

ANNUAL SLOA SUMMARY

Academic Year: 2016-2017

Division: Nursing—Karen Hammond

1. Please describe the progress made on master syllabi. (What is the percentage of master syllabi on file with the Academic Affairs Office for the courses in your division? What is the percentage of master syllabi that include outcomes and assessment procedures? Do all faculty, full and part-time, use the master syllabus to develop course guides?)
 - All of our master Syllabi has been sent to Academic Affairs
 - They all include the course outcomes and assessment procedures.
 - Yes

2. Please describe the progress made on creating Course Outcome Guides. (What is the percentage of courses with COGs in your division? What courses need to have COGs developed? What are the obstacles to completing these COGs? What is your plan/timeline for completing this work?)
 - Every course has a COG
 - Usually time—but at this time they are all current. Pharmacology and NUR 111 will be completed as soon as the courses end this summer.

3. Please describe how course outcomes are being assessed. (What assessment instruments are being used? What's the data showing? How is data being used to improve teaching and learning? Where/how is the data stored?)
 - Instruments Used:
 - Quizzes
 - Completing projects/papers
 - Exams
 - ATI quizzes/content mastery exams
 - Case studies
 - Clinical evaluation
 - Skills validation

 - What is data showing?
 - About 4-8 students in each course typically need to remediate.

 - Data for the ATI exam is stored for each course in the ATI data base (RN and PN) which is accessible on-line for each class.

 - For all 3 programs—Data is stored in Moodle

 - For CNA passing the NNAAP exam

- For PN---Passing NCLEX-PN
- For RN---Passing NCLEX-RN
- **How is the data being used to improve teaching and learning?**
 - Teaching and learning for each course is assessed through the ATI exam (PN and RN) which is a nationally normed exam (Content Mastery Exam), specific to each course. Students must get a Level II on this exam. If they do not, they are referred to the ATI retention/remediation experts for appropriate remediation and then re-take the exam.
 - Faculty are given a class (course) summary and specific topic scores are looked at. If the scores are lower than the national average, faculty will readjust their teaching material to address that topic in a more comprehensive manner.
 - Faculty are also given a copy of the group performance profile for the PN and RN comprehensive predictor. This is an exam that is taken at the end which allows both students and faculty to see how the graduating students compare both regionally and nationally.
 - Faculty also receive NCLEX program reports two times/year. This report gives the faculty specific information on the graduates 'performance on the NCLEX examination. These reports describe how our graduates performed on several content dimensions compare against other programs both regionally and nationally.
 - Faculty assess the data individually for their particular course and make changes appropriately. Some examples are: more nutrition emphasis, more safety emphasis and increasing the rigor in the pharm course.
 - Faculty also meet once a year in May to look at our programs as a whole to determine if we are covering every subject enough, eliminate redundancy etc.

4. Please describe the progress made on creating Program Outcome Guides. (What is the percentage of programs with POGs in your division? What programs need to have POGs developed? What are the obstacles to completing these POGs? What is your plan/timeline for completing this work?).

- All 3 programs have POGs developed and completed.

5. Please describe how program outcomes are being assessed. (Have course matrices been developed for all programs? What assessment instruments are being used? What's the data showing? How is data being used to improve teaching and learning? Where/how is the data stored?)
- Course matrices have been developed and are given to each student via the student handbook.
 - Comprehensive predictor exam---Students must get 90% chance of passing NCLEX on this exam (will be increasing to 92% fall 2017). If not, they are sent to the ATI remediation specialist where the weak areas are reviewed and remediation materials are given. When they feel they are ready, they re-take the exam.
 - For the fall 2016 RN class –4 students fell below 90% on the comprehensive predictor. All were successful in reaching 90% on the second try.
 - 33 out of the 35 fall graduates have successfully taken and passed the NCLEX-RN students
 - Out of the 12 students who graduated from the PN program in May 2016, all have passed NCLEX-PN
 - For the May 2017 RN class, 8 students fell below 90% on the ATI Comprehensive predictor exam. All students were successful at obtaining 90% on their second attempt.
 - 39 of the 443 RN students have taken the NCLEX---only one failure.
 - For the May 2017 PN class, tow students fell below 90% on ATI and were successfully remediated.
 - All PN students have successfully passed the NCLEX.
 - Final program assessment for the RN and PN programs is the NCLEX exam data:
 - July 1, 2016-June 30, 2017= 95.94% pass rates---RN
 - July 1, 2016-June 30, 2017= 100%---PN
 - For CNA--Spring 2017—24 students--100% pass rate for the fall class 27 students and 98% pass rate for the spring class.
 - Data for all three programs is available on-line through the Maryland Board of Nursing (MBON) Website
 - For CNA—review of the unsuccessful student's profile is performed to see what areas the student was not successful in and curriculum changes will be considered for modification and improvement

- Review of the NNAAP exam and areas that students were not successful in will be compared with content in the course. Enhancements of content will be made as needed.
 - For RN and PN--- review of the latest NCLEX test plan blue print. The NCLEX exam is organized according to the framework “Meeting Client Needs.” There are four major categories of client needs and six subcategories.
 - The faculty review percentages of questions that fall under these categories and make course content changes as needed.
 - Because the RN NCLEX scores are just at 90%, faculty will be encouraged to add more select all that apply and priority questions to their exams. These are the types of questions that students see on the NCLEX. In addition, we are increasing the pass rate on the ATI Comprehensive Predictor Exam to 92 % (chance of passing the NCLEX in the fall).
6. Please describe the progress made on General Education Outcomes Assessment. (Do all the general education courses in your division have common outcomes listed by discipline area on the syllabus? What courses need to have common outcomes developed? What are the obstacles to completing these common outcomes? What is your plan/timeline for completing this work? Do all the general education courses in your division have a common assessment procedure? What courses need to have a common assessment procedures developed? What are the obstacles to completing these common assessment procedures? What is your plan/timeline for completing this work?)
- We do not have general education courses in our division
7. Please describe how general education course outcomes are being assessed. (What assessment instruments are being used? What’s the data showing? How is data being used to improve teaching and learning? Where/how is the data stored?)
- Not applicable

Signature_____