of students achieved an overall Level 2 or above.  
 Both cohorts are well above the department benchmark of 75% of students achieving a Level 2 or above

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.

No significant changes are planned at this time. Group learning activities / case studies will continue to be used to facilitate understanding and application of content

Outcome 2: Identify traditional nonpharmacological therapies for managing mental health issues.

- Assessment Plan
  - o Assessment Tool: Assessment Technologies Institute (ATI), Mental Health Nursing exam.
  - o Assessment Date: Spring/Summer 2016
  - o Course section(s)/other population: all
  - o Number students to be assessed: ~48/semester
  - o How the assessment will be scored: Assessment Technologies Institute provides standardized test results
  - o Standard of success to be used for this assessment: 75 percent of students will score at or above Proficiency Level 2 on 1st attempt
  - o Who will score and analyze the data: Course Coordinator

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)
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2015	2016	
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2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
81	80

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.

1 student did not complete activity

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 within the most recent semesters - Fall 2015 and Winter 2016  
All are required to complete the ATI standardized tests at the end of the course

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

Standardized test on subject matter that measures proficiency levels (below Level 1, Level 1, Level 2 and Level 3). Level 3 indicates the highest level of proficiency  
See attachment for scores for each Level

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  
**Fall 2015:** 97.5 % of students achieved an overall score of Level 2 or above.  
7 sub scores are measured:

- o 4 sub scores were relevant to this SLO and achieved the Level 2 standard (Management of Care, Health Promotion, Reduction of Risk, Psychosocial Integrity) Please see attached
- o 1 sub score relevant to this SLO (Safety and Infection Control) was below expected level of achievement, but is based upon only 3 questions.

**Winter 2016:** 91.7 % of students achieved an overall score of Level 2 or above.

7 sub scores are measured:

- 5 sub scores were relevant to this SLO and achieved a Level 2 standard (Management of Care, Health Promotion, Reduction of Risk, Psychosocial Integrity, Safety) Please see attached

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

**Fall 2015:** 97.5 % of students achieved a Level 2 or above.

**Winter 2016:** 91.7 % of students achieved Level 2 or above.

Both cohorts are well above the department benchmark of 75% of students achieving a Level 2 or above

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.

No significant changes are planned at this time. Group learning activities/ case studies will continue to be used to facilitate understanding and application of content

Outcome 3: Identify principles of nursing care of individuals with psychobiologic disorders using the nursing process.

- Assessment Plan
  - Assessment Tool: Assessment Technologies Institute (ATI), Mental Health Nursing exam.
  - Assessment Date: Spring/Summer 2016
  - Course section(s)/other population: all
  - Number students to be assessed: ~48/semester
  - How the assessment will be scored: Assessment Technologies Institute provides standardized test results.
  - Standard of success to be used for this assessment: 75 percent of students will score at or above Proficiency Level 2 on 1st attempt.
  - Who will score and analyze the data: Course Coordinator

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)
2015	2016	

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

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81	80

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.

1 student did not complete activity

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 within the most recent semesters - Fall 2015 and Winter 2016  
All are required to complete the ATI standardized tests at the end of the course

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

Standardized test on subject matter that measures proficiency levels (below Level 1, Level 1, Level 2 and Level 3). Level 3 indicates the highest level of proficiency  
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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  
**Fall 2015:** 97.5 % of students achieved an overall score of Level 2 or above.  
**Winter 2016:** 91.7 % of students achieved an overall score of Level 2 or above.  
The most relevant subscore for this SLO of Psychosocial Integrity: Students achieved Level 2 or above for both cohorts (77.5% and 78.3%)

Fall 2015:

- 3 additional sub scores were relevant to this SLO and achieved the Level 2 standard (Management of Care, Health Promotion, Reduction of Risk, ) Please see attached
- 1 sub score relevant to this SLO (Safety and Infection Control) was below expected level of achievement, but is based upon only 3 questions.

Winter 2016

- 4 additional sub scores were relevant to this SLO and achieved a Level 2 standard (Management of Care, Health Promotion, Reduction of Risk, Safety) Please see attached
- 1 sub score possibly relevant, Physiological Adaptation, is significantly below expected level of achievement, but is based upon only 2 questions

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

**Fall 2015:** 97.5 % of students achieved a Level 2 or above.

**Winter 2016:** 91.7 % of students achieved Level 2 or above.

Both cohorts are well above the department benchmark of 75% of students achieving a Level 2 or above

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.

No significant changes are planned at this time. Group learning activities/ case studies will continue to be used to facilitate understanding and application of content

Outcome 4: Identify psychopharmacological therapies for select psychobiologic disorders.

- Assessment Plan
  - Assessment Tool: Mental Health Nursing ATI test
  - Assessment Date: Spring/Summer 2016
  - Course section(s)/other population: all sections

- Number students to be assessed: ~ 48/semester
- How the assessment will be scored: Assessment Technologies Institute provides standardized test results
- Standard of success to be used for this assessment: 75 percent of students will score at or above Proficiency Level 2 on 1st attempt.
- Who will score and analyze the data: Course Coordinator

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)
2015	2016	

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

# of students enrolled	# of students assessed
81	80

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.

1 student did not complete activity
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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 within the most recent semesters - Fall 2015 and Winter 2016
All are required to complete the ATI standardized tests at the end of the course

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

Standardized test on subject matter that measures proficiency levels (below Level 1, Level 1, Level 2 and Level 3). Level 3 indicates the highest level of proficiency
See attachment for scores for each Level

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

**Fall 2015:** 97.5 % of students achieved an overall score of Level 2 or above.

**Winter 2016:** 91.7 % of students achieved an overall score of Level 2 or above.

Both sets of standardized test scores reveal scores below benchmark on Pharmacological Therapies (see attachments)

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

**Fall 2015:** 97.5 % of students achieved a Level 2 or above.

**Winter 2016:** 91.7 % of students achieved Level 2 or above.

Both cohorts are well above the department benchmark of 75% of students achieving a Level 2 or above

Both sets of standardized test scores reveal scores below benchmark on the subscores of Pharmacological Therapies (relevant to this SLO) and one cohort achieved significantly below department benchmark for the subscore for Physiologic Adaptation (possibly relevant to this SLO)

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.

Group subscores of Pharmacological and Parenteral Therapies - fall just below the Level 2 proficiency score. It may be useful to develop group learning activities to reinforce learning in this content area.

Physiologic Adaptation subscores that fell below the level 2 benchmark were based upon only 2 questions. It would still be useful to design learning activities to reinforce this content.

Outcome 5: Identify principles of mental health nursing in caring for special populations using the nursing process.

- Assessment Plan
  - Assessment Tool: Mental Health Nursing ATI standardized test
  - Assessment Date: Spring/Summer 2016
  - Course section(s)/other population: all sections

- Number students to be assessed: ~48/semester
- How the assessment will be scored: Assessment Technologies Institute provides standardized test results
- Standard of success to be used for this assessment: 75 percent of students will score at or above Proficiency Level 2 on 1st attempt
- Who will score and analyze the data: Course Coordinator

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)
2015	2016	

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

# of students enrolled	# of students assessed
81	80

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.

1 student did not complete activity

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 within the most recent semesters - Fall 2015 and Winter 2016  
All are required to complete the ATI standardized test at the end of the course

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

Standardized test on subject matter that measures proficiency levels (below Level 1, Level 1, Level 2 and Level 3). Level 3 indicates the highest level of proficiency  
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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

**Fall 2015:** 97.5 % of students achieved an overall score of Level 2 or above.

**Winter 2016:** 91.7 % of students achieved an overall score of Level 2 or above.

The most relevant subscore for this SLO of Psychosocial Integrity: Students achieved Level 2 or above for both cohorts (77.5% and 78.3%)

Fall 2015:

- 3 additional sub scores were relevant to this SLO and achieved the Level 2 standard (Management of Care, Health Promotion, Reduction of Risk, ) Please see attached
- 1 sub score relevant to this SLO (Safety and Infection Control) was below expected level of achievement, but is based upon only 3 questions.

Winter 2016

- 4 additional sub scores were relevant to this SLO and achieved a Level 2 standard (Management of Care, Health Promotion, Reduction of Risk, Safety) Please see attached
- 1 sub score possibly relevant, Physiological Adaptation, is significantly below expected level of achievement, but is based upon only 2 questions

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

**Fall 2015:** 97.5 % of students achieved a Level 2 or above.

**Winter 2016:** 91.7 % of students achieved Level 2 or above.

Both cohorts are well above the department benchmark of 75% of students achieving a Level 2 or above

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.

No significant changes are planned at this time. Group learning activities/ case studies will continue to be used to facilitate understanding and application of content

Outcome 6: Determine the care of individuals during psychiatric emergencies using the nursing process.

- Assessment Plan
  - Assessment Tool: Mental Health Nursing ATI Standardized Test
  - Assessment Date: Spring/Summer 2016
  - Course section(s)/other population: all sections
  - Number students to be assessed: ~ 48/semester
  - How the assessment will be scored: Assessment Technologies Institute provides standardized test results
  - Standard of success to be used for this assessment: 75 percent of students will score at or above Proficiency Level 2 on 1st attempt
  - Who will score and analyze the data: Course Coordinator

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)
2015	2016	

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

# of students enrolled	# of students assessed
81	80

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.

1 student did not complete activity

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 within the most recent semesters Fall 2015 and Winter 2016  
All are required to complete the ATI standardized test at the end of the course

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

Standardized test on subject matter that measures proficiency levels (below Level 1, Level 1, Level 2 and Level 3). Level 3 indicates the highest level of proficiency

See attachment for scores for each Level

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

**Fall 2015:** 97.5 % of students achieved an overall score of Level 2 or above.

7 sub scores are measured:

- 4 sub scores possibly relevant to this SLO and achieved the Level 2 standard (Management of Care, Health Promotion, Reduction of Risk, Psychosocial Integrity) Please see attached
- 1 sub score relevant to this SLO (Safety and Infection Control) was below expected level of achievement, but is based upon only 3 questions.

**Winter 2016:** 91.7 % of students achieved an overall score of Level 2 or above.

7 sub scores are measured:

- 5 sub scores were relevant to this SLO and achieved a Level 2 standard (Management of Care, Health Promotion, Reduction of Risk, Psychosocial Integrity, Safety) Please see attached

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

**Fall 2015:** 97.5 % of students achieved a Level 2 or above.

**Winter 2016:** 91.7 % of students achieved Level 2 or above.

Both cohorts are well above the department benchmark of 75% of students achieving a Level 2 or above

One relevant subscore Safety fell slightly below Level 2 for fall 2015 cohort

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.

It would be useful to design learning activities to reinforce the content for subscore Safety

## 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?

**Fall 2015:** 97.5 % of students achieved a Level 2 or above.

**Winter 2016:** 91.7 % of students achieved Level 2 or above.

Both cohorts are well above the department benchmark of 75% of students achieving a Level 2 or above

Based upon the results of the standardized tests, actual student achievement may reflect higher level SLOs than are currently listed in the Master Syllabus.

A total of 4 students scored below Level 2 proficiency overall scores; with 2 of those students below a level 1 proficiency. These low scores correlate to lower course grades. It would be useful to look at strategies to help lower achieving students become more proficient in this subject matter.

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

Information to be shared at a faculty meeting

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Assessment Tool will change to a different standardized test.	The department discontinued the ATI program	2016
Course Assignments	Develop group learning activity to reinforce content related to subscores that fell below the Level 2 benchmark (Pharmacology,	To increase proficiency levels in all content areas of the course	2016

	<p>Safety, Physiological Adaptation)</p> <p>Group learning activities/ case studies will continue to be used to facilitate understanding and application of content</p>		
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4. Is there anything that you would like to mention that was not already captured?

Overall ATI scores for every semester since last course assessment were all well above department benchmark. Only last 2 semesters of both overall and subscores were included in this course assessment.

ATI Standardized Testing is no longer part of the Nursing Program. The department is in the process of identifying alternative course assessment tools which may include a different standardized test and/or use of a comprehensive final exam.

### III. Attached Files

[ATI Standardized Test Results Summary](#)

**Faculty/Preparer:** Lorraine Chiappetta **Date:** 09/22/2016  
**Department Chair:** Mary Burns-Coral **Date:** 09/22/2016  
**Dean:** Valerie Greaves **Date:** 09/23/2016  
**Assessment Committee Chair:** Michelle Garey **Date:** 11/02/2016

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Nursing	255	NUR 255 08/29/2013-Mental Health Nursing
Division	Department	Faculty Preparer
Math, Science and Health	Nursing & Health Science	Lorraine Chiappetta
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Identify foundational principles of mental health nursing care.

- Assessment Plan
  - Assessment Tool: Assessment Technologies Institute (ATI), Mental Health Nursing exam.
  - Assessment Date: Spring/Summer 2013
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  - Standard of success to be used for this assessment: 75 percent of students will score at or above Proficiency Level 2 on 1st attempt
  - Who will score and analyze the data: Course Coordinator

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)
2012		

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

# of students enrolled	# of students assessed
43	42

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.



1 student did not complete the activity with cohort.

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.

Completion of the ATI standardized test is expected of all students following completion of the course.

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

Standardized test on subject matter that measures proficiency levels (below Level 1, Level 1, Level 2 and Level 3). Level 3 indicates the highest level of proficiency.

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

Overall group score indicates 90.5% of all students met the institutional benchmark of Level 2 or above.

Subcategory of Mental Health Concepts indicated 3 out of 10 questions did not meet the Level 2 proficiency.

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

The overall group scores of 90.5 % of students reaching or exceeding Level 2 proficiency is well above the institutional benchmark of 75%.

Most group subscores also reached above the Level 2 benchmark.

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.

Group subscores of Pharmacological and Parenteral Therapies - Medication Administration and Psychosocial Integrity - Chemical Dependencies and Behavioral Interventions fell below the Level 2 proficiency score.

Additionally, 4 students scored below Level 2 proficiency. These low scores correlate to lower course grades. It would be useful to look at strategies to help lower achieving students become more proficient in this subject matter.

Outcome 2: Identify traditional nonpharmacological therapies for managing mental health issues.

- Assessment Plan
  - Assessment Tool: Assessment Technologies Institute (ATI), Mental Health Nursing exam.
  - Assessment Date: Spring/Summer 2013
  - Course section(s)/other population: all
  - Number students to be assessed: ~48/semester
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2012		

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Standardized test on subject matter that measures proficiency levels (below Level 1, Level 1, Level 2 and Level 3). Level 3 indicates the highest level of proficiency.

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.

<b>Met Standard of Success: <u>Yes</u></b>
Overall group score indicates 90.5% of all students met the institutional benchmark of Level 2 or above.
Subcategory of Behavioral Interventions indicated 3 out of 4 questions did not meet the Level 2 proficiency. All other non-pharmacological intervention questions were above the benchmark score.

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

The overall group scores of 90.5 % of students reaching or exceeding Level 2 proficiency is well above the institutional benchmark of 75%.
Most group subscores also reached above the Level 2 benchmark.

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.

Group subscores of Pharmacological and Parenteral Therapies - Medication Administration and Psychosocial Integrity - Chemical Dependencies and Behavioral Interventions fell below the Level 2 proficiency score.
Additionally, 4 students scored below Level 2 proficiency. These low scores correlate to lower course grades. It would be useful to look at strategies to help lower achieving students become more proficient in this subject matter.

Outcome 3: Identify principles of nursing care of individuals with psychobiologic disorders using the nursing process.

- Assessment Plan
  - Assessment Tool: Assessment Technologies Institute (ATI), Mental Health Nursing exam.
  - Assessment Date: Spring/Summer 2013
  - Course section(s)/other population: all
  - Number students to be assessed: ~48/semester
  - How the assessment will be scored: Assessment Technologies Institute provides standardized test results.

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Completion of the ATI standardized test is expected of all students following completion of the course.

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

Standardized test on subject matter that measures proficiency levels (below Level 1, Level 1, Level 2 and Level 3). Level 3 indicates the highest level of proficiency.

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  
 Overall group score indicates 90.5% of all students met the institutional benchmark of Level 2 or above.  
 All relevant subscores are well above Level 2 proficiency.

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

The overall group scores of 90.5 % of students reaching or exceeding Level 2 proficiency is

well above the institutional benchmark of 75%.

Most group subscores also reached above the Level 2 benchmark.

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.

Group subscores of Pharmacological and Parenteral Therapies - Medication Administration and Psychosocial Integrity - Chemical Dependencies and Behavioral Interventions fell below the Level 2 proficiency score.

Additionally, 4 students scored below Level 2 proficiency. These low scores correlate to lower course grades. It would be useful to look at strategies to help lower achieving students become more proficient in this subject matter.

Outcome 4: Identify psychopharmacological therapies for select psychobiologic disorders.

- Assessment Plan
  - Assessment Tool: Mental Health Nursing ATI test
  - Assessment Date: Spring/Summer 2013
  - Course section(s)/other population: all sections
  - Number students to be assessed: ~ 48/semester
  - How the assessment will be scored: Assessment Technologies Institute provides standardized test results
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  - Who will score and analyze the data: Course Coordinator

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)
2012		

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

# of students enrolled	# of students assessed
43	42

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.

1 student did not complete the activity with cohort.

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.

Completion of the ATI standardized test is expected of all students following completion of the course.

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

Standardized test on subject matter that measures proficiency levels (below Level 1, Level 1, Level 2 and Level 3). Level 3 indicates the highest level of proficiency.

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

Overall group score indicates 90.5% of all students met the institutional benchmark of Level 2 or above.

Although the subcategory of Pharmacological and Parenteral Therapies did meet proficiency level 2 scores, two medication administration questions were significantly below the level 2 proficiency score.

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

The overall group scores of 90.5 % of students reaching or exceeding Level 2 proficiency is well above the institutional benchmark of 75%.

Most group subscores also reached above the Level 2 benchmark.

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.

Group subscores of Pharmacological and Parenteral Therapies - Medication Administration and Psychosocial Integrity - Chemical Dependencies and Behavioral Interventions fell below the Level 2 proficiency score.

Additionally, 4 students scored below Level 2 proficiency. These low scores correlate to lower course grades. It would be useful to look at strategies to help lower achieving students become more proficient in this subject matter.

Outcome 5: Identify principles of mental health nursing in caring for special populations using the nursing process.

- Assessment Plan
  - Assessment Tool: Mental Health Nursing ATI standardized test
  - Assessment Date: Spring/Summer 2013
  - Course section(s)/other population: all sections
  - Number students to be assessed: ~48/semester
  - How the assessment will be scored: Assessment Technologies Institute provides standardized test results
  - Standard of success to be used for this assessment: 75 percent of students will score at or above Proficiency Level 2 on 1st attempt
  - Who will score and analyze the data: Course Coordinator

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)
2012		

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

# of students enrolled	# of students assessed
43	42

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.

1 student did not complete the activity with cohort.
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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.

Completion of the ATI standardized test is expected of all students following completion of the course.
---

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

Standardized test on subject matter that measures proficiency levels (below Level 1, Level 1, Level 2 and Level 3). Level 3 indicates the highest level of proficiency.
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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

Overall group score indicates 90.5% of all students met the institutional benchmark of Level 2 or above.

All relevant subcategories were well above the benchmark for level 2 proficiency.

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

The overall group scores of 90.5 % of students reaching or exceeding Level 2 proficiency is well above the institutional benchmark of 75%.

Most group subscores also reached above the Level 2 benchmark.

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.

Group subscores of Pharmacological and Parenteral Therapies - Medication Administration and Psychosocial Integrity - Chemical Dependencies and Behavioral Interventions fell below the Level 2 proficiency score.

Additionally, 4 students scored below Level 2 proficiency. These low scores correlate to lower course grades. It would be useful to look at strategies to help lower achieving students become more proficient in this subject matter.

Outcome 6: Determine the care of individuals during psychiatric emergencies using the nursing process.

- Assessment Plan
  - Assessment Tool: Mental Health Nursing ATI Standardized Test
  - Assessment Date: Spring/Summer 2013
  - Course section(s)/other population: all sections
  - Number students to be assessed: ~ 48/semester
  - How the assessment will be scored: Assessment Technologies Institute provides standardized test results
  - Standard of success to be used for this assessment: 75 percent of students will score at or above Proficiency Level 2 on 1st attempt



- Who will score and analyze the data: Course Coordinator

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)
2012		

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

# of students enrolled	# of students assessed
43	42

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.

1 student did not complete the activity with cohort.

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.

Completion of the ATI standardized test is expected of all students following completion of the course.

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

Standardized test on subject matter that measures proficiency levels (below Level 1, Level 1, Level 2 and Level 3). Level 3 indicates the highest level of proficiency.

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  
 Overall group score indicates 90.5% of all students met the institutional benchmark of Level 2 or above.  
 All relevant subcategories are well above the benchmark for Level 2 proficiency.

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

Overall group scores of 90.5 % of students reaching or exceeding Level 2 proficiency is well above the institutional benchmark of 75%.  
 Most group subscores also reached above the Level 2 benchmark.

- 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.

Group subscores of Pharmacological and Parenteral Therapies - Medication Administration and Psychosocial Integrity - Chemical Dependencies and Behavioral Interventions fell below the Level 2 proficiency score.

Additionally, 4 students scored below Level 2 proficiency. These low scores correlate to lower course grades. It would be useful to look at strategies to help lower achieving students become more proficient in this subject matter.

## 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?

Based upon the ATI standardized test results, this course is meeting the needs of students to gain proficiency in this subject. The percentage of students achieving a Level 2 proficiency is well above the recommended benchmark of 75%.

The class format went from face-to-face (last assessment) to a mixed mode/blended format. Although the previous course assessment demonstrated that the institutional benchmark was achieved, there are currently higher numbers of students reaching a proficiency level of 3 (highest level) and slightly more students unable to reach Level 2 proficiency with this current course assessment.

It is unclear if the change to mixed mode impacts these results.

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

This information will be discussed in a faculty meeting.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

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

### III. Attached Files

[ATI Assessment Tool](#)

**Faculty/Preparer:** Lorraine Chiappetta

**Date:** 9/3/13

**Department Chair:** Vickie Salter

**Date:** 9/5/13

**Dean:** Martha Showalter

**Date:** 9/24/13

**Assessment Committee Chair:** Michelle Garey

**Date:** 10/17/13

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: **NUR 255**  
 Course Title: **Mental Health Nursing Theory**  
 Division/Department Codes: **HAT/NHSD**

2. Semester assessment was conducted (check one):

- Fall 20\_\_  
 Winter 20\_\_  
 **Spring/Summer 2010**

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):

4. Have these tools been used before?

- Yes  
 **No - New since fall 2006**

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

5. Indicate the number of students assessed/total number of students enrolled in the course.  
**Since the last MSF revision – 6 semesters used for assessment (F07, W08, F08, W09, F09, W2010)**  
**ENROLLMENT – Total: 249**  
**ASSESSED – Total: 249**

6. Describe how students were selected for the assessment.  
**All APNURS students that passed the course (passing grade of a C – or higher) in NUR 255**

**II. Results**

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

**N/A – this is the first course assessment since MSF was revised in 2007**

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

1. **Identify the principles of nursing care for individuals with disturbed patterns of coping by applying knowledge from previous courses.**
2. **Determine the care of individuals with disturbed patterns of coping by applying the nursing process.**
3. **Identify specialized mental health therapies to facilitate adaptation to optimal health.**

2. 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. – See attached summary*

**The report received from the Assessment Technologies Institute (ATI) provides data for each group and individual scores to determine the percentage of students who met the course benchmark. The results are broken down further by subscales. Fall 2007, the course benchmark was achievement of a score in the 60<sup>th</sup> percentile rank - national. The ATI changed how they reported scores in W 08. Therefore, the course benchmark became achievement of Level 2 proficiency, based upon a cut level percentage**

**COURSE ASSESSMENT REPORT**

3. 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.*

**Outcomes: 1-3**

**The recommended course benchmarks were met for all semesters assessed and significantly exceeded the indicated standard of success (75 % of students will meet course benchmark) for all classes assessed.**

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

**Strengths: Overall high numbers of students achieving proficiency in the subject matter**

**Weaknesses: Specific areas that students consistently score poorly are: Use of restraints, adverse reactions to antipsychotic medication, stress management techniques, cultural awareness**

**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.

**Continue to clarify this information within the course**

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: Per the recommendation of the ATI, based upon expert studies, Proficiency Level 2 will remain the measure of achievement.**

b.  **Objectives/Evaluation on the Master Syllabus**  
Change/rationale:

c.  **Course pre-requisites on the Master Syllabus**  
Change/rationale:

d.  **1<sup>st</sup> Day Handouts**  
Change/rationale:

e.  **Course assignments**

**Change/rationale: The "case study" written assignment will be modified. Students are given an opportunity to evaluate course assignments informally. In response to students' comments that stated that the level of assignments was excessive, this assignment will be modified and incorporated into a cooperative learning exercise in class. Test questions are better assessment criteria for measurement of outcomes**

f.  **Course materials (check all that apply)**

**Textbook**

**Handouts**

**Other: Unit objective will be modified slightly to highlight information that students consistently seem to struggle with (see weaknesses)**

g.  **Instructional methods**  
Change/rationale:

h.  **Individual lessons & activities**  
Change/rationale:

3. What is the timeline for implementing these actions? **Fall 2010**

**Please return completed form to the Office of Curriculum & Assessment, SC 247.**

COURSE ASSESSMENT REPORT

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 assessment appears to be very useful in measuring outcomes.**
- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
- 3. Which outcomes from the master syllabus have been addressed in this report?

All X Selected \_\_\_\_\_

If "All", provide the report date for the next full review: \_\_\_\_\_

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

Submitted by:

Print: Lorraine Chiappetta Faculty/Preparer Signature: Lorraine Chiappetta Date: 5/10/10

Print: GLORIA VELARDE Department Chair Signature: Gloria Velarde Date: 5/24/2010

Print: Gnarville Lee Dean/Administrator Signature: G. Lee Date: 5/20/2010