

2016-2017 Assessment Cycle CONAP_Nursing BS

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."

The mission of the CONAHP is to educate health professionals who promote behaviors and practices to achieve optimal health, deliver safe, quality care, and assume leadership roles in their respective disciplines. The College aims to promote innovation in clinical practice, programs and technology through undergraduate and graduate teaching excellence, research and service.

Department / Program Mission

Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".

Faculty in the Department of Nursing seek to promote, expand and validate scientific knowledge and evidence-based practice to advance health. The department provides an atmosphere of scholarly inquiry, an appreciation of professional values, inter-professional collaboration and active community service.

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Students will demonstrate professional competency as evidenced by a passing score on the NCLEX-RN.	
Legends	SLO - Student Learning Outcome/Objective (academic units);	
Standards/Outcomes		
	Identifier	Description

	AACN-CCNE-2013.4.C	Licensure and certification pass rates demonstrate program effectiveness	
	AACN-CCNE-2013.4.C.E	Elaboration: The pre-licensure program demonstrates achievement of required program outcomes regarding licensure	
Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Licensure Exam	95% of graduates will demonstrate professional competency as evidenced by a passing score on the NCLEX-RN. Upon completion of our program pre-licensure students will pass the NCLEX-RN licensure exam as first-time test takers.	

Goal/Objective	Achievement of successful performance is indicated when at least 75% of students earn a grade of 77 or higher on ALL three parts of the final project in NURS 327 Community Health Nursing with Diverse Populations.		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes	Identifier	Description	
	AACN-CCNE-2013.4.E	Program outcomes demonstrate program effectiveness	
	AACN-CCNE-2013.4.E.E	Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure and certification pass rates (Key Element IV-C), and employment rates (Key Element IV-D); and those related to faculty (Key Element IV-F)	
Assessment Measures	Assessment Measure	Criterion	Attachments
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Goal/Objective	Achievement of successful performance is indicated when the mean group score is greater than
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Goal/Objective	Achievement of successful performance is indicated when at least 50% of students enrolled in NURS 418 achieve at or above a score of 850 on the psychosocial subscale of the HESI exit assessment exam.		
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	Direct - Standardized Test	All graduating seniors enrolled in Nursing 418 complete the HESI exit assessment exam. Each student is individually assessed, and both individual and aggregate data. Students will demonstrate adequate core knowledge in the area of psychosocial integrity at the end of the curriculum as evidenced by performance on the Evolve Reach Exit Exam (HESI) psychosocial integrity subscale.	

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Students will demonstrate professional competency as evidenced by a passing score on the NCLEX-RN.

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Assessment List Findings for the Assessment Measure level for Achievement of successful performance is indicated when at least 50% of students enrolled in NURS 418 achieve at or above a score of 850 on the psychosocial subscale of the HESI exit assessment exam.

Goal/Objective	Achievement of successful performance is indicated when at least 50% of students enrolled in NURS 418 achieve at or above a score of 850 on the psychosocial subscale of the HESI exit assessment exam.	
Legends	SLO - Student Learning Outcome/Objective (academic units);	
Standards/Outcomes	Identifier	Description
	AACN-CCNE-2013.4.E	Program outcomes demonstrate program effectiveness
	AACN-CCNE-2013.4.E.E	Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure and certification pass rates (Key Element IV-C), and employment rates (Key Element IV-D); and those related to faculty (Key Element IV-F)

<p>Assessment Measures</p>	<table border="1"> <thead> <tr> <th data-bbox="337 411 558 485">Assessment Measure</th> <th colspan="4" data-bbox="558 411 1531 485">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="337 485 558 678">Direct - Standardized Test</td> <td colspan="4" data-bbox="558 485 1531 678">All graduating seniors enrolled in Nursing 418 complete the HESI exit assessment exam. Each student is individually assessed, and both individual and aggregate data. Students will demonstrate adequate core knowledge in the area of psychosocial integrity at the end of the curriculum as evidenced by performance on the Evolve Reach Exit Exam (HESI) psychosocial integrity subscale.</td> </tr> </tbody> </table>					Assessment Measure	Criterion				Direct - Standardized Test	All graduating seniors enrolled in Nursing 418 complete the HESI exit assessment exam. Each student is individually assessed, and both individual and aggregate data. Students will demonstrate adequate core knowledge in the area of psychosocial integrity at the end of the curriculum as evidenced by performance on the Evolve Reach Exit Exam (HESI) psychosocial integrity subscale.			
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Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

Please select all that apply. If "other", please use the text box to elaborate.

- Distributed via email
- Presented formally at staff / department / committee meetings (selected)
- Discussed informally
- Other (explain in text box below)

2) How frequently were assessment results shared in the unit?

- Frequently (>4 times per cycle)
- Periodically (2-4 times per cycle) (selected)
- Once per cycle
- Results were not shared this cycle

3) With whom were assessment results shared?

- Please select all that apply.*
- Department Head (selected)
 - Dean / Asst. or Assoc. Dean
 - Departmental assessment committee (selected)
 - Other faculty / staff (selected)

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

The Department continues to monitor performance on standardized exams for prelicensure students as well as course performance for RN to BSN students. Results on outcome measures are reported to the Curriculum Committee as well as Semester Coordinators. In Fall 2016, the master teacher for mental health (psychosocial) nursing was changed.

Performance on unit and standardized exams is being carefully monitored.

5) What has the unit learned from the current assessment cycle?

Continued monitoring in all areas, with emphasis on psychosocial content, by the BSN Coordinator as well as the Department Head is ongoing. Strategies for maximizing clinical experiences as well as updates and modifications to didactic content have been implemented as appropriate.

Attachments