Mission / Purpose
The mission is educating innovative nurses to promote health and nursing science.

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

SLO 1: Knowledge to promote healthy outcomes
Students completing the Bachelor of Science in Nursing (BSN) program will demonstrate curriculum mastery to provide and evaluate comprehensive, integrated care utilizing critical thinking skills, specialized knowledge, and expertise to promote and/or maintain better client outcomes.

Related Measures:

M 1: Critical Thinking Test
The Kaplan Critical Thinking Test is administered in the first semester of the BSN program to all students. The test is a proctored computerized assessment. The composite critical thinking score is based upon the scores on each of the major characteristics of critical thinking which include: analysis, evaluation, explanation, inference, interpretation, and self-regulation.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Eighty-five percent of nursing students will score 63% or above on the Kaplan Critical Thinking Test.

Findings (2013-2014) - Target: Met
2013-2014: Overall, 82.83% (n=162) of the nursing students (N=197) scored 63% or above on the Kaplan Critical Thinking Test.

Fall 2013, Hattiesburg: In the May 2015 cohort, 88% (n=70) students (N=79) scored 63% or above on the Kaplan Critical Thinking Test.

Fall 2013, Gulf Coast: In the May 2015 cohort, 97.77% (n=44) students (N=45, Fall only assessment) scored 63% or above on the Kaplan Critical Thinking Test.

Spring 2014, Hattiesburg: In the December 2015 cohort, 65.75% (n=48) nursing students (N=73) scored 63% or above on the Kaplan Critical Thinking Test.

M 2: Kaplan Nursing Integrated Tests
Kaplan Nursing Integrated Tests are national normed tests used for assessing course content mastery of individual students. All courses in the BSN program have assigned Kaplan Integrated Tests that include remediation based upon individual assessment results. The Kaplan Integrated Tests are proctored computerized tests administered when the student has been exposed to approximately 90% of the content corresponding to the specific test. All students are required to review each test to determine content knowledge deficits and ways to strengthen their knowledge. Students who score below 60% on any Integrated Test are required to complete remediation activities as planned with the faculty.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Eighty-five percent of nursing students in the BSN program will score at 60% or above on the Kaplan Integrated Test in each course and complete remediation activities as required.
Findings (2013-2014) - Target: Partially Met

**Fall 2013, Hattiesburg:** 85% of the students scored at 60% or above on these Kaplan Integrated Tests: Maternal/Infant 94.11% (n=64, N = 68), Nutrition 91.17% (n=62, N = 68), Pediatrics 88.23% (n=60, N = 68), Comprehensive Medical-Surgical 89.79% (n=44, N = 49), Management/Professional Issues 97.95% (n=48, N = 49).

**Coast:** Maternal/Infant 96.77% (n=30, N=31), Nutrition 96.77% (n=30, N=31), Pediatrics 90.62% (n=29, N=32). Less than 85% of the students scored at 60% or above on these Integrated Tests: Fundamentals 59.59% (n=59, N = 99), Pathophysiology 15% (n=9, N = 59), Health Assessment 83.5% (n=66, N=79), Pharmacology 65.9% (n=31, N = 47), Mental Health 83.3% (n=40, N=48), Community 64.44% (n=29, N=45).

**Coast:** Fundamentals 59.57% (n=28, N=47), Pathophysiology 7.69% (n=3, N=39). All students who scored below 60% on any of the Integrated Tests completed remediation activities.

**Spring 2014, Hattiesburg:** 85% of the students scored at 60% or above on these Kaplan Integrated Tests: Chronic Conditions 93% (n=80, N=86), Mental Health 85.55% (n=77, N=90), Nutrition 90.24% (n=37, N=41), Maternal/Infant 100% (N=40), Pediatrics 95.65% (n=44, N=46), Comprehensive Medical Surgical 95.77% (n=68, N=71), Management/Professional Issues 94.36% (n=67, N=71).

**Coast:** Mental Health 86.27% (n=44, N=51), Comprehensive Medical Surgical 88.57% (n=31, N=35), Management/Professional Issues 100% (N=34). Less than 85% of the students scored at 60% or above on these Integrated Tests: Fundamentals 56.71% (n=38, N=67), Pathophysiology 19.04% (n=8, N=42), Health Assessment 79.71% (n=55, N=69), Pharmacology 38.33% (n=23, N=54), Research 67.56% (n=25, N=37), Community 68.65% (n=46, N=67).

**Coast:** Chronic Conditions 80% (n=40, N=50), Community 84.37% (n=27, N=32). All students who scored below 60% on any of the Integrated Tests completed remediation activities.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Remediation and Individual Student Tracking**

*Established in Cycle: 2013-2014*

AY 2013-2014: A new assessment testing company Kaplan was selected to be used instead of ATI. The BSN curriculum was also re...

**M 3: Kaplan Predictor Tests**
The Kaplan Predictor tests act as a gap analysis for the student as they begin to individualize their preparation for the NCLEX-RN licensure exam and nursing practice, and to evaluate the probability of passing the NCLEX-RN licensure exam. The Exit Predictor tests will be administered to undergraduate BSN students during the last semester prior to graduation. Two different versions of the Exit Kaplan Predictor are administered: 1. The Kaplan Secure Predictor is a normed test with attached predictability data. This is a 150 item secure test. The minimum acceptable score on the Kaplan Secure Predictor test is 62 (95% probability of passing NCLEX-RN licensure exam). Students who do not achieve the score of 62 or higher will complete remediation activities as identified with the faculty. 2. The Kaplan Diagnostic Test is a 180 item test. This test provides the student with the opportunity to evaluate their content gaps and enables them to direct their own trajectory of study for the NCLEX-RN licensure exam. The minimum acceptable score on the Kaplan Diagnostic Test is 65 (95% probability of passing NCLEX-RN licensure exam). Students who do not achieve the score of 65 or higher will complete remediation activities as identified with the faculty.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
All graduating students will achieve the 95% probability of passing the NCLEX-RN licensure score by taking the Kaplan Predictor Tests and completing remediation activities as required prior to graduation from the College of Nursing.
Findings (2013-2014) - Target: Met
All graduating students (N=302) achieved the 95% probability of passing NCLEX-RN licensure score on the Kaplan Predictor Tests or completed remediation activities prior to graduation.

Fall 2013, Hattiesburg: On the Kaplan Predictor Test, 34.69% of the students scored 62 or higher on the test and 65.31% of the students completed remediation activities prior to graduation. On the Kaplan Diagnostic Test, 16.32% of the students scored 65 or higher on the test and 83.68% of the students completed remediation activities prior to graduation.

Spring 2014, Hattiesburg: On the Kaplan Predictor Test, 18.30% (n=13) of the students (N=71) scored 62 or higher on the test and 81.69% of the students (n=58) completed remediation activities prior to graduation. On the Kaplan Diagnostic Test, 10% (n=7) of the students (N=70) scored 65 or higher on the test and 90% of the students (n=63) completed remediation activities prior to graduation.

Coast (Spring only assessment): 35.29% (n=12) of the students (N=34) scored 62 or higher on the Kaplan Predictor Test and 64.7% of the students (n=22) completed remediation activities prior to graduation. On the Kaplan Diagnostic Test, 10% (n=3) of the students (N=29) scored 65 or higher on the test and 89.65% of the students (n=26) completed remediation activities prior to graduation.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Remediation and Individual Student Tracking
Established in Cycle: 2013-2014
AY 2013-2014: A new assessment testing company Kaplan was selected to be used instead of ATI. The BSN curriculum was also re...

M 4: EBI Evaluation - Incorporating Nursing Standards into Practice
Exit Evaluations consist of an instrument developed by EBI (Educational Benchmarking, Inc.), which measures satisfaction. This assessment item evaluates how well the BSN program of study prepared the student for entry level nursing practice to "incorporate nursing standards into practice." The survey is rated on a Likert scale from 1 (indicating very dissatisfied) to 7 (indicating very satisfied).

Source of Evidence: Student course evaluations on learning gains made

Target:
The mean score EBI exit evaluation item, which measures the incorporation of nursing standards into practice, will be at or above 5 (BSN and RN-BSN student aggregate).

Findings (2013-2014) - Target: Met
The mean score was 6.50 (N=52) on the EBI "satisfaction with entry-level RN to incorporate nursing standards into practice" for the BSN and RN-BSN student aggregates.

M 8: Potential for Success Evaluation
The Potential for Success Evaluation by the Preceptor of the BSN Student in the last semester lab course is a 23-item Likert-type scale, which measures the preceptor’s perception of the nursing student's ability to perform safe and competent care and to promote optimal patient health. Each item on the Likert-type scale is scored as either 1-poor to 5-excellent or 1-not at all to 5-very prepared. The aggregate score is evaluated as a weighted number from 1 to 5, with 5 being the highest score.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
At least 90% of nursing students in the last semester clinical lab course will receive a minimum of a 4 aggregate score on the Potential for Success Evaluation by the Preceptor of the BSN Student.
Findings (2013-2014) - Target: Met

**Fall 2013, Hattiesburg**, 91.66% (n=44, N=48) of students in N458L course received a minimum of 4 aggregate score (mean 4.8) on the Potential for Success Evaluation by their preceptor.

**Spring 2014, Hattiesburg**, 97.18% (n=69, N=71) of NSG 458L students received a minimum of 4 aggregate score (mean 4.82) on the Potential for Success Evaluation by their preceptor.

**Spring 2014, Gulf Coast**, 90% (n=27, N=30, Spring only assessment) of NSG 458L students received a minimum of 4 aggregate score (mean 4.63 ) on the Potential for Success Evaluation by their preceptor.

**SLO 2: Practice in nursing profession**

Students completing the Bachelor of Science in Nursing (BSN) program will be able to practice within the values framework and legal parameters of the nursing profession using established ethical frameworks to monitor and influence health care practices.

**Related Measures:**

**M 6: Exit EBI Evaluations - Ethical Decision Making**

Exit Evaluations consist of an instrument developed by EBI (Educational Benchmarking, Inc.), which measures satisfaction. This assessment item evaluates how well the BSN program of study prepared the student for entry level nursing practice to "incorporate ethical decision-making." The survey is rated on a Likert scale from 1 (indicating very dissatisfied) to 7 (indicating very satisfied).

Source of Evidence: Student course evaluations on learning gains made

**Target:**

The mean score EBI exit evaluation item, which measures the application of ethical decision framework to clinical situation, will be at or above 5 (BSN and RN-BSN student aggregate).

**Findings (2013-2014) - Target: Met**

The mean score was 6.42 (N=52) on Item 87 on the EBI regarding ethical decision making for BSN and RN-BSN student aggregates.

**M 7: Issues Essay**

In the Professional Nursing course, each student will choose one issue related to professional nursing and compose a 2,000 type-written word paper to address various aspects of the issue. Examples of possible issues include but are not limited to: horizontal violence, professional lifelong learning, trends in nursing education, membership in professional organizations, licensure and competency issues, nursing profession response to societal changes, image of nursing, use of social media in nursing. The student should address the following: the scope of the issue including as it relates to nursing, identify at least two positions taken on this issue, and explore the future for the issue as it relates to nursing practice.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**

Ninety percent of the students enrolled in Professional Nursing course will score at or above 80% on the writing assignment.

**Findings (2013-2014) - Target: Met**

**Fall 2013: Hattiesburg**, 100% (n=89) of the students in NSG 337 scored 80% or higher on the Issues Essay.

**Fall 2013: Coast**, 100% (n=49) of the students (N=49, fall only assessment) in NSG 337 scored 80% or higher on the Issues Essay. The average rubric score for focus and organization for entire group for all required writing assignments was 92.02%.

**Spring 2014: Hattiesburg**, 98.52% (n=67) of the students (N=68) scored 80% or higher on the Issues Essay. The average rubric score for focus and organization for entire group for all required writing assignments was 93.04%.
SLO 3: Develop leadership to improve client outcomes

Students completing the Bachelor of Science in Nursing (BSN) program assume a leadership role in planning, managing, and evaluating health care to improve client outcomes.

Related Measures:

M 2: Kaplan Nursing Integrated Tests
Kaplan Nursing Integrated Tests are national normed tests used for assessing course content mastery of individual students. All courses in the BSN program have assigned Kaplan Integrated Tests that include remediation based upon individual assessment results. The Kaplan Integrated Tests are proctored computerized tests administered when the student has been exposed to approximately 90% of the content corresponding to the specific test. All students are required to review each test to determine content knowledge deficits and ways to strengthen their knowledge. Students who score below 60% on any Integrated Test are required to complete remediation activities as planned with the faculty.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Eighty-five percent of nursing students will score at 60% or above on the Management(Leadership)/Professional Issues Integrated Test.

Findings (2013-2014) - Target: Met
Fall 2013, Hattiesburg: 97.95% (n=48) of the students (N=49) scored 60% or above on the Management(Leadership)/Professional Issues Integrated Test.
Spring 2014, Hattiesburg: 94.36% (n=67) of the students (N=71) scored 60% or above on the Management(Leadership)/Professional Issues Integrated Test.
Spring 2014, Coast: 100% (n=34) of the students (N=34) scored 60% or above on the Management(Leadership)/Professional Issues Integrated Test.

Remediation and Individual Student Tracking
Established in Cycle: 2013-2014
AY 2013-2014: A new assessment testing company Kaplan was selected to be used instead of ATI. The BSN curriculum was also re...

M 9: EBI Evaluation - Leadership role "delegation"
Exit Evaluations consist of an instrument developed by EBI (Educational Benchmarking, Inc.), which measures satisfaction from students. This assessment item evaluates how well the BSN program of study prepared the student for entry level nursing practice to assume the "leadership role-delegation." The survey is rated on a Likert scale from 1 (indicating very dissatisfied) to 7 (indicating very satisfied).

Source of Evidence: Student course evaluations on learning gains made

Target:
The mean score will be at or above 5.0 on the EBI Evaluation Item related to student satisfaction with the program of study preparation for practice through the leadership role "delegation" (BSN and RN-BSN student aggregate).

Findings (2013-2014) - Target: Met
The mean score was 6.06 (N=53) on the EBI satisfaction for leadership role "delegation" for the BSN and RN-BSN student aggregates.

M 10: Employer Survey
The BSN Employer Satisfaction Survey consists of a 7 items developed by the Program Evaluation Committee, which measures satisfaction with how well the BSN program of study prepared the student for practice. Items 1-5 are Likert-type items measuring the employer's satisfaction with registered nurses' ability of assuming the leadership role of delegating nursing care while retaining accountability. Items 1-5 are Likert items with a weighted score from 1-not at all to 5-very good, with 5 being the highest.

**Source of Evidence:** Employer survey, incl. perceptions of the program

**Target:**
The average score of the generic student aggregate of the BSN Employer Satisfaction Survey (measuring the satisfaction of the preparation of the BSN staff nurse to assume the leadership role, will be at or above 4 (BSN and RN-BSN student aggregate).

**Findings (2013-2014) - Target: Met**
Employer Surveys were administered in Spring 2014 to a select number of employers of USM undergraduate graduates (N=11) with a 27.27% response rate. 100% of the employers reported being satisfied to very satisfied with USM graduates.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Employer and Alumni Survey Responses**
*Established in Cycle: 2013-2014*
PEC will work with Program Directors, faculty, and students in developing plans for improving the Employer and Alumni Survey res...

**M 11:Capstone Assignment**
Students enrolled in the Leadership capstone course (NSG 441-old curriculum and NSG 488-new curriculum beginning Spring 2015) complete reflective writing assignments to provide the student with an opportunity to demonstrate breadth, depth, and creativity in the assessment, planning, implementation and evaluation of a client in a clinical simulation incorporating evidence based practice reports and scholarly journal reports. Reflective thinking is deliberate thinking and careful consideration using the process of analyzing, making judgments, and drawing conclusions. A detailed rubric measures areas including the student's ability to relate expected patient outcomes and quality improvement measures.

**Source of Evidence:** Capstone course assignments measuring mastery

**Target:**
Ninety percent of the students enrolled in Leadership capstone course will score at or above 80% on the reflective writing assignments.

**Findings (2013-2014) - Target: Met**
- **Fall 2013: Hattiesburg,** 94.11% (N=48) of the students (51) enrolled in N441 scored at or above 80% on the reflective writing assignments.
- **Spring 2014: Hattiesburg,** 95.77% (n=68) of the students (N=71) scored at or above 80% on the reflective writing assignments.
- **Spring 2014: Coast,** 100% (n=36) of the students (N=36, spring only assessment) scored at or above 80% on the reflective writing assignments.

**SLO 4:Research and communication skills to improve health care**
Students completing the Bachelor of Science in Nursing (BSN) program utilize research and communicate knowledge as it relates to the improvement of health care.

**Related Measures:**

**M 12:Teaching Project**
NSG 445 (In Summer 2014, new course is NSG 407) Public Health nursing students complete a teaching project or similar activity targeted to community assessment and population teaching. The impact of the teaching project is targeted to raise awareness, limit the changes for known health issues, and improve the health of that population.

Source of Evidence: Project, either individual or group

**Target:**
Ninety percent of the students will score 85% or better on the teaching project.

**Findings (2013-2014) - Target: Met**
- **Fall 2013: Hattiesburg,** 100% (N=51) of students scored 85% or greater on the teaching project.
- **Spring 2014: Hattiesburg,** 100% (N=66) of students scored 85% or greater on the teaching project.
- **Spring 2014: Coast,** 100% (N=32, spring only assessment) of students scored 85% or greater on the teaching project.

**M 13: Exit EBI Evaluation - Research Based Knowledge**
Exit Evaluations consist of an instrument developed by EBI (Educational Benchmarking, Inc.), which measures satisfaction. This assessment item evaluates how well the BSN program of study prepared the student for entry level nursing practice to “incorporate research based knowledge.” The survey is rated on a Likert scale from 1 (indicating very dissatisfied) to 7 (indicating very satisfied).

Source of Evidence: Student course evaluations on learning gains made

**Target:**
The average score EBI exit evaluation measuring research-based knowledge as a basis for practice, will be at or above 5 (BSN and RN-BSN student aggregate).

**Findings (2013-2014) - Target: Met**
The mean score was 6.18 (N=56) of the EBI survey for applying research-based knowledge for practice for the BSN and RN-BSN student aggregates.

**SLO 5: Expand professional skills in technology and communication**
Students completing the Bachelor of Science in Nursing (BSN) program possess the ability to access, use, and communicate via information technology as well as through traditional written and verbal methods.

**Related Measures:**

**M 14: Computer Competency**
Students in NSG 337 course, Professional Nursing Concepts I, are required to demonstrate computer competency. Competency is measured on a 100 point scale for electronic collaboration, ability to create structured electronic documents, ability to perform online research and evaluation, and the operation of a computer.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
The composite class scores will be at least 85% on the computer competency learning objectives for NSG 337.

**Findings (2013-2014) - Target: Met**
- **Fall 2013: Hattiesburg,** 100% (n=89) of the students in NSG 337 met 100% of the required computer competencies. Fall 2013: **Coast,** 100% (n=49) of the students (N=49, fall only assessment) in NSG 337 met 100% of the required computer for competencies. Spring 2014: **Hattiesburg,** 98.52% (n=67) of the students (N=68) met 100% of the required computer competencies.
**M 15: Exit EBI Evaluation - Computer, Writing, Communication Skills**

Exit Evaluations consist of an instrument developed by EBI (Educational Benchmarking, Inc.), which measures satisfaction. This assessment item evaluates how well the BSN program of study prepared the student for entry level nursing practice to "incorporate computer, writing, and communication skills." The survey is rated on a Likert scale from 1 (indicating very dissatisfied) to 7 (indicating very satisfied).

Source of Evidence: Student course evaluations on learning gains made

**Target:**
The average score on the EBI exit evaluation questions measuring the student's ability to use a computer, written word and verbal presentations to communicate knowledge as a basis for practice, will be at or above 5 (BSN and RN/BSN).

**Findings (2013-2014) - Target: Met**
The average score on the EBI exit evaluation questions was 5.95: Item 72 (effective presentations) was 5.84 (N=55) and Item 77 (communication) was 6.07 (N=56). The ability to use online software was 6.05 (N=22) and word processing was 6.20 (N=55) for an average score was 6.12. These questions were the only items measuring the student's ability to use a computer, written word and verbal presentations to communicate knowledge as a basis for practice for Generic and RN/BSN aggregates.

**Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 6: Graduation Rate**

Students will make progress in the program and complete within 150% of the stated program length.

**Related Measures:**

**M 16: Graduation Rate**
Graduation rate is reported as the percentage of students within 150% of the stated program length.

Source of Evidence: Benchmarking

**Target:**
75% of generic BSN students will complete the program of study in 150% of the expected timeframe.

**Findings (2013-2014) - Target: Met**
2013-2014 all campuses, 76.88% (n=143) of the BSN students (N=186) will complete the program of study in 150% of the expected time frame. Fall 2013: Hattiesburg, 85.53%(n=45) of BSN students (N=52) completed the program of study in 150% of the expected time frame. Spring 2014: Hattiesburg, 73.33% (n=65) of the BSN students (N=90) will complete the program of study in 150% of the expected time frame. Spring 2014: Coast, 75% (n=33) of the BSN students (N=44, Spring only assessment) will complete the program of study in 150% of the expected time frame.

**O/O 7: NCLEX-RN Licensure**
The NCLEX-RN exam measures the competencies needed to perform safely and effectively as a newly licensed, entry-level registered nurse.

**Related Measures:**

**M 17: NCLEX-RN**
The NCLEX-RN (National Council Licensure Examination for Registered Nurses) is an exam that measures the competencies needed to perform safely and effectively as a newly licensed, entry-level registered nurse. The exam is graded on a pass/fail basis, which consists of items that use Bloom's taxonomy for the cognitive domain as a basis for writing and coding items. The majority of items are written at the
application or higher levels of cognitive ability, which requires more complex thought processing. Passing occurs when the student reaches a level of competency determined by a complex computerized algorithm, which means that students may take complete between 75 and 265 items for passing or failing.

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

**Target:**
The composite NCLEX-RN licensure pass score for the College of Nursing will be at or above the state and/or national NCLEX-RN licensure pass rate level. Pass rate is defined as the percentage of students who pass the NCLEX.

**Findings (2013-2014) - Target: Met**
The 2013 composite NCLEX-RN licensure pass score was 93.29% (n=153) for all BSN graduates (N=164) which was at the state pass rate (93.65%) and above the national pass rate (83.04%). A total of 123 out of 151 graduates passed the NCLEX-RN exam on the first write (81.45%). For Spring 2013 graduates, Hattiesburg: 80.55% (n=58) of the students (N=72) passed NCLEX-RN exam on first write. Coast: 74% (n=23) of the students (N=31, Spring only assessment) passed the NCLEX-RN on the first write. Fall 2013, Hattiesburg: 87.5% (n=42) of the BSN graduates (N=48) passed the NCLEX on the first write.

**O/O 8: Employment Rate**
The employment of graduates reported within 12 months of graduation.

**Related Measures:**

**M 18: Employment Rate**
The employment rate is measured to assist in assessing the experience of new graduates in finding employment after graduation. The employment rate of BSN graduates within 12 months of graduation is measured through an online Alumni survey. Employment rate is reported as the number of graduates who graduate within 12 months of graduation excluding those graduates who choose not to be employed.

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**
70% of the BSN graduates will be employed within 12 months of graduation excluding those graduates who choose to not be employed.

**Findings (2013-2014) - Target: Met**
Fall 2012-Spring 2013 Alumni surveys were emailed to BSN alumni 1 year after graduation. Employment rate 72.73% at graduation to 3 months increasing to 95.46% employment rate 4-6 months after graduation. Fall 2013-Spring 2014 Alumni surveys were emailed to BSN alumni 6 months after graduation. Employment rate 97.14% at graduation to 3 months increasing to 100% employment rate 4-6 months after graduation.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Continue monitoring Alumni Survey Responses**
Alumni response rates continue to be low and will continue to monitor. The Evaluation committee developed a plan to have the program directors to contact graduates individually to assist in collecting the surveys.

**Established in Cycle:** 2009-2010  
**Implementation Status:** In-Progress  
**Priority:** High  
**Responsible Person/Group:** Program evaluation committee  
**Budget Amount Requested:** $0.00 (no request)
Monitor Critical Thinking Evaluation on EBI

Unsure if this finding is due to an omission or a true finding. Critical thinking evaluation on the EBI is no longer present. Delete this measurement as it is no longer useful.

Established in Cycle:  2009-2010  
Implementation Status: Finished  
Priority:  High

Employer and Alumni Survey Responses

PEC will work with Program Directors, faculty, and students in developing plans for improving the Employer and Alumni Survey responses.

Established in Cycle:  2013-2014  
Implementation Status: Planned  
Priority:  High

Relationships (Measure | Outcome/Objective):

Measure: Employer Survey  |  Outcome/Objective: Develop leadership to improve client outcomes

Implementation Description: The Evaluation committee (PEC) along with Program Directors and faculty will contact the agencies and graduates individually. Program Directors will plan a reception for clinical partners and graduates to gather input about the programs. Students in the last semester of clinical lab will assist in distributing surveys to employers and graduates.

Responsible Person/Group: PEC, Program Directors

Increase Student Success on Kaplan NCLEX-RN Predictor Exams

Kaplan Assessment Testing and Remediation company is a new adoption beginning Fall 2013. The average students scores on the Kaplan NCLEX-RN Predictor Exams still remain below the target. Faculty to develop ways to help the students increase success on the Predictor Exams.

Established in Cycle:  2013-2014  
Implementation Status: Planned  
Priority:  High

Implementation Description: Faculty will work with students to develop written study plans and remediation activities. The Kaplan NCLEX-RN Review Course will be moved to an earlier time in the semester or before the Predictor Exams.

Responsible Person/Group: Program Director and faculty

New Curriculum and Testing/Remediation Resources

Beginning Spring 2013, testing and remediation resources were changed from ATI to Kaplan to add more comprehensive content testing and remediation in all nursing courses. Fall 2014, the admission selection process was changed to include scoring on the Kaplan Critical Thinking test. Faculty will continue to monitor the critical thinking scores.

Established in Cycle:  2013-2014  
Implementation Status: In-Progress  
Priority:  High

Implementation Description: Students will review each Kaplan course test to determine the weakest areas and topics and strengthen their knowledge on those topics. There will be a free NCLEX-RN exam review course available to graduating students. New data will be collected and aggregated with the first class graduating Spring 2015.

Projected Completion Date:  05/30/2015  
Responsible Person/Group: Admission Committee, Program Director, and Chair of the Department

Remediation and Individual Student Tracking
AY 2013-2014: A new assessment testing company Kaplan was selected to be used instead of ATI. The BSN curriculum was also redesigned to meet current standards and models in preparing the nurse. Beginning Fall 2013, the new curriculum was implemented and extended from four to five semesters. The policies have been revised to meet the enhance student learning and remediation. Targets have been met in many of the integrated tests. The new curriculum and testing will be completed implemented in Spring 2015. Students have suggested moving the Kaplan NCLEX RN review course to the beginning of the last semester to assist with meeting the targets on the Kaplan Predictor Tests and remediation activities. Faculty will look for ways to implement the review course earlier in the curriculum and continue to monitor.

Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
- **Measure**: Kaplan Nursing Integrated Tests | **Outcome/Objective**: Develop leadership to improve client outcomes | Knowledge to promote healthy outcomes
- **Measure**: Kaplan Predictor Tests | **Outcome/Objective**: Knowledge to promote healthy outcomes

Implementation Description: Beginning Fall 2013, testing and remediation resources were changed from ATI to Kaplan to add more comprehensive content testing and remediation in all nursing courses. A free NCLEX RN review course by Kaplan will be offered to the graduating BSN students in December 2013. Individual faculty, program evaluation committee, and student services

Analysis Questions and Analysis Answers

**What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**

During the AY 2013-2014, the overall strengths of BSN program included Preceptor Evaluations, NCLEX-RN License pass rates, Graduation Rates, Student Satisfaction Surveys (EBI), Computer, Writing, and Speech Competencies. NCLEX-RN license pass scores have always been one of the BSN program’s strength with target findings at or above the state and national pass rates. Employer and Student Satisfaction Surveys continue to reveal satisfaction to high satisfaction with the preparation of the RN. The scores for the new Kaplan assessment testing scores have increased in many of the courses, especially during the last two semesters of the program.

**Fall 2013, Hattiesburg:** Maternal/Infant 94.11% (n=64, N = 68), Nutrition 91.17% (n=62, N = 68), Pediatrics 88.23% (n=60, N = 68), Comprehensive Medical-Surgical 89.79% (n=44, N = 49), Management/Professional Issues 97.95% (n=48, N = 49).

**Coast:** Maternal/Infant 96.77% (n=30, N=31), Nutrition 96.77% (n=30, N=31), Pediatrics 90.62% (n=29, N=32).

**Spring 2014, Hattiesburg:** 85% of the students scored at 60% or above on these Kaplan Integrated Tests: Chronic Conditions 93% (n=80, N=86), Mental Health 85.55% (n=77, N=90), Nutrition 90.24% (n=37, N=41), Maternal/Infant 100% (N=40), Pediatrics 95.65% (n=44, N=46), Comprehensive Medical Surgical 95.77% (n=68, N71), Management/Professional Issues 94.36% (n=67, N=71).

**Coast:** Mental Health 86.27% (n=44, N=51), Comprehensive Medical Surgical 88.57% (n=31, N=35); Management/Professional Issues 100% (N=34).

The Critical Thinking scores have also increased and target findings were met during some of the semesters. There was a significant increase in findings on the Leadership Integrated Test which exceeded the target (which had not been met for over 4 years).

**What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**

This is the first year to use the new Assessment testing and remediation company - Kaplan. The assessment scores were met for many of the courses with improvement needed in the following courses that have less than 85% of the students scoring at 60% or above the target:

**Fall 2013, Hattiesburg:** Fundamentals 59.59% (n=59, N = 99), Pathophysiology 15% (n=9, N = 59), Health Assessment 83.5% (n=66, N=79), Pharmacology 65.9% (n=31, N = 47), Mental Health 83.3% (n=40, N=48), Community 64.44% (n=29, N=45).
Coast: Fundamentals 59.57% (n=28, N=47), Pathophysiology 7.69% (n=3, N=39). Spring 2014, Hattiesburg: Fundamentals 56.71% (n=38, N=67), Pathophysiology 19.04% (n=8, N=42), Health Assessment 79.71% (n=55, N=69), Pharmacology 38.33% (n=23, N=54), Research 67.56% (n=25, N=37), Community 68.65% (n=46, N=67). Coast: Chronic Conditions 80% (n=40, N=50), Community 84.37% (n=27, N=32).

The faculty will continue to work with students on remediation activities and written study plans. The faculty will review suggestion to move the NCLEX-RN review course to the beginning of the last semester to increase the Kaplan Predictor scores and continue to monitor student remediation activities. The Employer and Alumni Survey response rate continues to be low so the PEC worked with the program directors to contact students and employers personally to increase responses.

Annual Report Section Responses

Program Summary
The Bachelor of Science in Nursing (BSN) program is the oldest and largest degree program in the College of Nursing. Enrollment in the BSN program of study has had steady growth in the past couple of years in an attempt to meet the ever-changing and growing health care needs of the community. The purpose of the BSN program is to prepare the graduate for entry level positions in a variety of health care services. The BSN program of study provides the foundation for graduate study in nursing.

AY 2013-2014, is the second year of operation as a College of Nursing under a new organizational structure. The BSN program, RN-BSN program, and Transitional programs fall under the Department of Collaborative Nursing Care with each program coordinated by a separate director. The College of Nursing (CoN) Program is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Board of Trustees of State Institutions of Higher Learning (IHL). The BSN program of study was redesigned to meet the current standards and models in preparing the nurse of the future based on the Institute of Medicine Nursing Education Report, Quality Safety Education for Nurses, the Mississippi Nursing Competency Model, and assessment findings. The curriculum is built upon courses in the liberal arts and sciences and culminating in upper division nursing courses. The BSN program of study consists of 59 credit hours of non-nursing prerequisite courses and 69 credit hours of upper division nursing courses for a total of 128 credits. To meet the changing needs of our growing student population and the health care delivery system, the BSN program offers up-to-date content and uses technology (e.g., simulation, iclicker, wimba). The nursing courses are primarily live but are often web enhanced. Testing and remediation resources were changed from ATI to Kaplan to add more comprehensive content testing and remediation in all nursing courses. A free NCLEX-RN review course by Kaplan will be offered to the graduating senior nursing students in the BSN program.

Research and program grants are continuously being sought to support the needs and vision of the BSN program. Faculty who teach in the BSN program are leaders in the nursing through research, book authorship, manuscript publications, presentations (local, state, regional, national, and international), and professional organization service. To meet our growing needs, a new College of Nursing building has been planned with funding approved to begin ground breaking June 2014. This new larger building with state of the art technology will go great lengths to support all the nursing programs and the CoN as a leader in nursing education.

Continuous Improvement Initiatives
The CoN faculty have and will continue to engaged in efforts to improve the BSN program. Response rates to all surveys have improved, but the data collection process will be revisited for continued improvement. The Nursing Faculty Organization (NFO) has a task force has completed the work to redesign shared governance and an implementation team is working on how to implement the new College of Nursing organizational structure and functioning of the departments.

The BSN curriculum has been redesigned to meet current standards and models in preparing the nurse with a five semester curriculum plan with completed implementation by Spring 2015. Testing and remediation resources were changed from ATI to Kaplan to add more comprehensive content testing and remediation in all nursing courses. A free NCLEX-RN review course by Kaplan will be offered to the graduating senior nursing students in the BSN program. A Clinical Partnership/Alumni reception is planned to help increase Employer and Alumni Survey responses.
A new pathway (CAPINP) for the RN-BSN program was developed and implementation Fall 2013. The Concurrent Academic Progression in Nursing Pathway (CAPINP) option provides students enrolled in Associate Degree Nursing programs in the state of Mississippi with an option for early enrollment in the current Southern Miss RN-BSN completion program. This innovative pathway will allow students who meet admission requirements to enroll in the nonclinical courses required in BSN Completion Program while simultaneously enrolled in a community college Associate Degree Nursing program. Normally, the student graduating from the Associate Degree Nursing program must wait to pass the licensing exam in order to begin the RN-BSN program courses. Through enrollment in the CAPINP, the student will be able to graduate from the Associate Degree Nursing program, obtain RN licensure, and then, depending upon the number of courses taken prior to graduation with the associate degree in nursing, may have only one semester of coursework remaining to earn the BSN degree.

Closing the Loop

The BSN curriculum was redesigned and implementation will be complete Spring 2015. A new testing and remediation company (Kaplan) was instituted in Fall 2013. There are mastery content exams for all nursing courses where previously some courses lacked specific tests. Many of the content integrated student test scores increased to target level, especially in the last year of the nursing courses. Some of the course testing scores to continue to monitor are: Fundamentals, Pathophysiology, Pharmacology, Health Assessment, Mental Health, Community Health, and Research. Faculty are working individually with students on remediation activities and a written study plan. Faculty are providing study sessions and independent study courses to assist students in mastering the content areas. In an effort to increase student success, a free NCLEX-RN review course is being offered to the senior nursing students with plans to move this review course to the beginning of the last semester. Other strategies planned to increase student success are pre-nursing entrance exam requirement (focus on Critical Thinking) for the BSN program with revised admission criteria to include scoring points for the entrance exam. Strategies to increase Employer and Alumni Survey responses involve the program directors and faculty contacting individual companies and graduates and hold a Clinical Partnership/Alumni reception to also strengthen partnerships in the community.