

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Nursing MS

As of: 11/01/2016 02:36 PM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

The mission of the ICMSN is to enhance the health and well-being of people in Louisiana and beyond through the education and preparation of nurse practitioners and administrators. The mission of the Department of Nursing is to prepare leaders in professional nursing who are responsive to the health needs of diverse cultures through the delivery of evidence-based practice, safe and high-quality care, and meaningful use of informatics and patient care technology. This mission is actualized through faculty commitment to quality education, research, scholarship, and service. In support of this mission, the faculty is dedicated to fostering values of altruism, autonomy, human dignity, integrity and social justice (AACN, 2008).

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 3: Acquisition of knowledge

Throughout the curriculum students acquire the advanced knowledge and skills necessary for practice in the role of the Advanced Practice Registered Nurse.

Related Measures

M 3: Knowledge acquisition: Standardized FNP Practice Examination

All students in the final FNP clinical course will take a standardized, practice FNP examination prior to graduation

Source of Evidence: Standardized test of subject matter knowledge

Target:

At least 75% of students in the final FNP clinical course will attain a satisfactory score on the standardized, practice FNP examination taken prior to graduation

Finding (2015-2016) - Target: Met

Fall 2015 - 83% of students in the final FNP clinical course attained a satisfactory score on the standardized, practice FNP examination prior to graduation. **Spring 2016** - 90% of students in the final FNP clinical course attained a satisfactory score on the standardized, practice FNP examination prior to graduation. However, 100% of students passed the National Certification Exam after graduation.

Related Action Plans (by Established cycle, then alpha):

Constructing Evaluation Material

Plan to increase benchmark for achievement of this learning outcome to 85% of students in NURS 584 will attain a score of 69 or higher on the standardized practice FNP examination.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Knowledge acquisition: Standardized FNP Practice Examination | **Outcome/Objective:** Acquisition of knowledge

Projected Completion Date: 05/2015

Action Plan for Standardized Practice FNP exam

The instructor in NURS 584 will reinforce to the students the importance of studying for the practice examination even though they will not receive a grade. The FNP Coordinator will communicate with the students and explain the importance of using the test as a serious assessment of how they could potentially perform on the FNP certification examination, and assessment of where they currently stand with knowledge of the content.

Established in Cycle: 2014-2015

Implementation Status: In-Progress

Priority: Low

Relationships (Measure | Outcome/Objective):

Measure: Knowledge acquisition: Standardized FNP Practice Examination | **Outcome/Objective:** Acquisition of knowledge

Implementation Description: Graduate coordinator will communicate with the instructor for N584. The FNP Coordinator will communicate with the students and explain the importance of using the test as a serious assessment of how they could potentially perform on the FNP certification examination, and assessment of where they currently stand with knowledge of the content.

Projected Completion Date: 05/2016

Responsible Person/Group: Graduate Coordinator and FNP Coordinator

Additional Resources: none

Standardized Examination Action Plan

The Barkley Examination was used for the first time in Spring 2015. All students subsequently passed the national FNP certification examination upon graduation. As this is the first time the assessment examination from this company was utilized we will continue to monitor scores over the next academic year.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Knowledge acquisition: Standardized FNP Practice Examination | **Outcome/Objective:** Acquisition of knowledge

Implementation Description: Monitoring of assessment examination scores.

Projected Completion Date: 05/2016

Responsible Person/Group: Dr. Helen Hurst, Dr. Denise Linton

Additional Resources: NONE

SLO 4: Core Nurse Practitioner Knowledge

Core nurse practitioner knowledge involves mastery of content in the areas of the "3P's" (pathophysiology, pharmacology, physical assessment) prior to graduation. This content is taught and assessed prior to students entering the major clinical nurse practitioner courses so that they can receive focused remediation on identified areas that need improvement.

Related Measures**M 5: 3P's Examination: Core NP knowledge**

All students will take the Barkley 3P's Assessment examination at the beginning of the first clinical NP course. The purpose of this test is to assess the students' strengths and weaknesses in the areas of advanced pathophysiology, advanced pharmacology and advanced physical assessment (the 3 P's) upon entering the first clinical nurse practitioner course.

Source of Evidence: Standardized test of subject matter knowledge

Target:

80% of students will score at or above a 60 (good performance) on the standardized Barkley 3P's assessment examination.

Finding (2015-2016) - Target: Met

Fall 2015 - 88% of students scored above a 60 (good performance) on the standardized Barkley 3P's assessment examination. **Spring 2016** - 90% of students scored above a 60 (good performance) on the standardized Barkley 3P's assessment examination.

SLO 5: Translation of Knowledge to Inform Clinical Practice

Education in nurse practitioner programs must be in alignment with the NONPF NP Core and Focused Competencies. These competencies set the minimum entry level requirements for graduates of NP programs. One key core competency is the translation of research and other forms of knowledge to inform clinical practice.

Related Measures**M 6: Practice Change Proposal**

In NURS 595 Focused Scholarly Project all students complete a two part practice change project. The purpose of this project is to identify and examine a current issue or practice (clinical, administrative, or educational) and propose a change in practice based on the current evidence.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

90% of the students in NURS 595 will make a grade of at least a 92.5 on the Practice Change Proposal Phase I.

Finding (2015-2016) - Target: Not Met

Fall 2015 - 9/13 (69%) of students earned a grade of at least 92.5 on the Practice Change Proposal Phase I. **Spring 2016** - 22/32 (69%) of students earned a grade of at least 92.5 on the Practice Change Proposal Phase I.

Related Action Plans (by Established cycle, then alpha):**Reinforced content in 595**

The faculty in NURS 595 will examine all rubrics for the course and identify areas in which the students need further education. Following this analysis, and discussion with the Graduate Coordinator, learning activities will be introduced into the course that reinforce this content.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Practice Change Proposal | **Outcome/Objective:**
Translation of Knowledge to Inform Clinical Practice

Projected Completion Date: 11/2016

Responsible Person/Group: 595 Faculty and Graduate Coordinator

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

All items are discussed in faculty meetings of the ICMSN Program Evaluation and ICMSN Curriculum committee meetings. Items are also shared at UL Lafayette FNP and Graduate Faculty meetings.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

Standardized Examination Action Plan

The Barkley Examination was used for the first time in Spring 2015. All students subsequently passed the national FNP certification examination

Description: upon graduation. As this is the first time the assessment examination from this company was utilized we will continue to monitor scores over the next academic year. (Final) [Preview Formatting]

As this examination is administered to all students in the ICMSN, we are able to obtain data regarding areas of deficient content. We chose to move to this vendor due to the availability of an additional 3P's (pathophysiology, pharmacology, physical assessment) examination. Both of these measures are allowing us to identify areas of weakness in student mastery of content and adjust learning activities, evaluations and pedagogies to assist with learning acquisition. These scores are monitored each semester by the ICMSN Program Evaluation and ICMSN Curriculum Committees.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

In the current assessment cycle the Unit was able to do initial analysis on results of the Barkley Assessment examinations and provide focused content in the specific courses for identified deficiencies. For example, in the Barkley 3 Ps examination scores consistently indicated the students lack of mastery knowledge in the area of antibiotics. This data was relayed to faculty teaching pharmacology and the clinical courses to allow greater focus during the delivery of content.