

ASSESSMENT PLAN - BSN

Program / Department: **Bachelor of Science in Nursing (BSN) / Nursing**

Department Mission

The Department of Nursing adheres to the mission of the University and the College of Health Sciences, which is to provide access to higher education for residents of the region, and the state and beyond.

The mission of the Department of Nursing is to provide educational experiences that empower learners promote competence in the area of professional nursing, strengthen the capacity for employment in a variety of clinical practice settings within the healthcare community, and develop a sense of civic responsibility.

Through high quality and creative instruction, faculty strives to provide an environment that is conducive to learning, stimulates intellectual inquiry, and encourages personal and professional growth. Faculty creates an environment that fosters scholarship, and a desire for lifelong learning.

The Nursing faculty is sensitive to the unique characteristics of learners as these relate to issues of access, retention and graduation. The faculty strives to prepare graduates who are able to function as compassionate, caring professionals. By providing a high quality program, faculty endeavors to prepare leaders to meet the changing and comprehensive health needs of the community. Both faculty and learners attempt to create and strengthen community linkages in order to develop collaborative research and service projects that will enhance the health status of the community.

Department Effectiveness Outcomes (DEOs)

The Department of Nursing will:

1. Increase* by 12% the number of new students enrolled; effective Fall 2010.
2. Increase* by 2% the number of graduates produced; effective from fall 2010.
3. Increase* by 2% the retention rate of the students enrolled in the professional nursing program.
4. Increase* by 2% the two and half year completion rate of the students admitted into the professional nursing program.
5. Increase* by 2% the number of refereed publications by faculty and staff; effective fall 2009.
6. Increase* by 2% the number of students providing service in the community; effective fall 2010.

***2009 is the baseline data**

Goal	2009 (Baseline Data)	2010	% Change*	2011	% Change*
Number of Students Enrolled**	647	634	-2	623	-4
Number of Graduates Produced	47	46	-2	24	-49
Retention Rate in the Professional Program (%)	93	79	-15	64	-31
Two and Half Year Completion Rate (%)	61	N/A	N/A	N/A	N/A
Number of Refereed Publications	0	1	100	1	100
Number of Students Enrolled in the Service Learning course	61	62	-2	66	8

***This is compared to the 2009 baseline data. **The University enrollment in 2010 (7,354) increased by 1.6% when compared to 2009. However, the University enrollment in 2011 (6,882) decreased by 4.9%. N/A= Data not available yet.**

In 2010, the goals set for enrollment, number of graduates produced, retention rate and students participating in community service were not met, but the goal set for faculty publication was met. The decline in retention rate can be attributed, in part, to the poor economic conditions in the country causing many of our students to drop out of school because of their inability to pay for tuition or meet their family financial obligations.

In 2011, the goals set for enrollment, number of graduates produced and retention rate were also not met but the goal on publication and students participation in community service were met. The 49% drop in the number of nurses produced could be attributed to the new NCLEX-RN examination plan introduced in 2010. Our students struggled with adapting to this new test plan resulting in several failures. Subsequently, the faculty addressed the new test plan format issue during the 2012 academic year. Although the goal set for publication was not met in 2011, to date, in 2012, two articles have been published in peer reviewed nursing journals; which is an improvement when compared to 2011. The declines in enrollment in the Department of Nursing (2% in 2010 and 4% in 2011) are within the overall decrease in enrollment within the University (4.9%).

Student Learning Outcomes:

The graduates of the Bachelor of Science in Nursing (BSN) program will be able to:

1. Utilize critical thinking skills when applying knowledge from the biophysical and behavioral sciences, humanities and nursing, to the care of individuals and aggregates.
2. Utilize evidence-based nursing interventions through the nursing process.
3. Demonstrate leadership skills in collaboration with consumers and other members of the health care team in a variety of settings to effect change that promotes delivery of quality health care in a multicultural society.
4. Evaluate research findings in nursing and other fields for their applicability to the improvement of nursing practice.
5. Assume responsibility for personal and professional growth through lifelong learning.
6. Assume responsibility for professional practice that reflects the standards of professional and regulatory bodies.
7. Utilize technology in managing information in meeting the healthcare needs of clients in a variety of healthcare settings

Student Learning Outcomes	Assessment Instruments	Measure	Criteria
1. Utilize critical thinking skills when applying knowledge from the biophysical and behavioral sciences, humanities and nursing, to the care of individuals and aggregates. Taxonomy level 5	NCLEX-RN Results	Direct	Program NCLEX-RN exam results will be 75% or higher each year.
	HESI Comprehensive Exit Examination	Direct	Achievement of 900 or higher on the HESI Comprehensive Examination
	ATI End of course Examinations	Direct	Students must achieve level 2 or above on ATI End of course Examinations
2. Utilize evidence-based nursing interventions through the nursing process. Taxonomy level 5	Employer Survey	Indirect	75% of employers will indicate satisfaction
	Clinical Evaluation	Direct	Satisfactory Performance
3. Demonstrate leadership skills in collaboration with consumers and other members of the health care team in a variety of settings to effect change that promotes delivery of quality health care in a multicultural society. Taxonomy level 6	Employer Survey	Indirect	75% of employers will indicate satisfaction
	Clinical Evaluation	Direct	Satisfactory Performance
4. Evaluate research findings in nursing and other fields for their applicability to the improvement of nursing practice. Taxonomy level 6	Exit Survey	Indirect	75% of graduates will express satisfaction with the program.
	Employer Survey	Indirect	75% of employers will indicate satisfaction

5. Assume responsibility for personal and professional growth through lifelong learning. Taxonomy level 5	Exit Survey	Indirect	75% of students will indicate satisfaction
	Alumni Survey	Indirect	75% of alumni will indicate satisfaction
	Student reflective summaries	Indirect	75% of students will indicate that learning has occurred.
6. Assume responsibility for professional practice that reflects the standards of professional and regulatory bodies Taxonomy level 5	NCLEX-RN Results	Direct	Program NCLEX-RN exam results will be 75% or higher each year.
	Employer Survey	Indirect	75% of employers will indicate satisfaction
7. Utilize technology in managing information in meeting the healthcare needs of clients in a variety of healthcare settings Taxonomy level 5	Alumni Survey	Indirect	75% of alumni will indicate satisfaction
	Employer Survey	Indirect	75% of employers will indicate satisfaction

Program Assessment Tools

The department collects extensive data when assessing student learning. Both direct and indirect assessment tools are employed. Performance on the secured ATI End-of Course examinations, as well as the senior comprehensive examination serves as direct measures. Data from indirect methods including student self-evaluations, alumni surveys and employers of graduates is also collected. These measurement tools are described below.

1. ATI End-of-Course Examinations

The ATI End-of-Course examinations are standardized test which examines students in all core areas including: Fundamentals, Developing Family (Obstetrics), Adult Health (Medical/Surgical), Child/Adolescent Care (Pediatrics), Mental Health, Community Health, and Leadership. Students complete the examination specific to their clinical course at the end of the semester. Acceptable performance is based on achieving a Level 2 or above on all examinations except Adult Health I (Medical/Surgical I) where the benchmark is set at 50%. Students are able to assess their academic competence through completion of a variety of unsecured ATI specialty examinations. Proctored and secured examinations are administered by the Senior Level Coordinator along with the course faculty and the Information Technology Coordinator at the end of each clinical course and at the end of the program. Results of these examinations are shared with the faculty and are used to make course revisions for future semesters.

2. HESI Comprehensive Exit Examination

The HESI comprehensive exit examination is a standardized examination administered to graduating seniors after completing the program and successfully passing all ATI End-of-Course

examinations. This examination assesses the students' preparedness for the NCLEX-RN. The examination can also be used to identify curricular strengths and areas needing improvement.

3. NCLEX-RN

This is a national licensure exam for professional nursing. The acceptable pass rate for first-time testers of the National Council Licensure Examination for Registered Nurses (NCLEX-RN) examination is established by the State of Illinois Department of Financial and Professional Regulation (IDFPR) and outlined in the Illinois Nursing Act.

4. Student Reflective Survey

The student reflective survey is a tool administered to all nursing students at the end of each semester. The survey includes both a 4-point Likert scale and free response items. This tool is a self-reflective tool which reflects the students' perspective of their own learning.

5. Senior Exit Survey

This survey is administered to senior students after they have successfully passed the HEISI exit examination. The survey includes three major areas: adequacy of the curriculum, faculty, and resources. The survey includes both rating scale and open-ended response items. The rating is based on a 5 point Likert scale.

6. Alumni Survey

This survey is administered to graduates of the program on a regular basis. The survey includes questions related to: adequacy of the nursing curriculum, employment, professional activities, and continuing education.

7. Employer Survey

This survey is administered to employers of graduates of the nursing program. This is a short survey with 3 point Likert-type questions that measures the adequacy of the nursing program in preparing the graduates for the professional role.

8. Clinical Evaluation

This is a tool that measures students' performance in the clinical setting taking into consideration the achievement of the student learning outcomes and department effectiveness outcomes. This tool is utilized in all clinical courses.