

2007 MASTER PLAN/PROGRESS REPORT

Academic Program: BSN Nursing

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Mission: The mission of the College of Nursing is to provide education that will enable graduates to improve the health care system and the quality of life in the multicultural community of Southwest Louisiana, value lifelong learning, and enhance the profession of nursing through a focus on:

- Critical thinking
- Communication
- Therapeutic nursing interventions
- Role development
- Professionalism
- Service to the community

Fundamental to this mission is the faculty commitment to excellence in teaching, community service, faculty practice, creative scholarly activity, and research in nursing. The College of Nursing offers two undergraduate degrees, the Associate Degree in Nursing (ADN) and the Bachelor of Science Degree in Nursing (BSN) and as a member of the Intercollegiate Consortium for a Master of Science in Nursing, the graduate degree, the Master of Science in Nursing Degree (MSN).

Institutional Mission Reference:

The foundation for student success begins with faculty commitment to excellence in teaching, research, and creative and scholarly activity. At McNeese State University, a member of the University of Louisiana System, students cultivate skills for critical thinking and effective expression and gain an understanding of the global community. The learning and social environment integrates discipline-specific knowledge with the values of lifelong learning, ethical responsibility, and civic engagement.

Assessment Methods Utilized:

Data Repository Location:

- X Standardized Exam (nationally normed)
- ___ Standardized Exam (state-normed)
- ___ Major Field Examination
- ___ Internally-developed Examination
- ___ Student Opinion Survey (SOS)
- ___ National Survey of Student Engagement (NSSE)
- X Employer Survey
- X Graduate Survey

Location:

All data may be found on the Intranet Server – Student Data Folder and Undergraduate Conference Room-Hardtner Suite 205

- X Alumni Survey
- ___ Exit Survey/Interview/Exam
- ___ Program-specific Survey
- ___ Scoring of Essay
- ___ Portfolio Evaluation
- ___ Capstone Project
- ___ Presentation
- ___ Research Paper
- ___ Research Project
- ___ Course Summary
- ___ Excel Spreadsheet
- ___ Access Database
- X Other - Please describe: Course summaries, clinical evaluation tool

Student Learning Outcome 1: Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>≥ 80% of graduates pass the NCLEX-RN on first take.</p> <p>> 35th percentile median performance of graduates on each component of the Nursing Process on the NCLEX-RN test. (NCSBN Report)</p> <ul style="list-style-type: none"> ➤ National Recommended HESI Composite Score of 850 on the Critical Thinking Category of the Specialty and Exit (E2) exams ➤ 90% of students achieve satisfactory clinical evaluations related to critical thinking. <p>≥ 3.5 mean response of graduates, alumni, and employers on questions related to the ability to use critical thinking as a generalist professional nurse.</p>	<p><u>NCLEX:</u> 98% pass rate of first time test takers in Fall 2006. 88.3% pass rate of first time test takers in Spring 2006.</p> <p><u>National Council of State Boards of Nursing:</u> 44th percentile median performance of graduates on Assessment 61st percentile median performance of graduates on Analysis. 49th percentile median performance of graduates on Planning. 41st percentile median performance of graduates on Implementation. 61st percentile median performance of graduates on each component of the Nursing Process.</p> <p><u>Standardized Test Data:</u> Spring 2006: Spring 2006 BSN student scores were equal to or greater than the national recommended HESI composite score of 850 on the Critical Thinking Category with the exception of:</p> <ul style="list-style-type: none"> ▪ Pediatrics ▪ Maternity <p>Fall 2006: Fall 2006 BSN student scores were equal to or greater than the national recommended HESI composite score of 850 on the Critical Thinking Category with the exception of:</p> <ul style="list-style-type: none"> ▪ Fundamentals ▪ Maternity ▪ Mental Health ▪ Pharmacology 	<p>D Faculty voted to accept the recommended HESI passing score of 850. Rationale: Published research correlating a score of 850 on the HESI exam to passing the NCLEX-RN.</p> <p>D Undergraduate faculty implements the use of concept mapping to improve student’s abilities to assess, critically think, and document. Implementation began in NURS 312, NURS 318 clinical courses (Fall 2005), continued to NURS 317, 319 (Spring 2006) and NURS 417, NURS 418 (Fall 2006). Implementation will progress through the clinical courses Spring 2007.</p> <p>R Dissolved Ad Hoc BSN Curriculum Revision Committee. Rationale: Proposed Curriculum could not be staffed with present faculty resources.</p> <p>R Curriculum revisions charged to the standing Curriculum Committee. Revision of the full curriculum in progress.</p> <p>R Curriculum Committee accepted new textbooks in N330, 317, N417. Rationale: New textbooks include instructor support for critical thinking activities, such as case studies, Powerpoint slides, and critical thinking test questions.</p> <p>R Implementation of New Pediatric textbook in the 6th semester of the curriculum.</p>

	<p><u>Course Summaries:</u> 100% of students achieved satisfactory clinical evaluations related to critical thinking.</p> <p><u>Graduate Exit, Alumni, Employer Survey:</u> ≥ 3.96 mean response of graduates, alumni, and employers on terminal objective related to the ability to use critical thinking as a generalist professional nurse.</p>	<p>R Faculty Congress voted on May 15, 2006 to increase the HESI admission score from 75% to 80 %, evaluate nursing concepts with the HESI fundamental and exit exam by weighting the exam as 20% of the course grade for NURS 317 and NURS 420. Other specialty exams will carry incentive points.</p> <p>D Faculty Excellence Committee creating a rubric to evaluate all course tests for application of concepts.</p> <p>M Evaluation Committee continues to monitor outcome data.</p>
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Student Learning Outcome 2: Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>National Recommended HESI Composite Score of 850 on Documentation, Communication and Information and Health Care Technology Category of the Specialty and Exit (E2) exams</p> <p>90% of students achieve satisfactory clinical evaluations related to communication.</p> <ul style="list-style-type: none"> ▪ Written ▪ Oral ▪ Technology <p>≥ 3.5 mean response of graduates, alumni, and employers on questions related to the ability to communicate as a profession nurse.</p>	<p><u>Standardized Test Data:</u></p> <p>Spring 2006: Spring 2006 BSN student scores were equal to or greater than the national recommended HESI composite score of 850 on the Documentation category.</p> <p>Fall 2006: Fall 2006 BSN student scores were equal to or greater than the national recommended HESI composite score of 850 on the Documentation with the exception of:</p> <ul style="list-style-type: none"> ▪ Exit Exam <p>Spring 2006: Spring 2006 BSN student scores were equal to or greater than the national recommended HESI composite score of 850 on the Communication with the exception of:</p> <ul style="list-style-type: none"> ▪ Maternity ▪ Pediatrics <p>Fall 2006: Fall 2006 BSN student scores were equal to or greater than the national recommended HESI composite score of 850 on the Communication with the exception of:</p> <ul style="list-style-type: none"> ▪ Med-Surg ▪ Mental Health ▪ Exit <p>Spring 2006: Spring 2006 BSN student scores were equal to or greater than the national recommended HESI composite score of 850 on the Information and Health Care Technology with the exception of:</p> <ul style="list-style-type: none"> ▪ Fundamental ▪ Maternity 	<p>D Faculty Congress accepted a one-hour elective offering on the ABCs of Documentation.</p> <p>D Faculty voted to accept the recommended HESI passing score of 850. Rationale: Published research correlating a score of 850 on the HESI exam to passing the NCLEX-RN.</p> <p>D Undergraduate faculty implements the use of concept mapping to improve student's abilities to assess, critically think, and document. Implementation began in NURS 312, NURS 318 clinical courses (Fall 2005), continued to NURS 317, 319 (Spring 2006) and NURS 417, NURS 418 (Fall 2006). Implementation will progress through the clinical courses Spring 2007.</p> <p>R Dissolved Ad Hoc BSN Curriculum Revision Committee. Rationale: Proposed Curriculum could not be staffed with present faculty resources.</p> <p>R Curriculum revisions charged to the standing Curriculum Committee. Revision of the full curriculum in progress.</p> <p>R Curriculum Committee approved increased emphasis on documentation in lecture and lab in 4th semester courses.</p> <p>R Curriculum Committee approved updating and revising informatics assignments and web links in N326 Nursing Informatics (web course).</p>

	<ul style="list-style-type: none"> ▪ Pharmacology <p>Fall 2006: Fall 2006 BSN student scores were equal to or greater than the national recommended HESI composite score of 850 on Information and Health Care Technology with the exception of:</p> <ul style="list-style-type: none"> ▪ Fundamentals ▪ Maternity <p><u>Course Summaries:</u> 100% of students achieved satisfactory clinical evaluations related to communication (oral, written, health care technology)</p> <p><u>Graduate Exit, Alumni, Employer Survey:</u> ≥ 4.69 mean response of graduates, alumni, and employers on terminal objective related to the ability to communicate as a professional nurse.</p>	<p>D Curriculum committee accepted the recommended Nursing Foundations course (1 credit hour) with writing component.</p> <p>R Faculty Congress voted on May 15, 2006 to increase the HESI admission score from 75% to 80 %, evaluate nursing concepts with the HESI fundamental and exit exam by weighting the exam as 20% of the course grade for NURS 317 and NURS 420. Other specialty exams will carry incentive points.</p> <p>M Evaluation Committee continues to monitor outcome data.</p>
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Student Learning Outcome 3: Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>Alignment of Concepts: Global Community <u>Nurse Role:</u> Advocate – defined as protecting human or legal rights of all patients. <u>Professionalism:</u> demonstrates responsibility to society.</p> <p>National Recommended HESI Composite Score of 850 on Health Care System and Policy, Global Health Care System, and Human Diversity, Category of the Specialty and Exit (E2) exams.</p> <p>90% of students achieve satisfactory clinical evaluations related to the concept of Nursing Role and Professionalism.</p> <p>≥ 3.5 mean response of graduates, alumni, and employers on questions related to recognizing the impact of economic, political, social and demographic forces on the health care delivery system.</p> <p>≥ 3.5 mean response of graduates, alumni, and employers on questions related to utilizing information technology to support and communicate the planning and provisions of patient care.</p> <p>≥ 3.5 mean response of graduates, alumni, and employers on questions related to integrating the roles of the nurse in coordinating and delivering health care through collaboration with persons and members of the interdisciplinary health care team.</p> <p>≥ 3.5 mean response of graduates, alumni, and employers on questions related to evaluating the environment and environmental influences on the</p>	<p><u>Standardized Test Data:</u></p> <p>Spring 2006: Spring 2006 BSN student scores were equal to or greater than the national recommended HESI composite score of 850 on the Health Care System and Policy category with the exception of:</p> <ul style="list-style-type: none"> ▪ Med-Surg <p>Fall 2006: Fall 2006 BSN student scores were equal to or greater than the national recommended HESI composite score of 850 on the Health Care System and Policy category with the exception of:</p> <ul style="list-style-type: none"> ▪ Fundamentals ▪ Med-Surg <p>Spring 2006: Spring 2006 BSN student scores were equal to or greater than the national recommended HESI composite score of 850 on the Global Health Care System category of the Exit Exam.</p> <p>Fall 2006: Fall 2006 BSN student scores were equal to or greater than the national recommended HESI composite score of 850 on the Global Health Care System category of the Exit Exam.</p> <p>Spring 2006: Spring 2006 BSN student scores were equal to or greater than the national recommended HESI composite score of 850 on the Human Diversity category with the exception of:</p> <ul style="list-style-type: none"> ▪ Fundamental ▪ Mental Health <p>Fall 2006: Fall 2006 BSN student scores were equal to or greater than the national recommended HESI</p>	<p>D Faculty Excellence Committee creating a rubric to evaluate all course tests for application of concepts.</p> <p>R Dissolved Ad Hoc BSN Curriculum Revision Committee. Rationale: Proposed Curriculum could not be staffed with present faculty resources.</p> <p>R Curriculum revisions charged to the standing Curriculum Committee. Revision of the full curriculum in progress.</p> <p>R Curriculum committee in discussion regarding curriculum threads related to legal ethical, human diversity, global community and business of healthcare concepts for the revised curriculum.</p> <p>M Evaluation Committee continues to monitor outcome data.</p>

<p>person, health and nursing.</p>	<p>composite score of 850 on the Human Diversity with the exception of:</p> <ul style="list-style-type: none">▪ Fundamentals▪ Mental Health <p><u>Course Summaries:</u> Spring 2006 and Fall 2006 100% of students achieve satisfactory clinical evaluations related to the concept of Nursing Role and Professionalism.</p> <p><u>Graduate, Alumni and Employers Survey:</u> ≥ 4.40 mean response of graduates on the question related to recognizing the impact of economic, political, social and demographic forces on the health care delivery system.</p> <p>≥ 4.54 mean response of graduates on the question related to utilizing information technology to support and communicate the planning and provisions of patient care.</p> <p>≥ 4.52 mean response of graduates, alumni, and employers on the question related to integrating the roles of the nurse in coordinating and delivering health care through collaboration with persons and members of the interdisciplinary health care team.</p> <p>≥ 4.60 mean response of graduates, alumni, and employers on questions related to evaluating the environment and environmental influences on the person, health and nursing.</p>	
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