Discipline	Course Number	Title
Nursing	134	NUR 134 07/06/2021- Nursing: LPN to RN Transition Course
College	Division	Department
	Health Sciences	Nursing
Faculty Preparer		Theresa Bucy
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Use critical thinking in applying the nursing process within the scope of practice of the registered nurse to provide safe, quality care.

- Assessment Plan

    o Assessment Tool: Clinical Activities and Insights Portfolio

    o Assessment Date: Spring/Summer 2018

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed rubric

- o Standard of success to be used for this assessment: 70% of the students will score 78% or higher

- 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)
2020, 2019		

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

# of students enrolled	# of students assessed
46	22

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.

The total number enrolled for all semesters assessed was 23. One student from the Fall 2020 cohort dropped the course, leaving a total N of 22.

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.

Students in Fall 2019 experienced face-to-face learning. Students in Fall 2020 experienced distance learning. Since the assessment tool is a written reflection, the mode of the course did not affect the ability to assess the outcome.

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

The term 'Clinical Activities and Insights' caused some students to believe they had to be in clinical to do the assignment. As a result, the faculty abandoned the portfolio in favor of a discussion board.

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: No

Since the tool was not deployed as hoped, there is no data to share with regard to this outcome.

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

> Generally, the students showed strength in basic nursing care and priorities. Overall, communication and documentation are strengths of these students. Assessment of patient condition and patient response to therapies are areas of strength for these students.

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.

> Clarification of the RN role vs the LPN role is a continuing need. During simulations and on test questions, students sometimes gravitate to the familiar LPN role. Delegation, prioritization and assignment questions and simulations will help the students differentiate between the roles.

Outcome 1: Use critical thinking in applying the nursing process within the scope of practice of the registered nurse to provide safe, quality care.

- Assessment Plan
    - o Assessment Tool: Simulation
    - o Assessment Date: Spring/Summer 2018
    - o Course section(s)/other population: All
    - o Number students to be assessed: All
    - o How the assessment will be scored: Departmentally-developed rubric
    - o Standard of success to be used for this assessment: 70% of the students will score 78% or higher
    - 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)
2020, 2019		

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

# of students enrolled	# of students assessed
46	23

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.

The total number enrolled for all semesters assessed was 23. One student from the Fall 2020 cohort dropped the course, leaving a total N of 22.

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.

In 2019, students were face-to-face in lab where simulations were held weekly. In 2020, students were guided in more of a video case study approach to simulation. Both years, the same simulated patients were used. In 2020, hands-on skills were not able to be used during the simulations, due to Covid restrictions and social distancing. In addition, virtual simulation assignments were used in both years.

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

A checklist of patient priorities was used to determine student management of patient situations. Students took turns in the various roles of the simulation, as well as observers. In debriefing, student participation was noted in order to give all students credit for the activity. In the case of the virtual simulations, all students performed the individual virtual simulations before participating in the group activity.

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

The standard of success was met. 86.36% of students achieved 78% or greater.

Of the 22 assessed, three students scored less than 78% and 19 scored greater than 78%.

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

Generally, the students showed strength in basic nursing care and priorities. Overall, communication and documentation are strengths of these students. Assessment of patient condition and patient response to therapies are areas of strength for these students.

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.

> Clarification of the RN role vs the LPN role is a continuing need. During simulations and on test questions, students sometimes gravitate to the familiar LPN role. Delegation, prioritization and assignment questions and simulations will help the students differentiate between the roles.

Outcome 1: Use critical thinking in applying the nursing process within the scope of practice of the registered nurse to provide safe, quality care.

- Assessment Plan

    o Assessment Tool: Course exams

    o Assessment Date: Spring/Summer 2018

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer key

    o Standard of success to be used for this assessment: 70% of the students will score 78% or higher

    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)
2020, 2019		

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

# of students enrolled	# of students assessed
46	22

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.

> The total number enrolled for all semesters assessed was 23. One student from the Fall 2020 cohort dropped the course, leaving a total N of 22.

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.

> In 2019, students met on campus in a computer lab and took the course exams. In 2020, Examity was used to assure secure testing. Students tested from remote locations on their schedule within a defined testing window.

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

> The exams are multiple-choice, multiple-answer, matching, ordering, and dosage calculation. Blackboard scored the exams initially. Faculty performed item analysis and content validity review. After all irregularities were settled, the scores were awarded.

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
>
> In 2019, 34 questions were tied to this outcome. In 2020, 32 questions were tied to this outcome. In 2019, 91.7% was the average score on the items. In 2020, 80.9% was the average score on the items. A deeper dive into numbers of questions with performance at less than 78% is not available for 2019. In 2020, students scored less than 78% on 14 of the 32 questions.

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

> Generally, the students showed strength in basic nursing care and priorities. Overall, communication and documentation are strengths of these students. Assessment of patient condition and patient response to therapies are areas of strength for these students.

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.

> Clarification of the RN role vs the LPN role is a continuing need. During simulations and on test questions, students sometimes gravitate to the familiar LPN role. Delegation, prioritization and assignment questions and simulations will help the students differentiate between the roles.

Outcome 2: Demonstrate effective communication using technology, written documentation, and verbal expression in the healthcare setting.

- Assessment Plan

    o Assessment Tool: Clinical Insights and Activities Portfolio

    o Assessment Date: Spring/Summer 2018

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 70% of the students will score 78% or higher

    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)
2020, 2019		

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

# of students enrolled	# of students assessed
46	22

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.

The total number enrolled for all semesters assessed was 23. One student from the Fall 2020 cohort dropped the course, leaving a total N of 22.

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.

Students in Fall 2019 experienced face-to-face learning. Students in Fall 2020 experienced distance learning. Since the assessment tool is a written reflection, the mode of the course did not affect the ability to assess the outcome.

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

> The term 'Clinical Activities and Insights' caused some students to believe they had to be in clinical to do the assignment. As a result, the faculty abandoned the portfolio in favor of a discussion board.

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: No
>
> Since the tool was not deployed as hoped, there is no data to share with regard to this outcome.

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

> As evidenced by the students' adept use of Blackboard, EHR Tutor, VSim and Powerpoint, the students are strong in their use of technology. Their written communication skills are also strong as evidenced by their work on the discussion board questions.

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.

> An area for improvement with these students would be in the use of the APA format in writing discussion board posts. Citing within the post and referencing after the post are areas in need of practice and improvement.

Outcome 2: Demonstrate effective communication using technology, written documentation, and verbal expression in the healthcare setting.

- Assessment Plan
    - Assessment Tool: Simulation
    - Assessment Date: Spring/Summer 2018
    - Course section(s)/other population: All
    - Number students to be assessed: All
    - How the assessment will be scored: Departmentally-developed rubric
    - Standard of success to be used for this assessment: 70% of the students will score 78% or higher
    - 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)
2020, 2019		

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

# of students enrolled	# of students assessed
46	22

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.

The total number enrolled for all semesters assessed was 23. One student from the Fall 2020 cohort dropped the course, leaving a total N of 22.

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.

In 2019, students were face-to-face in lab where simulations were held weekly. In 2020, students were guided in more of a video case study approach to simulation. Both years, the same simulated patients were used. In 2020, hands-on skills were not able to be used during the simulations, due to Covid restrictions and social distancing. In addition, virtual simulation assignments were used in both years.

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

A checklist of patient priorities was used to determine student management of patient situations. Students took turns in the various roles of the simulation, as well as observers. In debriefing, student participation was noted in order to give all students credit for the activity. In the case of the virtual simulations, all students performed the individual virtual simulations before participating in the group activity.

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

> The standard of success was met. 95.45% of students achieved 78% or greater.
>
> Of the 22 assessed, one student scored less than 78% and 21 scored greater than 78%.

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

> As evidenced by the students' adept use of Blackboard, EHR Tutor, VSim and Powerpoint, the students are strong in their use of technology. Their written communication skills are also strong as evidenced by their work on the discussion board questions.

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.

> An area for improvement with these students would be in the use of the APA format in writing discussion board posts. Citing within the post and referencing after the post are areas in need of practice and improvement.

Outcome 3: Demonstrate professional nursing care that incorporates sensitivity to culturally and spiritually diverse adult clients.

- Assessment Plan
    - Assessment Tool: Clinical Activities and Insights Portfolio
    - Assessment Date: Spring/Summer 2018
    - Course section(s)/other population: All
    - Number students to be assessed: All
    - How the assessment will be scored: Departmentally-developed rubric
    - Standard of success to be used for this assessment: 70% of the students will score 78% or higher
    - 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)
2020, 2019		

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

# of students enrolled	# of students assessed
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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.

The total number enrolled for all semesters assessed was 23. One student from the Fall 2020 cohort dropped the course, leaving a total N of 22.

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.

Students in Fall 2019 experienced face-to-face learning. Students in Fall 2020 experienced distance learning. Since the assessment tool is a written reflection, the mode of the course did not affect the ability to assess the outcome.

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

The term 'Clinical Activities and Insights' caused some students to believe they had to be in clinical to do the assignment. As a result, the faculty abandoned the portfolio in favor of a discussion board.

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: No

Since the tool was not deployed as hoped, there is no data to share with regard to this outcome.

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

The group of students is a diverse mix of ages, genders, races and religions. The patients chosen for simulation are a diverse mix. In general, the students are professional in their discussion of sensitive topics and in the handling of patient care matters in simulation. They are also respectful of each other and of the faculty.

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.

Continuous improvement in this area includes plans for diversifying the patient population in simulation. Including opioid addicted birthing moms, transgender health, disrespectful patients/families in simulations will provide the chance for discussing scenarios the students are likely to encounter in clinical as a student and in practice as a RN.

Outcome 3: Demonstrate professional nursing care that incorporates sensitivity to culturally and spiritually diverse adult clients.

- Assessment Plan

    o Assessment Tool: Simulation

    o Assessment Date: Spring/Summer 2018

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 70% of the students will score 78% or higher

    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)
2020, 2019		

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

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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.

In 2019, students were face-to-face in lab where simulations were held weekly. In 2020, students were guided in more of a video case study approach to simulation. Both years, the same simulated patients were used. In 2020, hands-on skills were not able to be used during the simulations, due to Covid restrictions and social distancing. In addition, virtual simulation assignments were used in both years.

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

A checklist of patient priorities was used to determine student management of patient situations. Students took turns in the various roles of the simulation, as well as observers. In debriefing, student participation was noted in order to give all students credit for the activity. In the case of the virtual simulations, all students performed the individual virtual simulations before participating in the group activity.

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

The standard of success was met. 95.45% of students achieved 78% or greater.

Of the 22 assessed, one student scored less than 78% and 21 scored greater than 78%.

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

The group of students is a diverse mix of ages, genders, races and religions. The patients chosen for simulation are a diverse mix. In general, the students are professional in their discussion of sensitive topics and in the handling of patient care matters in simulation. They are also respectful of each other and of the faculty.

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.

Continuous improvement in this area includes plans for diversifying the patient population in simulation. Including opioid addicted birthing moms, transgender health, disrespectful patients/families in simulations will provide the chance for discussing scenarios the students are likely to encounter in clinical as a student and in practice as a RN.

Outcome 4: Exhibit empathetic, compassionate, caring interactions and behaviors in the healthcare setting.

- Assessment Plan

    o Assessment Tool: Clinical Activities and Insights Portfolio

    o Assessment Date: Spring/Summer 2018

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 70% of the students will score 78% or higher

    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)
2020, 2019		

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

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

> The term 'Clinical Activities and Insights' caused some students to believe they had to be in clinical to do the assignment. As a result, the faculty abandoned the portfolio in favor of a discussion board.

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: <u>No</u>
>
> Since the tool was not deployed as hoped, there is no data to share with regard to this outcome.

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

> Although these students do not go to clinical in this course, they do have simulation and discussions wherein they can demonstrate empathy, compassion, and caring. These words are among the traits listed on our simulation checklists as the students work through their scenarios.

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.

> Continuous improvement in this area will include plans to create simulation scenarios that challenge the students' willingness to exhibit the qualities in the face of obviously offensive patients and/or families. For example, the nurse who is on duty when the officer who just killed a man in the street is brought into the ER for a gunshot wound sustained in the encounter; the nurse who is on duty when the drunk driver who was driving six teenagers home when she crashed into a tree and is the sole survivor; the white supremist who caught his own shirt on fire while burning a cross on the black family's lawn; the young mom who brings an inconsolable baby into the ER... turns out the baby has a broken skull and the mom is suspected of abuse... All these situations call for professional care while the inside emotions often are in conflict ... creating discussions and simulations will allow the students to practice this before they encounter it in practice.

Outcome 4: Exhibit empathetic, compassionate, caring interactions and behaviors in the healthcare setting.

- Assessment Plan

    o Assessment Tool: Simulation

    o Assessment Date: Spring/Summer 2018

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 70% of the students will score 78% or higher

    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)
2020, 2019		

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

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

A checklist of patient priorities was used to determine student management of patient situations. Students took turns in the various roles of the simulation, as well as observers. In debriefing, student participation was noted in order to give all students credit for the activity. In the case of the virtual simulations, all students performed the individual virtual simulations before participating in the group activity.

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: <u>Yes</u>
The standard of success was met. 86.36% of students achieved 78% or greater. Of the 22 assessed, three students scored less than 78% and 19 scored greater than 78%.

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

Although these students do not go to clinical in this course, they do have simulation and discussions wherein they can demonstrate empathy, compassion, and caring. These words are among the traits listed on our simulation checklists as the students work through their scenarios.

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.

Continuous improvement in this area will include plans to create simulation scenarios that challenge the students' willingness to exhibit the qualities in the face of obviously offensive patients and/or families. For example, the nurse who is on duty when the officer who just killed a man in the street is brought into the ER for a gunshot wound sustained in the encounter; the nurse who is on duty when the drunk driver who was driving six teenagers home when she crashed into a tree and is the sole survivor; the white supremist who caught his own shirt on fire while burning a cross on the black family's lawn; the young mom who brings an inconsolable baby into the ER... turns out the baby has a broken skull and the mom is suspected of abuse... All these situations call for professional care while the inside emotions often are in conflict ... creating discussions and simulations will allow the students to practice this before they encounter it in practice.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

There is not a previous assessment.

2. 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?

In general, yes; the course is meeting the basic needs of preparing the LPN students to mainstream with the traditional students in the third nursing course. Opportunities do exist with this group of practicing LPNs to have more in-depth discussions of real patient care. When we put the course together, we were focused on preparing the LPNs for participation in the WCC nursing program to ultimately meet their goal of RN. We've learned, though, these students are adult learners with rich work experiences upon which we can build a more meaningful foundation. This is especially possible in gathering their work experiences to use toward building empathy exercises and collaboration exercises. Continuously reminding the LPNs of the RN role throughout all their stories/experiences is important to their success on the NCLEX-RN. We have to respect where they're coming from while encouraging them to strive for the next rung.

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

This report and information will be shared with the faculty at the department meeting on November 11, 2021.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Instead of a Clinical Insights Portfolio, we will change it to a Discussion Board.	The Clinical Insights Portfolio is a name that threw off the students and the faculty. By calling it a discussion board and writing the rubric and instructions in terms of clinical insights, we'll accomplish the goal but not confuse	2022

		people with the name.		
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	The following areas need reinforcement or updated/additional course material: diversification of the patient population in the simulation, additional simulation scenarios that challenge students to exhibit professional care even when emotions are in conflict, APA format, clarification of the RN role vs LPN role.	The current assessment demonstrated that students need more course material in these areas.	2022	

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

I launched a syllabus revision before submitting this evaluation. The syllabus revision reflects the change mentioned in this report. Thank you.

III. Attached Files

2019 NUR 134 BB data
2020 NUR 134 BB Data

Faculty/Preparer: Theresa Bucy   **Date:** 07/06/2021
Department Chair: Theresa Bucy   **Date:** 07/06/2021
Dean: Valerie Greaves **Date:** 07/08/2021
Assessment Committee Chair: Shawn Deron   **Date:** 10/26/2021