Mission/Purpose
The mission of the Ira D. Pruitt Division of Nursing is to provide a quality educational program which prepares competent, caring and culturally sensitive graduates who have the knowledge and ability to meet the diverse and changing health care needs of a global society. The Division of Nursing strives to fulfill the mission by valuing the development of independent thinking, respecting the ideas of others, promoting the development of personal integrity and character as well as pursuit of knowledge.

I. Goals and Student Learning Outcomes, With Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

A. Goal: Address the major educational issues of the region
Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive self-image of the institution and area.

1. Outcome: Students will demonstrate preparation to function as RNs
Students of the Division of Nursing will demonstrate preparation to function as registered nurses in various health settings, usually an acute or long-term care facility, to promote wellness and provide care for clients.

a. Measure: Percentage of graduates passing the NCLEX-RN will be at or above the national average
The percentage of graduates passing the annual NCLEX-RN examination will be at or above the national average annually. NCLEX-RN, National Council of State Boards of Nursing Exam, is taken the summer semester following graduation annually.

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

1. Achievement Target:
The percentage of graduates who pass the NCLEX-RN will be at or above the national average.

2. Findings (2010-11) – Achievement Target: Not Met
The national average for the NCLEX-RN was 87.6 in 2010, and the pass rate for the Division of Nursing was 85.1.

3. Action Plan:
NCLEX-RN pass rate
The percentage of graduates passing the NCLEX-RN was not above the national average. A number of factors may have contributed to this, including but not limited to, change in faculty and increase in difficulty level on NCLEX-RN. The faculty agree that the students need to be exposed to more NCLEX type questions and active learning activities that enhance their clinical decision making skills. The faculty will increase the number and complexity of active learning activities in the didactic and clinical settings. Also, after review of articles related to increasing student competence and success and attending workshops on student learning, the faculty decided to pursue purchasing a high...
fidelity simulated mannequin to be integrated throughout the curriculum. A simulated mannequin has been purchased through a grant with the OSP. The faculty will begin integrating the mannequin Fall 2011. The faculty will continue to offer a faculty developed review course in the summer following graduation for students not achieving an acceptable score on the HESI exit exam, as well as for other interested students.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: A simulated mannequin in addition to other active learning strategies will be used to increase the pass rate on the NCLEX-RN.
Completion Date: 08/01/2012
Responsible Person/Group: Faculty and chairperson
Budget Amount Requested: $0.00
Implementation Notes:
8/16/2011 The faculty have agreed to increase the number of NCLEX type questions on course examinations and to increase the number of alternate type test items. The high-fidelity mannequin has been purchased and will be implemented into the curriculum beginning Fall Semester 2011. The students will be assigned to attend a clinical day in the simulated laboratory to work with the mannequin.

b. Measure: Students will achieve a score predictive of passing the NCLEX-RN
Students passing the courses required in the last semester of the nursing program will have achieved a score predictive of passing the NCLEX-RN on a computerized exit examination prior to the end of the semester.

Source of Evidence: Comprehensive/end-of-program subject matter exam

1. Achievement Target:
Greater than 70% of graduates who pass the last semester will achieve a score of at least 850 on the computerized HESI Exit Exam.

2. Findings (2010-2011) – Achievement Target: Not Met
67% of graduates achieved a score of 850 on the HESI Exit Exam.

3. Action Plans:
a. HESI exams
70% of students passing the courses the last semester will achieve a passing score predictive of NCLEX-RN success.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Implementation Description: Increase computerized examinations throughout the course of study, increase remediation sessions, increase use of active learning activities
Completion Date: 05/26/2011
Responsible Person/Group: Faculty
Additional Resources Requested: None
Budget Amount Requested: $0.00
Implementation Notes:
7/11/2011 The number of HESI standardized exams administered to students was increased to try to increase student success on the Exit Exam.
Also, HESI case studies were purchased with the testing package, and some of them were used in the classroom.

b. HESI Exams and Case studies
The number of HESI specialty exams were increased to attempt to increase student success on the HESI exit exam. Only 67% of graduates achieved an 850 on the exit exam rather than the desired 70%. Case studies that were purchased with the student testing package were used in the classroom to reinforce theoretical concepts, but the number of case studies used was minimal. The subcategories of the HESI Exit Exam with the aggregated scores were: (1) Safe/Effective Environment 838, (2) Management of Care 831, (3) Safety Infect Control 848, (4) Health Promotion Maintenance 770, (5) Psychosocial Integrity 770, (6) Physiological Integrity 815, (7) Basic Care/Comfort 770, (8) Pharm Parenteral Treatment 889, (9) Reduce Risk Potential 838, (10) Physiological Adaptation 760. The faculty has agreed to increase the number of HESI case studies used in the classroom and clinical settings. The Community HESI specialty exam will not be administered in the Spring Semester of the second level, but the Fundamentals specialty exam will be administered in the Fall Semester of the second level. The faculty will use the NCLEX-RN test plan to guide curriculum development and implementation. A small management module will be added to NS 101 in order to introduce students to basic management concepts that can be integrated throughout the curriculum.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: The faculty will use more case studies in the classroom as well as the clinical settings. Also, the testing package will be purchased in NS 102 rather than NS 201 and NS 202 in order to allow for integration earlier in the curriculum beginning in spring of 2012. HESI specialty exams will be altered.
Completion Date: 08/03/2012
Responsible Person/Group: Chairperson and Faculty
Budget Amount Requested: $0.00
Implementation Notes:
8/16/2011 The faculty recognized the use of HESI case studies needs to be increased in order to allow students to use critical thinking skills. Also, many of the case studies address fundamental concepts so the students will be required to purchase the package in NS 102 rather than NS 201 and NS 202.

c. Measure: Students will demonstrate proficiency in critical psychomotor skills
Students will demonstrate proficiency in psychomotor skills as indicated by achieving the rating of satisfactory in the demonstration of critical psychomotor skills required for completion of the program. Clinical evaluation tools administered during NS 102, NS 103, NS 201 NS 202. Also, the Preceptor's Evaluation of Student in NS 204 is administered by the nursing faculty.

Source of Evidence: Performance (recital, exhibit, science project)

1. Achievement Target:
100% of the students will have attained the rating of satisfactory in the demonstration of critical psychomotor skills required for completion of the program.
2. **Findings (2010-2011) – Achievement Target: Met**
100% of graduating students received a rating of satisfactory in the demonstration of critical psychomotor skills. Copies of skill checklists are maintained in the Division of Nursing and preceptor evaluations are in the permanent student files in the DON.

d. **Measure: Enhance comprehension and performance of psychomotor skills**
Comprehension and performance of psychomotor skills will be enhanced by providing the students with visual reference videos of faculty demonstration of required skills.

Source of Evidence: Student course evaluations on learning gains made

1. **Achievement Target:**
90% of students will successfully demonstrate critical skills on the first attempt.

2. **Findings (2010-2011) – Achievement Target: Met**
Greater than 90% of students successfully passed the critical skills on the first attempt. All critical skills were videoed and placed on Tegrity for students to view before attempting the skill. IS and the DON are attempting to develop a course on BlackBoard or some other manner by which students could view skills via Tegrity the entire time they are enrolled in the program rather than just the course in which they are enrolled.

e. **Measure: Employers will indicate graduates are proficient in psychomotor skills**
Employers will indicate on the annual Employer Survey that graduates were proficient in the psychomotor skills necessary for employment as a registered nurse. Employer Survey administered in January by Chairperson.

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

1. **Achievement Target:**
Greater than 90% of responding employers will indicate that graduates are proficient in psychomotor skill on the Employer Survey administered six months after graduation

2. **Findings (2010-2011) – Achievement Target: Met**
100% of responding employers reported that graduates were proficient in skills but suggested more skills could be added to the curriculum.

3. **Action Plan:**
**Increase critical skills**
During verbal communications with health care agency representatives concern was expressed about the demonstration of skill proficiency by graduates. Also, during the self-study for the NLNAC accreditation visit, the faculty identified that the number of psychomotor skills required needed to be increased. Therefore, the credit hours for NS 101 is to be increased from two to three in fall of 2011 to allow for movement of some theoretical content from NS 102 to NS 101. This movement of theoretical content will allow for more psychomotor skills to be introduced in NS 102 in spring semester.

**Established in Cycle:** 2010-2011
**Implementation Status:** Planned
Priority: High

Implementation Description: The credit hours for NS 101 will be increased from two to three to allow for theoretical content to be reduced in NS 102 and psychomotor skill increased.

Responsible Person/Group: Faculty Chairperson

Budget Amount Requested: $0.00

Implementation Notes:
7/11/2011 NS 102 credit hours will be increased in fall of 2011 to allow for more skills in NS 102 beginning in spring of 2012. Theoretical content will be moved from NS 102 including the infection module.

f. Measure: Employers will indicate that graduates meet performance standards
Employers will indicate on the annual Employer Survey that graduates meet the job performance standards of his/her position.

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

1. Achievement Target:
Greater than 90% of responding employers will indicate on the Employer Survey that graduates meet performance standards.

2. Findings (2010-2011) – Achievement Target: Met
100% of responding employers indicated that graduates met performance standards on the Employer Survey.

2. Outcome: Students will demonstrate sound judgment and clinical decision making
Students of the Division of Nursing will demonstrate sound judgment and clinical decision making inherent to safe and effective nursing practice.

a. Measure: Graduates demonstrate sound judgment and clinical decision making
Graduates demonstrate sound judgment and clinical decision making skills as indicated by the employers on the Employer Survey administered annually.

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

1. Achievement Target:
Greater than 90% of responding employers will indicate that graduates utilize sound judgment and clinical decision making on the Employer Survey.

2. Findings (2010-2011) – Achievement Target: Met
100% of responding employers indicated that graduates utilized sound judgment and clinical decision making.

3. Outcome: Students will utilize the nursing process as the foundation for meeting the needs of individuals
Students of the Division of Nursing will utilize the nursing process as the foundation for meeting the wellness needs of the individual or groups of clients.

a. Measure: Graduates will indicate utilization of the nursing process in nursing practice
Graduates will indicate utilization of the nursing process in nursing practice on the annual Alumni Survey. Alumni Survey administered January annually by Chairperson.

Source of Evidence: Academic indirect indicator of learning - other
1. **Achievement Target:**
   Greater than 90% of responding graduates will indicate on the Graduate Survey that the nursing process is the foundation of nursing care.

2. **Findings (2010-2011) – Achievement Target: Met**
   100% of responding graduates indicated that they utilize the nursing process as the foundation of the nursing care.

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II. Goals and Other Outcomes/Objectives, With Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

A. **Goal: Address the major educational issues of the region**
   Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive self-image of the institution and area.

1. **Objective: Increase lab space and improve equipment**
   The lab space and equipment is inadequate for the number of students. The storage room upstairs in Brock Hall will be remodeled for a lab.

   a. **Measure: Increase lab space**
      Lab space needs to be increased in order to accommodate the simulated mannequin and the number of students.

      **Source of Evidence: Climate / Environment**

      1. **Achievement Target:**
         100% of lab space renovation will be completed by February of 2011.

      2. **Findings (2010-2011) – Achievement Target: Met**
         An additional simulated lab was added on the second floor of Brock Hall. Two labs on the first floor were combined and renovated for the utilization of the high-fidelity simulated mannequin. Lab equipment is being updated to allow for more realistic simulated laboratory learning experiences and additional equipment will be purchased in the future.

      3. **Action Plan:**
         Increase lab space
         Simulation labs will be updated to provide more realistic experiences.
         **Established in Cycle:** 2010-2011
         **Implementation Status:** Planned
         **Priority:** High
         **Implementation Description:** The labs will be updated with equipment that provides more realistic learning experiences
         **Completion Date:** 09/30/2012
         **Responsible Person/Group:** Chairperson Physical Plant

2. **Objective: Continue offering two elective courses (Test-taking Strategies for Nursing Students and Preparation for Licensure)**
   In order to facilitate student learning and increase comprehension of concepts necessary for success on faculty generated and standardized exams, two elective courses (Test-taking Strategies for Nursing Students and Preparation for Licensure) are being offered and will continue to be so with revisions driven by course evaluation.
a. **Measure: Continue offering elective courses of Test-taking Strategies and Preparation for Licensure**

Students will demonstrate greater success on faculty-generated and standardized examinations after participating in Test-taking Strategies for Nursing Students and Preparation for Licensure elective courses.

Source of Evidence: Curriculum/syllabus analysis of course to program

1. **Achievement Target:**
The completion rate for the graduating class will be 70%.

2. **Findings (2010-2011) - Achievement Target: Not Met**
The completion rate for the class was 65%. The two elective courses were offered.

3. **Action Plan:**
   - **Elective Course**
     A one-hour elective course related to test-taking was implemented Fall 2009 in order to increase the success rate on faculty-generated and standardized tests. The completion rate for the graduating class was 65% which was an increase from 56% in 2010. The Preparation for Licensure course will be designed to reflect the NCLEX-RN test plan rather than content areas only.

   **Established in Cycle:** 2009-2010  
   **Implementation Status:** Planned  
   **Priority:** High  
   **Implementation Description:** Continue to offer the elective course Collect, aggregate and analyze data  
   **Completion Date:** 05/12/2011  
   **Responsible Person/Group:** Chairperson  
   **Implementation Notes:** 8/16/2011 The completion rate for the graduating class did increase from the previous year from 56% to 65% but did not achieve the desired 70%. The faculty do believe the two elective courses assist students in being successful on both faculty-generated and standardized tests. The faculty believe the Preparation for Licensure Examinatin course should be developed using the NCLEX-RN test plan rather than just addressing content areas. The 2012 course will be formatted in this manner.

III. **Other Plans for Improvement**

A. **Employment upon graduation**
   90% of graduates will report employment as a registered nurse upon completion of program of study
   **Established in Cycle:** 2009-2010  
   **Implementation Status:** Planned  
   **Priority:** High  
   **Implementation Description:** Increase recruiting sessions last semester  
   **Completion Date:** 05/12/2011  
   **Responsible Person/Group:** Chairperson

B. **Establish a lab in a room above Brock Hall**
   Establish a lab in a room above Brock Hall  
   **Established in Cycle:** 2010-2011  
   **Implementation Status:** Planned  
   **Priority:** High  
   **Completion Date:** 09/30/2010
Additional Resources Requested:  $ 551.00 (hip mannequin)  $ 1,938.00 (mannequin)  
$2,489.00 Total  
Budget Amount Requested:  $2,489.00

C. Maintain continuing education/professional development of faculty  
Maintain continuing education/professional development of faculty as mandated by state and national accrediting agencies.  
Established in Cycle:  2010-2011  
Implementation Status:  Planned  
Priority:  High  
Implementation Description:  Each faculty member will attend September 30, 2010 development of faculty as mandated by state a minimum of two, six-hour and national approval/accrediting agencies.  
Budget Amount Requested:  $1,800.00

D. Maintain membership in professional organizations  
Maintain membership in professional organizations  
Established in Cycle:  2010-2011  
Implementation Status:  Planned  
Priority:  High  
Budget Amount Requested:  $300.00

E. Sponsor a minimum of two continuing education workshops for nurses within the service area  
Sponsor a minimum of two continuing education workshops for nurses within the service area  
Established in Cycle:  2010-2011  
Implementation Status:  Planned  
Priority:  High  
Additional Resources Requested:  $850 in cost will be covered by registration fees. No additional amount will be requested in the departments budget.

F. Video psychomotor skills so students can review skills before simulated lab sessions  
Video psychomotor skills so students can review skills before simulated lab sessions.  
Established in Cycle:  2010-2011  
Implementation Status:  Finished  
Priority:  High

IV. Analysis Answers  
A. What specific strengths did your assessments show? (Strengths)  
Our assessments showed that the Division of Nursing is providing students with NCLEX-RN type questions on faculty-generated exams, HESI exams, and HESI case studies. The completion rate increased significantly from the previous year. As a result, the Division of Nursing will continue to offer the elective courses of Test Taking Strategies and Preparation for Licensure. The assessments also showed that the graduates and employers believe the students are prepared to function in the role of registered nurse and were proficient in psychomotor skills and did demonstrate sound judgment and clinical decision making skills.

B. What specific weaknesses or challenges did your assessments show? (Weaknesses)  
Assessments reveal the need to increase the amount of active learning experiences in the didactic and clinical setting for students. Verbal and written communication with health care agencies reveal that the skills required of students need to be increased. In order to increase skills, faculty will decide which skills are imperative for nurses to know and include those skills in the curriculum. The HESI case studies will be utilized more in the didactic and clinical settings in order to increase student student comprehension of theoretical concepts.
C. What plans were implemented?
   A plan implemented was the creation and inclusion of the elective courses, Test-Taking Strategies for Nursing Students and Preparation for Licensure. The completion rate increased from 56% to 65%. The courses will continue to be offered. Also, the number of HESI specialty exams was increased from four to six.

D. What plans were not implemented?
   The number of recruiting sessions by health care agencies was not increased due to hiring freezes.

E. How will assessment results be used for continuous improvement?
   The assessment results will be used to guide curriculum development for didactic and clinical settings. The evaluations of students while enrolled in the program and surveys administered to graduates and employers will provide insight into needed curricular changes. The HESI exams will guide faculty in ensuring theoretical concepts are addressed in the didactic and/or clinical settings. The NCLEX-RN pass rate will be used to determine if curriculum changes are necessary especially when reviewing the subcategories of the exam.