

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Nursing BS

As of: 11/01/2016 02:34 PM CENTRAL

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

Mission / Purpose

The mission of the College of Nursing and Allied Health Professions is to prepare graduates who are able to assume leadership roles in the advancement of the practice of nursing, health information management, and dietetics. The faculty aims to prepare graduates who are responsive to the needs of culturally diverse consumers of health care. The College is committed to generating collaborative relationships with professional and technical colleagues and consumers to promote health and prevent disease. The College strives to articulate this mission through the provision of excellent undergraduate education, and through active participation in community service, research, and other scholarly activities

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

SLO 2: Professional Competency

Students will demonstrate professional competency as evidenced by a passing score on the NCLEX.

Relevant Associations:

General Education/Core Curriculum Associations

- 2.2 Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content
- 3.1 Collect, consume, and critique basic and complex concepts in history and social sciences.
- 3.3 Create engaged citizens.
- 5.2 Analyze and critically evaluate numerical and graphical data to draw reasonable and valid conclusions about "real-world" situations.
- 6.1 Search electronic sources for information.
- 6.2 Collect, evaluate and utilize retrieved data to advance arguments.

Related Measures

M 2: NCLEX Overall Performance

Graduates of the prelicensure program will pass the NCLEX-RN licensure exam as first-time test takers.

Source of Evidence: Certification or licensure exam, national or state

Target:

95% of graduates will demonstrate professional competency as evidenced by a passing score on the NCLEX. .

Finding (2015-2016) - Target: Met

Pass rate on NCLEX-RN for 2015 was 97.98%, compared to the state average

of 89.29% and the national average of 84.51%.

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

NCLEX

Continue to conduct intense HESI remediation, along with integration of test taking workshops prior to final semester

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: NCLEX Overall Performance |

Outcome/Objective: Professional Competency

SLO 4: Community Health Nursing for RN to BSN Students

RN to BSN students will demonstrate competency in conducting a community health assessment.

Relevant Associations:

Standard Associations

SACS (sections): 2010

1 educational programs, to include student learning outcomes

General Education/Core Curriculum Associations

- 1.1 Think critically and read with comprehension.
- 1.2 Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
- 2.1 Apply key processes and scientific reasoning to draw reasonable conclusions within the natural sciences.
- 2.2 Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content
- 3.2 Understand the diverse and complex nature of humanity
- 3.3 Create engaged citizens.
- 5.1 Use mathematical methods and models to solve quantitative problems and to communicate solutions effectively.
- 5.2 Analyze and critically evaluate numerical and graphical data to draw reasonable and valid conclusions about "real-world" situations.
- 6.1 Search electronic sources for information.
- 6.2 Collect, evaluate and utilize retrieved data to advance arguments.
- 6.3 Communicate through electronic media.

Related Measures

M 4: RN to BSN Community Health Assessment

All students enrolled in the RN to BSN program must take N327, Community Health Nursing with Diverse Populations and conduct a community health assessment. Individual as well as aggregate data will be compiled related to this student learning outcome.

Source of Evidence: Project, either individual or group

Target:

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.

Finding (2015-2016) - Target: Met

N327 was taught during the D2 2016 term. During this term, 96.8% of the students achieved a grade of 77 or higher on all three parts of the community health assessment project.

SLO 5: Psychosocial Integrity ATI

Students will demonstrate adequate core knowledge in the area of psychosocial integrity at the end of the second semester of their junior year as evidenced by performance on the end-of-course standardized proctored assessment developed by Assessment Technologies Incorporated (ATI).

Relevant Associations:

Standard Associations

SACS (sections): 2010

- 2.7.4 Course work for Degrees
- 3.5.1 College-level competencies
- 3.5.3 Undergraduate program requirements
- 4.1 Student achievement
- 4.2 Program curriculum

General Education/Core Curriculum Associations

- 1.1 Think critically and read with comprehension.
- 1.3 Speak cogently in presenting information.
- 2.1 Apply key processes and scientific reasoning to draw reasonable conclusions within the natural sciences.
- 2.2 Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content
- 3.1 Collect, consume, and critique basic and complex concepts in history and social sciences.
- 3.2 Understand the diverse and complex nature of humanity
- 3.3 Create engaged citizens.

Related Measures

M 6: ATI- Psycho Integ

All junior nursing students enrolled in NURS340 complete the mental health nursing proctored assessment at the end of the semester. Although this outcome/objective relates to aggregate data, student individual performance is also reviewed

Source of Evidence: Curriculum/syllabus analysis of course to program

Target:

Achievement of successful performance is indicated when the mean group score is greater than or equal to 75%, which is consistently higher than the national group mean.

Finding (2015-2016) - Target: Not Met

For that 2015-2016 AY, the mean group score was 69.3%. Although this does not meet the target of 75%, it is above the national group mean of 67.6%.

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

ATI Psychosocial Score

Results of the student scores on ATI were presented to the BSN curriculum committee with clear indications for remediation on targeted topics.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: ATI- Psycho Integ | **Outcome/Objective:**
Psychosocial Integrity ATI

SLO 5: Psychosocial Integrity NCLEX Performance

Graduates of the pre-licensure program will demonstrate performance comparable to similar programs (BSN) throughout the US and Canada in the area of psychosocial integrity.

Relevant Associations:

Standard Associations

SACS (sections): 2010

- 3.4.0 Educational Programs: All Educational Programs
- 3.5.1 College-level competencies
- 3.5.3 Undergraduate program requirements
- 4.1 Student achievement
- 4.2 Program curriculum

General Education/Core Curriculum Associations

- 1.1 Think critically and read with comprehension.
- 1.2 Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
- 1.3 Speak cogently in presenting information.
- 2.1 Apply key processes and scientific reasoning to draw reasonable conclusions within the natural sciences.
- 2.2 Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content
- 3.1 Collect, consume, and critique basic and complex concepts in history and social sciences.
- 3.2 Understand the diverse and complex nature of humanity
- 3.3 Create engaged citizens.

Related Measures

M 5: NCLEX- Psycho Integ

Graduates will performance at a level of at least the 50th percentile in the area of psychosocial integrity on the NCLEX-RN licensure exam as compared to other BSN programs in the US and Canada.

Source of Evidence: Certification or licensure exam, national or state

Target:

Graduates will perform at a level of at least the 50th percentile in the area of psychosocial integrity on the NCLEX-RN exam.

Finding (2015-2016) - Target: Partially Met

Graduates from Spring 2015 performed at the 38th percentile for psychosocial integrity on the NCLEX-RN. For the Fall 2015 graduating class, graduates performed at the 51st percentile in this area.

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

2015-2016 Action Plan

After careful analysis of NCLEX-RN results from Spring 2015, faculty in N340 delivering content related to mental health as well as clinical faculty examined the content that was being covered and revisions were

made to include more psychopharmacology since pharmacology is an area of high concentration on the NCLEX-RN. There was an increase from 38% in Spring 2015 to 51% in Fall 2015

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: NCLEX- Psycho Integ | **Outcome/Objective:**
Psychosocial Integrity NCLEX Performance

SLO 6: Psychosocial Integrity HESI

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.

Relevant Associations:

Standard Associations

SACS (sections): 2010

- 3.4.0 Educational Programs: All Educational Programs
- 3.5.1 College-level competencies
- 3.5.3 Undergraduate program requirements
- 4.1 Student achievement
- 4.2 Program curriculum

General Education/Core Curriculum Associations

- 1.1 Think critically and read with comprehension.
- 1.3 Speak cogently in presenting information.
- 2.1 Apply key processes and scientific reasoning to draw reasonable conclusions within the natural sciences.
- 2.2 Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content
- 3.1 Collect, consume, and critique basic and complex concepts in history and social sciences.
- 3.2 Understand the diverse and complex nature of humanity

Related Measures

M 7: HESI-Psycho Integ

All graduating seniors enrolled in Nursing 418 complete the HESI exit assessment exam. Each student is individually assessed, and both individual and aggregate data are reviewed

Source of Evidence: Professional standards

Target:

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.

Finding (2015-2016) - Target: Not Met

For the Fall 2015 class, 40.7% of the class scored above 850 on the psychosocial scale of the HESI exit exam. For the Spring 2016, 38.9% of the students scored above 850 on the psychosocial scale of the HESI exit exam.

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

HESI Psychosocial

All students in each class scoring below 850 on the psychosocial scale of the HESI exam were required to attend a faculty-led remediation session. Examination of class content, exam items and adequacy of clinical experiences continue to be evaluated on an ongoing basis.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: HESI-Psycho Integ | **Outcome/Objective:**
Psychosocial Integrity HESI

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

Results are shared with undergraduate faculty in several ways. NCLEX-RN results are provided to faculty at the beginning of each semester (for the previous graduating class) during the first faculty meeting. Other results, including HESI and ATI results, are discussed during monthly BSN Curriculum Committee meetings. Results related to the RN to BSN program are shared with course faculty in that program.

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?

There were no action plans for the 2014-2015 cycle. Action plans for the 2015-2016 cycle will be evaluated at the end of this academic year.

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

Two of the four measures were not met during the 2015-2016 cycle. Both of these measures relate to content on psychosocial integrity. A new master teacher for this content has been assigned to this course. Student progress will be monitored in the didactic, as well as the clinical portions of NURS 342, the course in which this content is presented.