

Northwestern State University  
College of Nursing and Allied Health

BSN Program Outcomes/Student Learning Outcomes  
Calendar Year (CY) 2016

BSN Student Learning Outcomes	Assessment Method	Expected Outcomes	Actual Outcomes/Judgment/Action																													
<p>1. Integrate theory from nursing, the arts, humanities, and sciences to provide culturally sensitive care in the global community.</p>	<p>◇ <b><u>Comprehensive Predictor ATI Examination</u></b> The Comprehensive Predictor ATI is administered in the last semester of course work. The examination is a standardized, computerized mock NCLEX. The grade is based on the percent probability of passing NCLEX-RN on the first attempt and a student must make a score of 94% probability or better to pass the examination.</p>	<p>◇ <b><u>Comprehensive Predictor ATI Examination:</u></b> 80% of the students will score 94% or better on the <b>initial</b> administration of the Comprehensive Predictor ATI examination.</p>	<p><b><u>The Comprehensive Predictor ATI Examination:</u></b> Trending:</p> <table border="1" data-bbox="1153 521 2220 959"> <thead> <tr> <th data-bbox="1153 521 1295 586">Comp. Pre.</th> <th data-bbox="1295 521 1462 586">2012</th> <th data-bbox="1462 521 1618 586">2013</th> <th data-bbox="1618 521 1798 586">2014</th> <th data-bbox="1798 521 2013 586">2015</th> <th data-bbox="2013 521 2220 586">2016</th> </tr> </thead> <tbody> <tr> <td data-bbox="1153 586 1295 724">1<sup>st</sup> Attempt</td> <td data-bbox="1295 586 1462 724" style="text-align: center;">74% (120/163)</td> <td data-bbox="1462 586 1618 724" style="text-align: center;">68% (86/127)</td> <td data-bbox="1618 586 1798 724" style="text-align: center;">80% (126/158)</td> <td data-bbox="1798 586 2013 724">S 71% (86/121) A 90.9% (30/33)</td> <td data-bbox="2013 586 2220 724">S 66.93% (85/127) A 92.5% (25/27)</td> </tr> <tr> <td data-bbox="1153 724 1295 821"></td> <td data-bbox="1295 724 1462 821"></td> <td data-bbox="1462 724 1618 821"></td> <td data-bbox="1618 724 1798 821"></td> <td data-bbox="1798 724 2013 821" style="text-align: center;"><b>Total 75.3%</b> <b>116/154</b></td> <td data-bbox="2013 724 2220 821" style="text-align: center;"><b>Total 71.4%</b> <b>110/154</b></td> </tr> <tr> <td data-bbox="1153 821 1295 959">2<sup>nd</sup> Attempt</td> <td data-bbox="1295 821 1462 959" style="text-align: center;">79% (34/43)</td> <td data-bbox="1462 821 1618 959" style="text-align: center;">71% (29/41)</td> <td data-bbox="1618 821 1798 959" style="text-align: center;">63% (20/32)</td> <td data-bbox="1798 821 2013 959"></td> <td data-bbox="2013 821 2220 959">S 78.6% 33/42 A 100% (2/2)</td> </tr> </tbody> </table> <p><b><u>Judgment:</u></b> Comprehensive Predictor ATI: Not Met. A higher percent of Fall 2016 students did not pass this exam on the first attempt. Faculty reported that many students stated that they did not review/study for the exam because they knew they had more than just one attempt to pass.</p> <p><b><u>Action:</u></b> Continue to tutor students, National Review Course offered prior to Comprehensive Predictor given for Fall semester. With intensive individualized plans for tutoring. Students took NURB 4950 Special Topics which focuses on studying for NCLEX review using the ATI Products as well as a NCLEX Review Book. Continue intensive individualized tutoring plans. Faculty will emphasize to students the need to do all they can to pass on the first attempt. Faculty voted to give this exam at the end of the fourth level instead of in the first half of the fifth (last) semester of the program. This will allow more time for remediation at the beginning of fifth</p>						Comp. Pre.	2012	2013	2014	2015	2016	1 <sup>st</sup> Attempt	74% (120/163)	68% (86/127)	80% (126/158)	S 71% (86/121) A 90.9% (30/33)	S 66.93% (85/127) A 92.5% (25/27)					<b>Total 75.3%</b> <b>116/154</b>	<b>Total 71.4%</b> <b>110/154</b>	2 <sup>nd</sup> Attempt	79% (34/43)	71% (29/41)	63% (20/32)		S 78.6% 33/42 A 100% (2/2)
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	<p>◇ <b>NCLEX -RN</b> The NCLEX-RN is the licensing exam for Registered Nurses.</p>		<p>level and hopefully decrease the level of stress on students in their last semester. This will start with 4<sup>th</sup> level students in the Spring 2017 semester.</p>																								
		<p>◇ <b>NCLEX-RN:</b> 90% of first time NCLEX-RN takers will be successful</p>	<p>Trending:</p> <table border="1" data-bbox="1153 654 1970 922"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>NCLEX-RN Pass Rate (%)</td> <td>94.53%* (121/128)</td> <td>90.07%* (127/140)</td> <td>91.1%* (124/136)</td> <td>91.36% (148/162)</td> <td>S 95.3% (102/107)</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>A 100% ( 27/27)</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>96.3% (129/134)</td> </tr> </tbody> </table> <p>*Includes Summer and Fall Graduates</p> <p><b>Judgment:</b> NCLEX-RN Pass Rates: Outcome Met</p> <p><b>Action:</b> Continue to tutor students, provide a Review Day in order to maintain results</p>		2012	2013	2014	2015	2016	NCLEX-RN Pass Rate (%)	94.53%* (121/128)	90.07%* (127/140)	91.1%* (124/136)	91.36% (148/162)	S 95.3% (102/107)						A 100% ( 27/27)						96.3% (129/134)
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<p>2. Apply the nursing process using critical thinking, communication, assessment, and technical skills.</p>	<p><b>SKYFACTOR Graduating Student Survey:</b></p> <ul style="list-style-type: none"> <li>◇ Question asked students “to what degree did your non-nursing courses enhance your ability to: Integrate theories and concepts from liberal education into nursing practice”.</li> <li>◇ Question asked students “to what degree did the Nursing Program teach you to: Integrate theory to develop a foundation for practice”.</li> </ul>	<p>Mean score equal or greater to the mean score of schools in the Carnegie Classification.</p>	<p><b>SKYFACTOR Survey:</b></p> <p>Trending:</p> <table border="1" data-bbox="1158 269 2010 472"> <thead> <tr> <th colspan="6">Ability to integrate theories &amp; concepts into practices.</th> </tr> <tr> <th>SKYFACTOR</th> <th>2012 (N=123)</th> <th>2013 (N=144)</th> <th>2014 (N=179)</th> <th>2015 (N=212)</th> <th>2016 (N= 212)</th> </tr> </thead> <tbody> <tr> <td>NSU*</td> <td>4.66 (Q56)</td> <td>5.17 (Q56)</td> <td>4.60 (Q67)</td> <td>4.68 (Q66)</td> <td>4.85 (Q66)</td> </tr> <tr> <td>Carnegie*</td> <td>4.89</td> <td>4.93</td> <td>4.85</td> <td>4.89</td> <td>4.88</td> </tr> </tbody> </table> <p>* Mean scores</p> <p><b>Judgment:</b> NOT Met. Average has increased over past 2 years.</p> <p><b>Action:</b> Continue to have CON faculty teaching two sections of UNIV 1000 (to ASN and BSN nursing students, only), in an attempt to better prepare these students for a professional degree program. Provide examples of the integration throughout theory during nursing program.</p> <table border="1" data-bbox="1158 735 1849 938"> <thead> <tr> <th colspan="6">Ability to integrate theory as a foundation for practice.</th> </tr> </thead> <tbody> <tr> <td>NSU*</td> <td>5.91 (Q62)</td> <td>6.14 (Q62)</td> <td>4.60 (Q67)</td> <td>5.88 (Q70) n=215</td> <td>5.94 (Q70) n=213</td> </tr> <tr> <td>Carnegie*</td> <td>5.79</td> <td>5.82</td> <td>4.85</td> <td>5.75</td> <td>5.76</td> </tr> </tbody> </table> <p>* Mean scores</p> <p><b>Judgment:</b> Met</p> <p><b>Action:</b> Continue to monitor</p>	Ability to integrate theories & concepts into practices.						SKYFACTOR	2012 (N=123)	2013 (N=144)	2014 (N=179)	2015 (N=212)	2016 (N= 212)	NSU*	4.66 (Q56)	5.17 (Q56)	4.60 (Q67)	4.68 (Q66)	4.85 (Q66)	Carnegie*	4.89	4.93	4.85	4.89	4.88	Ability to integrate theory as a foundation for practice.						NSU*	5.91 (Q62)	6.14 (Q62)	4.60 (Q67)	5.88 (Q70) n=215	5.94 (Q70) n=213	Carnegie*	5.79	5.82	4.85	5.75	5.76
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	<p><b>Critical Thinking ATI Examination:</b></p> <ul style="list-style-type: none"> <li>◇ The Critical Thinking ATI examination is given on entrance to first level nursing courses and on exit during the final semester of course work.</li> </ul>	<p><b>Critical Thinking Exit ATI Examination:</b></p> <ul style="list-style-type: none"> <li>◇ 80% of students achieve the ATI National Program Mean on the ATI Exit Examination.</li> </ul>	<p><b>The Critical Thinking ATI Examination:</b></p> <p>Trending:</p> <table border="1" data-bbox="1158 818 1991 1086"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Critical Thinking Exit</td> <td rowspan="3">75% (63/84)</td> <td rowspan="3">68% (86/127)</td> <td rowspan="3">60% (84/141)</td> <td>S 65.2% (79/212)</td> <td>S 72% (92/127)</td> </tr> <tr> <td>A 60.6% (20/33)</td> <td>A 74% (20/27)</td> </tr> <tr> <td>Total 64.2% (99/154)</td> <td>Total 72% (112/154)</td> </tr> </tbody> </table> <p><b>Judgment:</b> Outcome NOT Met; However, there has been an increase in the percentage of students meeting the national program mean this past year.</p> <p><b>Action:</b> Faculty will continue to address the significance of this exam prior to the examination.</p>		2012	2013	2014	2015	2016	Critical Thinking Exit	75% (63/84)	68% (86/127)	60% (84/141)	S 65.2% (79/212)	S 72% (92/127)	A 60.6% (20/33)	A 74% (20/27)	Total 64.2% (99/154)	Total 72% (112/154)								
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<p>3. Integrate research findings to promote evidence based nursing practice.</p>	<p><b>SKYFACTOR Graduating Student Survey:</b></p> <ul style="list-style-type: none"> <li>◇ Question asked students “to what degree did the Nursing Program teach you to “apply research based knowledge as a basis for practice”.</li> <li>◇ Question asked students to what degree did the Nursing Program teach you to: “Make effective presentations”.</li> <li>◇ Evidence Based Poster Presentation in NURB 3160 (Research)</li> </ul>	<p>Mean score equal or greater to the mean score of schools in the Carnegie Classification.</p> <p>90% of students in NURB 3160 will score a grade of 80% or better</p>	<p><b>Trending:</b></p> <table border="1" data-bbox="1158 203 1865 643"> <thead> <tr> <th>SKYFACTOR</th> <th>2012 (N=123)</th> <th>2013 (N=144)</th> <th>2014 (N=179)</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td colspan="6">Ability to apply research based knowledge to practice.</td> </tr> <tr> <td>NSU*</td> <td>6.05 (Q60)</td> <td>6.2 (Q60)</td> <td>6.10 (Q70)</td> <td>5.78 (Q69) n=215</td> <td>5.99 (Q69) n=212</td> </tr> <tr> <td>Carnegie*</td> <td>5.99</td> <td>6.05</td> <td>5.97</td> <td>5.95</td> <td>5.92</td> </tr> <tr> <td colspan="6">Make effective presentations.</td> </tr> <tr> <td>NSU*</td> <td>5.84 (Q61)</td> <td>5.90 (Q61)</td> <td>5.88 (Q72)</td> <td>5.61 (Q71) n=212</td> <td>5.78 (Q71) n=209</td> </tr> <tr> <td>Carnegie*</td> <td>5.72</td> <td>5.73</td> <td>5.70</td> <td>5.64</td> <td>5.66</td> </tr> </tbody> </table> <p>* Mean scores</p> <p><b>Judgment:</b> Met</p> <p><b>Action:</b> Continue to monitor</p> <table border="1" data-bbox="1158 873 1427 1008"> <tr> <td>2016</td> </tr> <tr> <td>S 98.1% (106/108)</td> </tr> <tr> <td>A 100% (31/31)</td> </tr> <tr> <td><b>Total 98.6% (137/139)</b></td> </tr> </table> <p><b>Judgment:</b> Met</p> <p><b>Action:</b> Continue to monitor</p>	SKYFACTOR	2012 (N=123)	2013 (N=144)	2014 (N=179)	2015	2016	Ability to apply research based knowledge to practice.						NSU*	6.05 (Q60)	6.2 (Q60)	6.10 (Q70)	5.78 (Q69) n=215	5.99 (Q69) n=212	Carnegie*	5.99	6.05	5.97	5.95	5.92	Make effective presentations.						NSU*	5.84 (Q61)	5.90 (Q61)	5.88 (Q72)	5.61 (Q71) n=212	5.78 (Q71) n=209	Carnegie*	5.72	5.73	5.70	5.64	5.66	2016	S 98.1% (106/108)	A 100% (31/31)	<b>Total 98.6% (137/139)</b>
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	<p><b>Health Assessment Final Practicum in Nurb 3061 (Health Assessment Lab):</b></p>	<p>◇ 90% of students in Nurb 3061 (Health Assessment Lab) achieve a minimum score of 80% on the Final Practicum.</p>	<p><b>Health Assessment:</b></p> <p>Trending:</p> <table border="1"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th></th> </tr> </thead> <tbody> <tr> <td rowspan="3">Health Assessment Practicum</td> <td rowspan="3">100 (97/97)</td> <td rowspan="3">100%</td> <td>S 99% (116/117)</td> <td rowspan="3"></td> </tr> <tr> <td>A 100% (45/45)</td> </tr> <tr> <td>Total 99% (161/162)</td> </tr> </tbody> </table> <p><b>Judgment:</b> Outcome Met</p> <p><b>Action:</b> Continue to monitor.</p>		2014	2015	2016		Health Assessment Practicum	100 (97/97)	100%	S 99% (116/117)		A 100% (45/45)	Total 99% (161/162)																																				
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<p>4. Incorporate knowledge of economic, legal, ethical, and political factors influencing health care systems and policy to advocate for recipients of nursing care.</p>	<p><b>Political Assignment Project in Nurb 4220 (Community Health):</b></p>	<p>◇ 90% of students in Nurb (Community Health) achieve a minimum score of 80% on the political assignment project.</p>	<p><b>Political Assignment Project:</b></p> <p>Trending:</p> <table border="1" data-bbox="1158 256 1860 524"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th></th> </tr> </thead> <tbody> <tr> <td rowspan="3">Political Assignment</td> <td rowspan="3">100 (66/66)</td> <td>S=100% (121/121)</td> <td>S=100% (127/127)</td> <td rowspan="3"></td> </tr> <tr> <td>A=90.9% (30/33)</td> <td>A= 100% (27/27)</td> </tr> <tr> <td>Total 98.1% (151/154)</td> <td>Total 100% (154/154)</td> </tr> </tbody> </table> <p><b>Judgment:</b> Outcome met</p> <p><b>Action:</b> Continue to monitor</p>		2014	2015	2016		Political Assignment	100 (66/66)	S=100% (121/121)	S=100% (127/127)		A=90.9% (30/33)	A= 100% (27/27)	Total 98.1% (151/154)	Total 100% (154/154)																																														
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<p>5. Collaborate with clients and other members of the interdisciplinary health care team for health promotion, risk reduction, disease prevention, disease management, and health restoration.</p>	<p><b>SKYFACTOR Graduating Student Survey:</b></p> <p>Question asked students “to what degree did the Nursing Program teach you to communicate with healthcare professionals to deliver high quality patient care.</p> <p>◇ Question asked students “to what degree did the Nursing Program teach you to work with interprofessional teams”.</p>	<p>Mean score equal or greater to the mean score of schools in the Carnegie Classification.</p>	<p><b>SKYFACTOR Survey:</b></p> <p>Trending:</p> <table border="1" data-bbox="1158 753 1868 1365"> <thead> <tr> <th>SKYFACTOR</th> <th>2012 (N=123)</th> <th>2013 (N=144)</th> <th>2014 (N=179)</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td colspan="6">Ability to communicate with healthcare professionals.</td> </tr> <tr> <td>NSU*</td> <td>6.02 (Q67)</td> <td>6.11 (Q67)</td> <td>6.07 (Q77)</td> <td>n=216 5.88 (Q76)</td> <td>n=213 5.93 (Q76)</td> </tr> <tr> <td>Carnegie*</td> <td>5.79</td> <td>5.84</td> <td>5.80</td> <td>5.76</td> <td>5.77</td> </tr> <tr> <td colspan="6">Ability to work with interprofessional teams.</td> </tr> <tr> <td>NSU*</td> <td>5.89 (Q68)</td> <td>6.05 (Q68)</td> <td>5.97 (Q78)</td> <td>n=210 5.79 (Q77)</td> <td>n=210 5.92</td> </tr> <tr> <td>Carnegie*</td> <td>5.68</td> <td>5.74</td> <td>5.72</td> <td>5.69</td> <td>5.73</td> </tr> <tr> <td colspan="6">Ability to assess predictive factors influencing the health of patients.</td> </tr> <tr> <td>NSU*</td> <td>5.98 (Q69)</td> <td>6.1 (Q69)</td> <td>6.14 (Q79)</td> <td>n=214 5.89 (Q78)</td> <td>n=212 6.02 (Q78)</td> </tr> <tr> <td>Carnegie*</td> <td>5.84</td> <td>5.90</td> <td>5.85</td> <td>5.78</td> <td>5.8</td> </tr> </tbody> </table> <p>* Mean scores</p>	SKYFACTOR	2012 (N=123)	2013 (N=144)	2014 (N=179)	2015	2016	Ability to communicate with healthcare professionals.						NSU*	6.02 (Q67)	6.11 (Q67)	6.07 (Q77)	n=216 5.88 (Q76)	n=213 5.93 (Q76)	Carnegie*	5.79	5.84	5.80	5.76	5.77	Ability to work with interprofessional teams.						NSU*	5.89 (Q68)	6.05 (Q68)	5.97 (Q78)	n=210 5.79 (Q77)	n=210 5.92	Carnegie*	5.68	5.74	5.72	5.69	5.73	Ability to assess predictive factors influencing the health of patients.						NSU*	5.98 (Q69)	6.1 (Q69)	6.14 (Q79)	n=214 5.89 (Q78)	n=212 6.02 (Q78)	Carnegie*	5.84	5.90	5.85	5.78	5.8
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<p>6. Apply principles of leadership to design, manage, coordinate, and evaluate health care delivery.</p>	<p>◇ <b>Leadership ATI Examination:</b> The Leadership ATI examination is given during the final semester of course work.</p>	<p><b>Leadership ATI Examination:</b></p> <p>◇ 80% of the students will score a Level 2 on the Leadership ATI examination after two attempts.</p>	<p><b>Leadership ATI Examination:</b></p> <p>Trending:</p> <table border="1" data-bbox="1158 594 1983 1032"> <thead> <tr> <th>Leadership ATI</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>*2016</th> </tr> </thead> <tbody> <tr> <td rowspan="2">1<sup>st</sup> Attempt</td> <td rowspan="2">42% (85/205)</td> <td rowspan="2">67% (90/135)</td> <td rowspan="2">64% (92/143)</td> <td>S 76% (79/117)</td> <td>S <b>55%</b> (71/129)*</td> </tr> <tr> <td>A 87.5% (28/32)</td> <td>A <b>88.9%</b> 24/27</td> </tr> <tr> <td rowspan="2">2<sup>nd</sup> Attempt</td> <td rowspan="2">69% (83/120)</td> <td rowspan="2">78% (35/45)</td> <td rowspan="2">77% (39/51)</td> <td>S 85% (17/20)</td> <td>S <b>65%</b> (19/29)*</td> </tr> <tr> <td>A 75% (3/4)</td> <td>A <b>100%</b> 3/3</td> </tr> <tr> <td><b>Total</b></td> <td><b>82%</b> <b>(168/205)</b></td> <td><b>93%</b> <b>(125/135)</b></td> <td><b>92%</b> <b>(131/143)</b></td> <td><b>85%</b> <b>(127/149)</b></td> <td><b>*60.9%</b> <b>(95/156)</b></td> </tr> </tbody> </table> <p>*students only have one attempt as of Fall 2016. 2nd attempt results are all from Summer 2016</p> <p><b>Judgment:</b> Not Met</p> <p><b>Action:</b> As of Fall 2016, students have one attempt to pass the exam and counts as a course grade. Therefore, the same data is not measureable. Faculty will discuss expected outcome and reset for 2017. Will discuss ways for students to achieve a Level 2. The outcome measure will be changed to reflect the change in policy – only one attempt allowed.</p>	Leadership ATI	2012	2013	2014	2015	*2016	1 <sup>st</sup> Attempt	42% (85/205)	67% (90/135)	64% (92/143)	S 76% (79/117)	S <b>55%</b> (71/129)*	A 87.5% (28/32)	A <b>88.9%</b> 24/27	2 <sup>nd</sup> Attempt	69% (83/120)	78% (35/45)	77% (39/51)	S 85% (17/20)	S <b>65%</b> (19/29)*	A 75% (3/4)	A <b>100%</b> 3/3	<b>Total</b>	<b>82%</b> <b>(168/205)</b>	<b>93%</b> <b>(125/135)</b>	<b>92%</b> <b>(131/143)</b>	<b>85%</b> <b>(127/149)</b>	<b>*60.9%</b> <b>(95/156)</b>
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<p>7. Demonstrate professional nursing standards, values, and accountability.</p>	<p><b>SKYFACTOR Graduating Student Survey:</b></p> <ul style="list-style-type: none"> <li>◇ Question asked students “to what degree did the Nursing Program teach you to “incorporate nursing standards into practice”.</li> <li>◇ Question asked students “to what degree did the Nursing Program teach you to: Support fairness in the delivery of care”.</li> <li>◇ Question asked students “to what degree did the Nursing Program teach you to “demonstrate accountability for your own actions.”</li> </ul>	<p>Mean score equal or greater to the mean score of schools in the Carnegie Classification.</p>	<p><b>SKYFACTOR Survey:</b></p> <p>Trending:</p> <table border="1" data-bbox="1158 440 1884 1049"> <thead> <tr> <th>SKYFACTOR</th> <th>2012 (N=123)</th> <th>2013 (N=144)</th> <th>2014 (N=179)</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td colspan="6">Ability to incorporate nursing standards into practice.</td> </tr> <tr> <td>NSU*</td> <td>6.17 (Q59)</td> <td>6.3 (Q59)</td> <td>6.43 (Q86)</td> <td>n=214 6.25 (Q85)</td> <td>n=211 6.27 (Q85)</td> </tr> <tr> <td>Carnegie*</td> <td>5.97</td> <td>6.02</td> <td>6.11</td> <td>6.10</td> <td>6.13</td> </tr> <tr> <td colspan="6">Ability to support fairness in delivery of care.</td> </tr> <tr> <td>NSU*</td> <td>5.18 (Q72)</td> <td>6.33 (Q72)</td> <td>6.27 (Q81)</td> <td>n=215 5.96 (Q80)</td> <td>n=210 6.12 (Q80)</td> </tr> <tr> <td>Carnegie*</td> <td>5.99</td> <td>6.06</td> <td>5.99</td> <td>5.93</td> <td>5.96</td> </tr> <tr> <td colspan="6">Ability to demonstrate accountability for actions.</td> </tr> <tr> <td>NSU*</td> <td>6.30 (Q75)</td> <td>6.40 (Q75)</td> <td>6.41 (Q84)</td> <td>n=216 6.22 (Q83)</td> <td>n=211 6.32 (Q83)</td> </tr> <tr> <td>Carnegie*</td> <td>6.20</td> <td>6.23</td> <td>6.16</td> <td>6.11</td> <td>6.12</td> </tr> </tbody> </table> <p>* Mean scores</p> <p><b>Judgment:</b> Outcome met</p> <p><b>Action:</b> Continue to monitor</p>						SKYFACTOR	2012 (N=123)	2013 (N=144)	2014 (N=179)	2015	2016	Ability to incorporate nursing standards into practice.						NSU*	6.17 (Q59)	6.3 (Q59)	6.43 (Q86)	n=214 6.25 (Q85)	n=211 6.27 (Q85)	Carnegie*	5.97	6.02	6.11	6.10	6.13	Ability to support fairness in delivery of care.						NSU*	5.18 (Q72)	6.33 (Q72)	6.27 (Q81)	n=215 5.96 (Q80)	n=210 6.12 (Q80)	Carnegie*	5.99	6.06	5.99	5.93	5.96	Ability to demonstrate accountability for actions.						NSU*	6.30 (Q75)	6.40 (Q75)	6.41 (Q84)	n=216 6.22 (Q83)	n=211 6.32 (Q83)	Carnegie*	6.20	6.23	6.16	6.11	6.12
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<p>8. Assume responsibility for professional development and lifelong learning.</p>	<p><b>Graduating Senior's Biographical Data Form:</b></p> <ul style="list-style-type: none"> <li>◇ Graduating seniors complete a biographical data form to be read at the pinning ceremony. The form includes future goals.</li> </ul>	<p><b>Biographical Data Form:</b></p> <ul style="list-style-type: none"> <li>◇ 80% of graduating seniors will indicate on their biographical form a goal to continue their education.</li> </ul>	<p><b>Biographical Data Form:</b></p> <p>Trending:</p> <table border="1" data-bbox="1155 267 1975 535"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Plans to Continue Education</td> <td>76% (112/147)*</td> <td>75% (92/122)</td> <td>71% (110/156)</td> <td>71% (86/121)**</td> <td>S 77% (99/126) A 85% (23/27) Total: 80% (122/153)</td> </tr> </tbody> </table> <p>*Excludes Spring 2012 (no data) **Excludes Alexandria; form collected</p> <p><b>Judgment:</b> Met</p> <p><b>Action:</b> Continue to monitor</p>		2012	2013	2014	2015	2016	Plans to Continue Education	76% (112/147)*	75% (92/122)	71% (110/156)	71% (86/121)**	S 77% (99/126) A 85% (23/27) Total: 80% (122/153)						
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<p>9. Utilize information and healthcare technologies in nursing practice.</p>	<p><b>SKYFACTOR Graduating Student Survey:</b></p> <ul style="list-style-type: none"> <li>◇ Question asked the student "to what degree did the Nursing Program teach you to use appropriate technologies to assess patients".</li> </ul>	<p>Mean score equal or greater to the mean score of schools in the Carnegie Classification</p>	<p><b>SKYFACTOR Survey:</b></p> <p>Trending:</p> <table border="1" data-bbox="1155 828 1895 998"> <thead> <tr> <th>SKYFACTOR</th> <th>2012 (n=123)</th> <th>2013 (n=144)</th> <th>2014 (n=179)</th> <th>2015 (n=214)</th> <th>2016 (n=213)</th> </tr> </thead> <tbody> <tr> <td>NSU*</td> <td>5.94 (Q63)</td> <td>6.09 (Q63)</td> <td>5.92 (Q73)</td> <td>5.8 (Q72)</td> <td>5.93 (Q72)</td> </tr> <tr> <td>Carnegie*</td> <td>5.81</td> <td>5.84</td> <td>5.76</td> <td>5.69</td> <td>5.68</td> </tr> </tbody> </table> <p>Mean scores</p> <p><b>Judgment:</b> Met</p> <p><b>Action:</b> Continue to monitor</p>	SKYFACTOR	2012 (n=123)	2013 (n=144)	2014 (n=179)	2015 (n=214)	2016 (n=213)	NSU*	5.94 (Q63)	6.09 (Q63)	5.92 (Q73)	5.8 (Q72)	5.93 (Q72)	Carnegie*	5.81	5.84	5.76	5.69	5.68
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	<p>◇ <u>Informatics Assignment in NURB 3260 (Informatics):</u></p>	<p>80% of students will achieve a grade of 80% or higher on the midterm assignment: Culture of safety using powerpoint to present.</p>	<p><u>Informatics Assignment:</u></p> <p>Trending:</p> <table border="1" data-bbox="1155 289 1827 393"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th></th> </tr> </thead> <tbody> <tr> <td>Informatics Assignment</td> <td>100 (92/92)</td> <td>Not available</td> <td>100% (146/146)</td> <td></td> </tr> </tbody> </table> <p><u>Judgment:</u> Met</p> <p><u>Action:</u> Continue to monitor</p>		2014	2015	2016		Informatics Assignment	100 (92/92)	Not available	100% (146/146)	
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### Comprehensive Summary:

Student Learning Outcomes are measured with a variety of subject and objective measures, including standardized tests (ATI, NCLEX), course projects/assignments, and a student satisfaction survey (Skyfactor). The Skyfactor survey is a student satisfaction survey that is provide for students in their last semester before graduation. The student answers questions using a 7 point Likert scale. All Skyfactor questions met the outcome of meeting the Carnegie level for comparison except for one (utilized in SLO 2). Four of the past five years we have failed to meet this outcome. However, the 2016 data shows that NSU did come very close to meeting the Carnegie level with a NSU mean of 4.85/7.0 and a Carnegie level of 4.88/7.0. The NSU mean is up from the past two years of 4.6 (2014) and 4.68 (2015) which also shows a slight upward trend in this mean.

Assessment Technologies Institute (ATI) is company that provides standardized tests to evaluate nursing student’s knowledge in different areas, which in turn assists the students and school aware of areas of strengths and weaknesses. Three measures utilized in the BSN program for evaluation of Student Learning Outcomes are the Critical Thinking Exit exam, the Leadership exam and the Comprehensive Predictor. Our outcome for the Critical Thinking Exit is 80% of students achieving the national program mean. While we have yet to achieve this outcome, it is a worthy goal. Indeed results show an upward trend with the results of 60% (2014), 64.2% (2015), and 72% (2016). This will remain an outcome with the same measure.

SLO 6 outcome is that 80% of students will score a Level 2 (passing or sufficient knowledge on the topic) on the Leadership after two attempts. Historically, the outcome on this measure has been achieved. However, the previous policy was that students had to pass (at Level 2 or higher) on the Leadership exam to pass the course. The student could take several attempts to do this and would comment that they could always take the exam a second time. In an effort to get students to take the exam seriously the first time and avoid having to give the exam multiple times, faculty voted to count the results of the ATI exams as part of the course grade with no second attempt offered. Students would not be required to pass the exam to pass the course; the exam would just be a part of the overall grade. Hence, no second attempts as of Fall 2016. This will affect trending of data henceforth and the outcome will be changed to reflect the new policy – achieve the outcome with one attempt.

The last ATI test utilized is the Comprehensive Predictor. The purpose of this test is to evaluate the student’s readiness for taking the NCLEX, the licensing exam to become a registered nurse. The outcome measure for this assessment method is 80% of the students will score 94% (probability of passing the NCLEX) on the first exam. This outcome was met in 2014 with 80% of students achieving a 94% or better on the first attempt. However, 2015 and 2016 results did not meet this criteria with only 75.3% and 71.4% of students achieving this level, respectively. Again, the outcome of 80% is a worthy goal and will be maintained for 2017. Past actions included faculty tutoring in all levels, utilizing NURB 4950 for remediation, and developing individualized remediation plan for each student. A higher percent of Fall 2016 students did not pass this exam on the first attempt. Faculty reported that many students stated that they did not review/study for the exam because they knew they had more than just one attempt to pass. Consequently, there was much review and tutoring in the Fall 2016 semester to get students ready for NCLEX (so they would be successful in their licensing exam). While 2016 percentage for this outcome has decreased, it was only by 0.4 percentage points. The plan is to emphasize the importance of doing their best on the first attempt and monitor results in 2017 In addition, faculty voted to give this exam at the

end of the fourth level instead of in the first half of the fifth (last) semester of the program. This will allow more time for remediation at the beginning of fifth level and hopefully decrease the level of stress on students in their last semester. Administering the Comprehensive Predictor in 4<sup>th</sup> level will begin in the Spring2017 semester.

Overall, SLOs were met with the exceptions of several standardized tests. Actions have been implemented to help achieve the challenging outcomes in these areas. Faculty will continue the evaluation of state SLOs and outcome measures for 2017.

## NCLEX Pass Rates for 2016

### NCLEX – First Time Pass Rates by Clinical Location

	Fall 2015	Summer 2016	Tested Outside of Cycle	Total
<b>Alexandria</b>	0	100% (27/27)		100% (27/27)
<b>Shreveport*</b>	92.9% (53/57)	98% (49/50)	*100% (2/2)	95.5% (104/109)
<b>All Campuses</b>	92.9% (53/57)	98.7% (76/77)	*100% (2/2)	96.3%(131/136)

\*Campus not specified; graduated from 8/2015 & 12/2012