STUDENT LEARNING ASSESSMENT REPORT

SUBMITTED BY: AGNES BURKHARD AND ROSEMARIE BERNAN
DATE: SEPTEMBER 2014

BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:

Data collected and submitted as part of the Student Learning Assessment report are stored in the location relevant to their source. NCLEX-RN exam results from the Virginia Board of Nursing and Mountain Measurement are stored in the office of the Dean of the Malek School of Health Professions (MSHP), with copies in the program chair’s office. Student exam results attributed to Health Education Services, Inc. (HESI) Testing and Remediation are available on a secure Elsevier/Evolve on-line site, with summary copies in the chair’s office. Course report data, submitted at the end of each academic semester by course faculty, are stored in a secure location in the chair’s office.

EXECUTIVE SUMMARY

List all of the program’s learning outcomes: (regardless of whether or not they are being assessed this year)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Year of Last Assessment</th>
<th>Year of Next Planned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply the nursing process to provide quality patient-centered care.</td>
<td>2012-2013</td>
<td>2013-2014</td>
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<tr>
<td>2. Communicate, collaborate, and negotiate as a member of an interdisciplinary</td>
<td>2012-2013</td>
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<tr>
<td>health care team.</td>
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<tr>
<td>3. Demonstrate knowledge of professional and ethical standards as they apply to</td>
<td>2004-2005</td>
<td>2013-2014</td>
</tr>
<tr>
<td>nursing practice.</td>
<td></td>
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<tr>
<td>4. Utilize evidence-based knowledge from nursing and other clinical sciences to</td>
<td>2009-2010</td>
<td></td>
</tr>
<tr>
<td>practice.</td>
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<tr>
<td>5. Demonstrate the application of psychomotor skills for the efficient, safe,</td>
<td>2005-2006</td>
<td></td>
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<tr>
<td>and effective patient care.</td>
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<td>6. Demonstrate skills in using patient care technologies, information systems,</td>
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<td>and communication devices that support safe nursing practice.</td>
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<tr>
<td>7. Delegate and supervise patient care activities to ensure the delivery of safe,</td>
<td>2013-2014</td>
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<tr>
<td>timely, and effective nursing care.</td>
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<tr>
<td>8. Participate in population focused health promotion and disease prevention</td>
<td>2012-2013</td>
<td></td>
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<tr>
<td>activities</td>
<td></td>
<td></td>
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<tr>
<td>9. Participate in professional activities that support improvement in health care</td>
<td>2009-2010</td>
<td></td>
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<tr>
<td>services</td>
<td></td>
<td></td>
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<tr>
<td>10. Develop a plan for continuous professional development and life-long learning</td>
<td>2004-2005</td>
<td></td>
</tr>
</tbody>
</table>
Describe how the program’s outcomes support Marymount’s Mission, Strategic Plan, and relevant school plan:
The curriculum for the baccalaureate nursing program is developed, implemented, and revised to reflect student-learning outcomes that are congruent with the program, school and university mission and goals. Marymount University (MU) is a student-centered learning community that values diversity and strives to educate the whole person. The hallmarks of a Marymount education are scholarship, leadership, service, ethics, and a global perspective. The University’s mission emphasizes academic excellence, a liberal arts foundation, career preparation, and personal and professional development. Congruent with this mission, the aim of the MSHP is to foster the individual development of each student and enable students to become competent health professionals prepared to contribute and respond to society’s changing health needs.

Within the Department of Nursing, there is a commitment to meet the individual learning needs and foster the individual development of each student, while providing a foundation for pre-professional practice and generalist nursing education. Learning outcomes are relevant to the general learning outcomes of the university-wide liberal arts core with an emphasis on the core values of integrity, excellence, professionalism, respect, and service. The baccalaureate program lends direct support in achieving MU’s strategic planning goals by offering a rigorous undergraduate curriculum that produces graduates able to succeed in professional nursing positions in health care organizations, promotes a cohesive academic community, and creates a high level of awareness of Marymount presence among health care organizations.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements:
The Department of Nursing recognizes assessment as the foundation for a continuous process of quality improvement. Several key assessment activities occurred during the 2013-2014 academic year. In August 2013, the faculty submitted a self-study report to the Commission on Collegiate Nursing Education (CCNE) as part of the re-accreditation process. This self-study process was aimed at evaluating the success of our program in achieving its mission, goals, and expected outcomes. This was followed by an accreditation visit by a CCNE review team in October 2013. As the result of this rigorous assessment process, both the undergraduate and graduate nursing programs were awarded the maximum re-accreditation terms of 10 years.

Throughout the academic year, the department chair leads assessment activities in conjunction with the Nursing Assessment Committee. The committee is comprised of six faculty members, and committee activities are reported on a monthly basis at departmental meetings. In the past academic year, faculty have remained actively involved in curricula assessment to ensure that we continue to meet the standards for baccalaureate nursing programs as identified in the American Association of Colleges of Nursing’s (AACN) The Essentials of Baccalaureate Education for Professional Nursing Practice, and the American Nurses Association (ANA) Scope and Standards of Practice, in addition to university requirements. A continuing challenge for the program has been the selection of direct and indirect measures which best reflect the achievement of program outcomes. Updates on planned program improvements for the 2013-14 academic year are detailed in the following table. Specific planned improvements for the 2014-15 academic year are provided later in this document.
### Describe how the program implemented its planned improvements from last year:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Planned Improvement</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply the nursing process to provide quality patient-centered care.</td>
<td>Incorporate the use of case studies in both clinical and non-clinical courses to enhance student ability to provide quality and safe patient centered care.</td>
<td>During the 2013-2014 academic year, nursing faculty created policy related to the use of case studies to facilitate the development of clinical reasoning in the provision of quality and safe patient care. In nursing specialty courses, it was recommended that the faculty allocate 5% percent of the course grade toward student completion of case studies. Additional planned improvements for 2014-15 are described later in this document.</td>
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<td></td>
<td>Faculty will better inform students of the importance of using Evolve/HESI case studies and exams as both methods of self-evaluation and remediation.</td>
<td>Information related to the use of Evolve/HESI products for learning assessment and remediation are shared on an on-going basis with students. This begins in the first clinical course and continues to be shared both verbally in the classroom and in course syllabi throughout the program. In December 2013, nursing faculty participated in a 2-day professional development program focused on interactive learning strategies and test item development. The department also purchased a subscription to Nurse Tim materials to allow for continued professional development.</td>
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<td></td>
<td>Faculty will continue to develop their skills in developing exam items that reflect the application of knowledge, skills, and attitudes in the provision of client care.</td>
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<td>Communicate, collaborate, and negotiate as a member of an interdisciplinary health care</td>
<td>Include SBAR in both simulation and clinical experiences.</td>
<td>Clinical lab/simulation coordinator incorporated the SBAR format into all</td>
</tr>
<tr>
<td>Team.</td>
<td>Revision of the clinical education evaluation tool.</td>
<td>Simulation and debriefing learning experiences. Clinical faculty were advised during semester meetings and orientation to use the SBAR format, which is the current standard within health care organizations, in student clinical learning experiences. Over the course of the 2013-2014 year, the Nursing Assessment Committee worked on the revision of our clinical education evaluation tool. This work is on-going as committee members consider moving from one tool that would be used in all nursing clinical specialties to developing individual forms for each specialty to better address learning and performance outcomes.</td>
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<td>Participate in population focused health promotion and disease prevention activities.</td>
<td>Continue to develop core content and activities related to health promotion and disease prevention.</td>
<td>During the CCNE self-study assessment process and curriculum review, faculty identified the need to increase genetics and genomics content across the curriculum. In the August 2014, a faculty member attended the NIH National Human Genome Research Institute short course for nursing faculty with the aim of building faculty capacity in these areas. During the 2014-15 academic year, strategies and resources for incorporating genetic and genomic content into courses will be shared with faculty in both group and individual faculty development meetings. Faculty and students will explore increasing curricular activities with a focus on health. Based on positive clinical faculty and student feedback during the 2013-2014 year, NU 400</td>
</tr>
<tr>
<td>Course Faculty</td>
<td>Description</td>
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<tr>
<td>Promotion and providing service to the community.</td>
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<tr>
<td>Course faculty explored expansion of the MU/Goodwill initiative. This workplace health initiative allows NU 400 Health Promotion and Risk Reduction in Communities students to engage in health promotion, risk assessment, and healthcare navigation activities with an underserved population in the workplace setting. The expansion will increase the number of student participants from 16 in 2013-2014, to a projected 32 in 2014-2015.</td>
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</tbody>
</table>

**Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report:** *(List each recommendation and provide a specific response to each).*

2012-2013 Report was accepted as submitted. The UAC review offered no recommendations.
Academic Year: 2013-2014
Program: Bachelor of Science in Nursing

**Outcome and Past Assessment**

**Learning Outcome 1:** Apply the nursing process to provide quality patient-centered care.

Is this outcome being reexamined? X Yes ☐ No

This outcome was last examined in 2012-2013. At that time, several outcome measures were met including NCLEX pass rate above 90%. Recognizing the importance of this learning outcome, it was again selected for 2013-14. Several direct and cross-measures were revised in an attempt to better assess learning outcomes.

**Assessment Activity**

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Performance Standard</th>
<th>Data Collection</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how student learning will be measured and indicate whether it is direct or indirect.</td>
<td>Define and explain acceptable level of student performance.</td>
<td>Discuss the data collected and student population</td>
<td>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</td>
</tr>
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</table>

**NCLEX Results – Pass Rate (Cross-course measure)**

90% of graduated students will pass the NCLEX exam on the first attempt.

Virginia Board of Nursing quarterly NCLEX reports for: 2nd degree accelerated & traditional graduates taking the exam for the period of 7/1/13 thru 6/30/14

During the reported periods, a total of 173 students took the NCLEX exam with 146 (84.3%) passing the exam on their first attempt. Individual cohort data: 2nd degree accelerated graduates 114 of 134 (85%) of first-time test takers passed the NCLEX-RN. Traditional track students- 32 of 39 (82%) of first-time test takers passed the NCLEX-RN. The performance standard was not met for this measure.

**NU 331 Illness Management in Adults I – 10 questions on the final**

80% of the students will answer the 10 nursing process questions

NU 331 is a required course offered in: Semester 1 –

A total of 181 students were enrolled in NU 331 sections in 2013-2014
| Exam will relate to the nursing process (Direct measure) | Correctly. | 2nd degree accelerated track Semester 6 – traditional track | Fall 2013 80% of students (n=79) answered 6 questions correctly. (Note: 119 students were enrolled in NU 331 there is missing data on 40 students – this information was not submitted by a former faculty member)  
Spring 2014 80% (n=62) answered 6 questions correctly  
The performance measure was not met for this standard. |
|---|---|---|---|
| HESI Med-Surg Specialty Exam administered in NU 332 Illness Management in Adults II (Cross-course measure) | 80% of students will achieve the national mean on the rating of the nursing process | The HESI Med-Surg specialty exam is administered in NU 332. It is a course requirement. | A total of 145 students took the HESI Med-Surg Specialty Exam during the assessment period.  
The national mean score for the nursing process items is reported by HESI as a single aggregate score: 846. (Note: HESI does not provide individual student aggregate means for the 5 components of the nursing process.)  
The following data does, however, provide information on the number of MU students (n=145) achieving a score of 846 in each of the 5 nursing process components:  
Assessment: 47.5% (n=69)  
Analysis: 48% (n=68)  
Planning: 30% (n=44)  
Implementation: 46% (n=67)  
Evaluation: 44% (n=64)  
The performance standard was not met for this measure. |
Accademic Year: 2013-2014
Program: Bachelor of Science in Nursing

| NU 400 Health Promotion and Risk Reduction in Communities – Simulation of health assessment skills in nursing lab (Direct measure) | 90% of the students will successfully complete the health assessment on their first attempt | A total of 156 students were enrolled in NU 400 and all students were required to participate in a simulation of health assessment skills. This learning assessment was pass/fail. | Students (n=156) - 100% successfully completed the assigned health assessment on their first attempt. The performance standard was met for this measure. |

Interpretation of Results

Extent this Learning Outcome has been achieved by students (Use both direct and indirect measure results):
The performance standard “Apply the nursing process to provide quality patient-centered care”:

- Was not met as evidenced by the cross-course measure of the NCLEX Exam, with 84.3% (146 of 172) of students passing the exam as first-time test takers during the data collection period.
- Was not met as evidenced by the direct measure of 80% of students answering 6 (out of 10) final exam nursing process related questions correctly.
- Was not met as evidenced by the direct measure of the majority of students achieving less than the national mean on questions related to the five components of the nursing process.
- Was met as evidenced by the direct measure of 100% of 156 students successfully completing a simulated health assessment in the nursing lab setting.

Program strengths and opportunities for improvement relative to assessment of outcome:
The performance standard outcome – “Apply the nursing process to provide quality patient-centered care” remains appropriate for our program. A strong emphasis is placed, throughout the program, on the provision of high quality and safe patient care. In line with the recent trend at MU, the NCLEX pass rates for first-time test takers decreased on a national basis in 2013-2014. On April 1, 2013, the National Council of State Boards of Nursing (NCSBN) raised the passing standard for the NCLEX-RN exam to ensure that the passing standards for the exam accurately reflected required practice competencies at the beginner level. While our rate (84.3%) is lower than the current national rate for the 2013-2014 academic year (July 1, 2013 thru June 30, 2014) it is notable that the majority of our May 2014 graduates had not yet tested in June 2014 and their pass rate data will not be available until October 2014.
The nursing faculty recognizes the importance of continuous quality improvement in efforts to promote the success of our students and graduates. A new strategy was implemented during the 2013-14 academic year to better prepare at-risk students for the NCLEX exam. Faculty advisors were assigned to students deemed “at risk” for not being successful on the NCLEX exam based on the student earning a score below 850 points on the HESI exit exam. The exit exams were administered early in the semester to allow more time for student learning and remediation. Faculty conducted 3-4 individual meetings with students to assess student progress, and additional group sessions were provided on topics such as test-taking strategies and testing anxiety.

The utilization of NU 331 final exam items as measure of student application of the nursing process, while potentially appropriate, needs further refinement. Faculty participation in December 2013 professional development activities focused on test item development has offered the tools needed to enhance the development of test items to better reflect measures of the nursing process and NCLEX style items. Faculty reviewed the NCLEX-RN Detailed Test Plan (April 2013).

The HESI Medical-Surgical Specialty Exam, another cross-course measure, offered limited data on this outcome. During the 2013-2014 academic year, students were required to take this exam but individual student performance not factored into course grades. Consequently, students reported not putting their best effort into this and other HESI specialty exams. Program improvements to address this concern are outlined in the next section of this document. The fourth, measure, NU 400 student’s ability to complete a simulated health assessment was an appropriate direct summative measure as it reflected student’s acquisition of knowledge and application of skills related to the nursing process in their final clinical semester.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**
Several program improvements have already been approved by faculty for implementation in the 2014-15 academic year with the aims of improving NCLEX pass rates and utilization of Evolve/HESI products for programmatic assessment, and student self-evaluation and remediation. At the May 2014 departmental systematic evaluation meeting, the faculty voted to base 5% of course grades (NU 231, 246, 332, 333, 334, 335, 361, 412, and 425) on student HESI specialty exam scores. This strategy is consistent with current practice in many undergraduate nursing education programs. A conversion score guide was developed over the Summer 2014 and was unanimously approved by faculty on August 19, 2014 for implementation in the Fall 2014 semester. The aim of this improvement is promote optimal student performance on these exams. In addition to assessing student knowledge, acquisition, and application of key concepts, the exams provide relevant student feedback to facilitate student-driven remediation and serve as a predictor of success on the HESI Exit and NCLEX exams. A course-specific improvement in NU 332 will be the use of Evolve/HESI Patient Reviews to assess and reinforce student understanding of core content in these knowledge-based scenarios. Based on NU 332 student feedback in 2013-14, the number of required patient reviews will be increased from five to eleven for the 2014-2015 academic year. For NU 332 and other clinical courses, Evolve/HESI case studies will be used in the classroom to facilitate student learning with use of realistic patient scenarios. During the current (Fall 2014) semester, December 2014 graduates who have been identified as being at-risk for not passing the NCLEX-RN exam are required to participate in a structured remediation seminar titled *Think Like a Nurse – Case Study*.
Analysis. This will be a small group seminar will be facilitated by faculty and utilize an inquiry based learning approach to further develop the critical analysis and judgment skills in preparation for the licensure exam and clinical practice.
Learning Outcome 2: Demonstrate knowledge of professional and ethical standards as they apply to nursing practice.

Is this outcome being reexamined? X ☐ Yes ☐ No

This outcome was last examined in 2004-2005.

Assessment Activity

<table>
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<tr>
<th>Outcome Measures</th>
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<tbody>
<tr>
<td>Explain how student learning will be measured and indicate whether it is direct or indirect.</td>
<td>Define and explain acceptable level of student performance.</td>
<td>Discuss the data collected and student population</td>
<td>1) Describe the analysis process.</td>
</tr>
<tr>
<td>BSN Exit Survey (Cross-course measure)</td>
<td>85% of graduated students will rate their perceived level of proficiency as “competent” or “highly competent” in demonstration of knowledge of professional and ethical standards as they apply to nursing practice.</td>
<td>BSN Program Exit Evaluation Survey - conducted 4/29/14-5/12/14 for May 2014 graduates. The survey is an electronic survey with results compiled by the OIE. Note: the BSN Program Evaluation Survey was not conducted in the Fall 2013 semester for December 2013 graduates.</td>
<td>There were 76 graduates in the Spring 2014 Traditional and 2nd Degree Accelerated cohorts. 27 out of 76 (35%) of graduates participated in the survey. Among participants (n=27), 88% of the graduates rated their perceived level of proficiency as competent or highly competent. The performance standard was met for this measure.</td>
</tr>
<tr>
<td>NU 400 Health Promotion and Risk Reduction in Communities – 10 questions on final exam</td>
<td>80% of students will answer the questions correctly</td>
<td>NU 400 is a required course in the final semester of the program.</td>
<td>A total of 156 students were enrolled in NU 400 over the course of 2013-14 academic year. Fall 2013 (n= 80) – 81.33% answered 10 selected questions correctly.</td>
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</tbody>
</table>
related to professional and ethical standards in nursing practice (Direct measure) | questions correctly on final exam.  
---|---
| | Spring 2014 (n=76) – Less than 80% answered 10 questions correctly on final exam.  
The performance standard for this measure was not met in the Spring 2014 semester.

NU 230 *Theoretical Foundations of Professional Nursing* – 5 questions on the final exam related to professional and ethical standards in nursing practice (Direct measure) | 80% of students will answer 4 out of 5 questions correctly | NU 230 is a required course for 2nd degree accelerated students in Semester 1.  
---|---|---
| | A total of 129 students were enrolled in NU 230.  
Fall 2013 (n=76) – Over 80% of students answered 4 out of 5 questions correctly.  
Spring 2014 (n=53) – Over 80% of students answered 4 out of 5 questions correctly.  
The performance standard was met for this measure.

**Interpretation of Results**

**Extent this Learning Outcome has been achieved by students (Use both direct and indirect measure results):**

The performance standard “Demonstrate knowledge of professional and ethical standards as they apply to nursing practice”:

- Was met as evidenced by the course measure of 88% of the graduates rated their perceived level of proficiency as competent or highly competent in demonstration of knowledge of professional and ethical standards as they apply to nursing practice.
- Was not met as evidenced by the direct measure of less than 80% of students answering 10 out of 10 questions related to professional and ethical standards correctly on the NU 400 final exam.
- Was met as evidenced by the direct measure of over 80% of students answering 4 out of 5 questions related to professional and ethical standards correctly on a NU 230 exam.

**Program strengths and opportunities for improvement relative to assessment of outcome:**

The performance standard “Demonstrate knowledge of professional and ethical standards as they apply to nursing practice” remains appropriate for our program. A strong emphasis on professional and ethical standards is threaded throughout the undergraduate curriculum. Although the sample size was small, the evidence provided by our BSN exit survey suggests that graduates experience high levels of proficiency in the knowledge and application of professional and ethical standards. In NU 400, course faculty noted differing approaches in the presentation.
of public health ethics content occurred in the Fall and Spring semesters. This change might account for the measurement disparity between the two semesters. Course faculty are aware of this finding and plan to address the issue this semester.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

A planned program improvement for 2014-15 is to ensure that the BSN Exit Survey is sent to all graduates. It is also essential that student and faculty recommendations be sought to identify strategies to promote student participation in the survey. The use of exam items to measure this outcome needs further refinement – by way of improved communication with faculty, including adjuncts, regarding our assessment aims, and improved collaboration and consensus on the selection of exam items and standard reporting practices. A planned improvement is the recommendation that all nursing faculty review the MU Learning Outcomes Assessment Handbook (July 2014) to gain a better understanding of the assessment process.
**Outcome and Past Assessment**

Learning Outcome 3: Delegate and supervise patient care activities to ensure the delivery of safe, timely, and efficient nursing care.

Is this outcome being reexamined? [ ] Yes  X [ ] No

This is the first time that this outcome is being examined. Program outcomes were revised in 2011.

**Assessment Activity**

<table>
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<tbody>
<tr>
<td><strong>Outcome Measures</strong>&lt;br&gt;Explain how student learning will be measured and indicate whether it is direct or indirect.</td>
<td><strong>Performance Standard</strong>&lt;br&gt;Define and explain acceptable level of student performance.</td>
<td><strong>Data Collection</strong>&lt;br&gt;Discuss the data collected and student population</td>
<td><strong>Analysis</strong>&lt;br&gt;1) Describe the analysis process.&lt;br&gt;2) Present the findings of the analysis including the numbers participating and deemed acceptable.</td>
</tr>
<tr>
<td>NU 412 Introduction to Leadership, Management, and Advocacy – 10 questions on final exam related to delegation and supervision (Direct measure)</td>
<td>80% of students will answer the questions correctly</td>
<td>NU 412 is a required course taken the final semester of the program.</td>
<td>A total of 155 students were enrolled in NU 412. 85.5% of students answered 10 selected questions on the final exam related to delegation and supervision correctly. The performance standard was met for this measure.</td>
</tr>
<tr>
<td>NU 412 HESI Management Specialty Exam (Cross-course measure)</td>
<td>60% of students will attain a score of 800 points or higher</td>
<td>The HESI Management specialty exam is a course requirement for NU 412.</td>
<td>A total of 155 students took the HESI Management Specialty Exam. 79 (51%) of students earned a score of 800 points or higher on the exam. The performance standard was not met for this measure.</td>
</tr>
<tr>
<td>BSN Exit Survey</td>
<td>80% of graduates will rate their perceived level of proficiency as</td>
<td>BSN Program Exit Evaluation Survey - conducted 4/29/14-</td>
<td>There were 76 graduates in the Spring 2014 Traditional and 2nd Degree Accelerated cohorts. 27 out of 76 (35%) of graduates participated.</td>
</tr>
</tbody>
</table>
### Interpretation of Results

**Extent this Learning Outcome has been achieved by students (Use both direct and indirect measure results):**

The performance standard “Delegate and supervise patient care activities to ensure the delivery of safe, timely, and efficient nursing care”:

- Was met for the direct measure of 85.5% of students able to correctly answer 10 questions related to delegation and supervision on the NU 412 final exam.
- Was not met as evidenced by 51% of students earning a score of 800 or higher on the HESI Management Specialty Exam.
- Was not met as evidenced by the course measure of 77% of the graduates rated their perceived level of proficiency as competent or highly competent in the delegation and supervision of patient care activities to ensure the delivery of safe, timely, and efficient nursing care.

**Program strengths and opportunities for improvement relative to assessment of outcome:**

The performance standard “Delegate and supervise patient care activities to ensure the delivery of safe, timely, and efficient nursing care” remains appropriate for our program. The concepts of leadership and delegation are threaded throughout the undergraduate curriculum with a heavy emphasis placed on the concepts in the final semesters of the program. While the 80% benchmark was missed on the BSN Exit Survey, the majority of survey participants reported experiencing a competent or highly competent level of proficiency in these areas. Program strengths include the close collaboration among NU 412 faculty to ensure consistent development and use of exam measures. As noted in previous sections, the percentage of students earning below a score of 800 on the HESI Management Specialty Exam is most likely a reflection of student effort. This concern will be addressed with the new department policy giving weight to these exams.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

Previous sections of this document have outlined planned program improvements in the utilization of the HESI specialty exams as an outcome measure. An additional planned initiative for the 2014-2015 year is to examine the content of courses in the final semester (NU 412, NU 425,
and NU 490) to ensure that they are complementary and not duplicative, and continue to place a heavy emphasis on the role of the professional nurse in facilitating the delivery of safe, timely, and efficient nursing care.