

**Montana State University
College of Nursing
2017 Undergraduate Outcomes Assessment Report**

The [College of Nursing Master Evaluation Plan \(MEP\)](#) is available on the College of Nursing website. The MEP plan outlines the data to be gathered and by whom, as well as action to be taken in terms of reviewing the data and making recommendations based on the analysis of the data by the various individuals/committees that are charged with these responsibilities. The College of Nursing MEP is based on the standards set for the by the Commission of Collegiate Nursing Education (CCNE) for program effectiveness.

The 2017 College of Nursing Assessment report addresses CCNE STANDARD IV in the MEP.

Degree Objectives:

<i>Upon program completion, the BSN graduate will demonstrate the ability to</i>	
1. Use a foundation of community-based professional nursing to provide holistic client-centered health care in a variety of healthcare setting.	7. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national and global healthcare trends.
2. Synthesize theoretical and empirical knowledge from nursing, the sciences, the arts and the humanities to practice safe and effective professional nursing across the lifespan.	8. Utilize effective communication in professional relationships with clients in order to influence health across the health-illness continuum.
3. Practice basic leadership skills to create a safe caring environment and deliver quality care with an inter-professional healthcare team.	9. Utilize progressive technology and information management systems to support safe nursing practice and deliver effective, quality client care.
4. Evaluate the applicability of research findings in evidence-based nursing practice*.	10. Collaborate with communities to design, implement, and evaluate population-based approaches to care for diverse populations.
5. Utilize evidence-based clinical judgments to assist patients with the promotion, maintenance, and restoration of health; prevention of disease; and death with dignity.	11. Provide culturally sensitive direct and indirect care for patients across a variety of healthcare settings.
6. Demonstrate professionalism by incorporating professional values of altruism, autonomy, human dignity, integrity, social justice, and value-based behaviors into nursing practice and professional career development.	

Program Assessment:

- A. CCNE Standard IV B. Undergraduate Student Completion Rates for both the Traditional BSN Program and the Accelerated (ABSN) Option;
- B. CCNE Standard IV C. NCLEX-RN Pass Rates for licensure as a Registered Nurse ;
- C. CCNE Standard IV D. Employment Rates;
- D. CCNE Standard IV E. MSU College of Nursing Senior Survey Results for BSN graduates; and
- E. CCNE Standard IV E. College of Nursing Alumni Survey Results
- F. CCNE Standard IV E. Recent Kaplan Diagnostic Exam Results
- G. CCNE Standard IV F. Faculty data in support of program effectiveness

A. Program Completion Rates: Benchmark $\geq 90\%$

The completion rate for the traditional BSN program (not including the ABSN option) is defined as the percent of traditional nursing majors who complete the program in four consecutive semesters of upper division coursework (on-time) beginning with the first semester of upper division (junior 1 semester) and ending with the semester they were supposed to complete the program (graduate).

<i>Start Date J1 Upper Division NRSG courses</i>	<i>Graduation Date (in 4 semesters)</i>	<i>Attrition at J1</i>	<i>Completion Rate by cohort</i>	<i>Completion Rate by AY</i>
August 2013	May 2015	5/104 students	95.19%	94.79%
January 2014	December 2015	5/88	94.31%	
August 2014	May 2016	7/104	93.27%	91.66%
January 2015	December 2016	9/88	89.77%	

In the ABSN option, the completion rate is defined as the percent of ABSN students who begin the option in mid-May of one year and complete the option the beginning of August the following year. This report reflects data from cohorts graduating in 2014, 2015, 2016.

<i>ABSN Cohort</i>	<i>ABSN Graduation</i>	<i>Attrition</i>	<i>Completion Rate</i>
2013	2014	0/32	100%
2014	2015	1/32	96.87%
2015	2016	9/32*	*68.75%

In the *2015-2016 ABSN cohort, there were three unusual occurrences. One student withdrew, after successfully completing the summer session, citing financial concerns. The student had a full scholarship. Despite tuition and housing support, the student withdrew. Another student successfully completed the summer session, but asked to defer continuance and acceptance into the 2016-2017 cohort because the student did not realize the tuition would be charged as out of state resident tuition. The student was born in Montana, but had spent several years in outside the state of Montana prior to applying to the program. This request was granted. This student is continuing in the 2016-2017 cohort and will graduate August, 2017. In spring of 2016, 7 students were suspended under Policy C-6 from NRSG 454 for clinical safety issues. They were all reinstated in the fall of 2016 and graduated in December, 2016.

Policy C-16 and Policy C-19 provide for reinstatement into the program, when students fail, are removed, or withdraw. Almost without exception students do choose to apply for reinstatement via scholastic appeal, new application, or semester by semester.

**B. NCLEX-RN Pass Rates for licensure as a Registered Nurse:
Benchmark > the National Average each year**

The table below shows the first time NCLEX-RN pass rates for the past two years as reported by the National Council of State Boards of Nursing (NCSBN) to the Montana State Board of Nursing.

<i>NCLEX-RN pass rates</i>				
<i>YEAR</i>	<i>MSU-Bozeman # students taking NCLEX-RN for the 1st time</i>	<i>MSU- Bozeman NCLEX-RN Pass Rate for 1st time test takers</i>	<i>National NCLEX-RN Pass Rate for 1st time test takers</i>	<i>Montana NCLEX-RN Pass Rate for 1st time test takers</i>
2016	208	89.9%	84.56%	83.88%
2015	215	84.65 %	84.51%	84.51%
2014	207	87.92%	81.79%	84.93%

C. Employment Rates: Benchmark ≥ 90%

There continues to be ample job opportunities for BSN graduates in the state of Montana. The Career, Internship, and Students Services Office at MSU conducts an annual survey to determine employment rates; salary data for graduates for the last 3 years are shown here. The data below does not include ABSN graduates, but because they remain in touch with the faculty we do have anecdotal data from them as well. The majority have self-reported finding employment within 3 months of graduation.

<i>Year of Graduation</i>	<i>Total Graduates</i>	<i>Respondents #/%</i>	<i>Employed in Field</i>	<i>Unemployed</i>	<i>Employed but not in Field</i>	<i>Continuing Education and Employed</i>	<i>In-state vs. Out-of-state Employment</i>	<i>Salary</i>	<i>N reporting salary</i>
2016	219	104 (47.5%)	86 (82.7%)	0 (0%)	1 (1%)	5 (4.8%)	Montana 73 (77.7%) Out of State 21 (22.3%)	\$54,374 .00	n=85
2015	215	119 (55.3%)	FT 112 (94.1%) PT 4 (3.4%)	Not seeking 2 (1.7%) Seeking 1 (0.8%)	0 (0%)	1 (0.8%)	Montana 104 (91.2%) Out of State 10 (8.8%)	\$52,748	n=105
2014	210	127 (60.5%)	FT 106 (83.5%) PT 9 (7.1%)	Not seeking 2 (1.6%) Seeking 8 (6.3%)	2 (1.6%)	6 (4.7%)	Montana 99 (84.6%) Out of State 18 (15.4%)	\$52,727	n=104

D. MSU University Senior Survey Results for BSN graduates: Benchmark Mean \geq 4 on 1-5 scale

The College of nursing survey utilizes questions regarding terminal objectives and questions about professional development in an exit survey for graduating seniors. This survey was sent to graduating students in November, 2016 (Traditional BSN students graduating December, 2016) and April, 2017 (Traditional BSN students graduating May, 2017). The ABSN students will be surveyed in July (August 2017 ABSN student completion).

The contact information and verification of degree was obtained from the degree candidates spread sheet provided by the registrar each semester. Using that as a guide for contact information, we were able to determine if the student was in the ABSN or Traditional program of study. Up until 2017, the ABSN students were not included in the senior survey, which was originally administered by the Office of Planning and Analysis. We now survey the ABSN students separately.

December 2016 Traditional BSN Senior Exit Survey Response rate 41/88 (46.59%)

<i>Rate the effectiveness of the nursing program in helping you to achieve the following learning objectives.</i>	<i>Highly effective</i>	<i>Effective</i>	<i>Not effective</i>	<i>n</i>	<i>Highly Effective OR Effective</i>
Utilize a foundation of community-based nursing to provide client-centered health care	36.59% 15	63.41% 26	0.00% 0	41	100%
Synthesize knowledge from nursing, the sciences, the arts, and the humanities to practice safe and effective professional nursing	51.22% 21	46.34% 19	2.44% 1	41	97.56%
Apply principles of critical thinking in professional decision making	53.66% 22	41.46% 17	4.88% 2	41	95.12%
Evaluate the applicability of research findings in evidence based nursing	26.83% 11	68.29% 28	4.88% 2	41	95.12%

practice					
Utilize evidence-based clinical judgments to assist clients with the promotion, maintenance, and restoration of health	63.41% 26	36.59% 15	0.00% 0	41	100%
Utilize evidence-based clinical judgments to assist clients with the prevention of disease	46.34% 19	48.78% 20	4.88% 2	41	95.12%
Utilize evidence-based clinical judgments to assist clients with death with dignity	19.51% 8	65.85% 27	14.63% 6	41	85.36%
Incorporate professional values of altruism, autonomy, human dignity, integrity, and social justice and value-based behaviors into nursing practice	47.50% 19	45.00% 18	7.50% 3	41	90.24%
Employ legal principles in the practice of professional nursing	21.95% 9	73.17% 30	4.88% 2	41	95.12%
Employ ethical principles in the practice of professional nursing	48.78% 20	46.34% 19	4.88% 2	41	95.12%
Assume responsibility for career-development	43.90% 18	56.10% 23	0.00% 0	41	100%
Assume responsibility for participation in life-long learning	41.46% 17	56.10% 23	2.44% 1	41	97.56%
Utilize effective communication in professional relationships with clients in order to influence health and healing over time	48.78% 20	48.78% 20	2.44% 1	41	97.56%
Utilize progressive technology and information systems to support nursing practice and deliver client care	31.71% 13	65.85% 27	2.44% 1	41	97.56%
Collaborate with communities to design, implement, and evaluate population-based approaches to care	19.51% 8	75.61% 31	4.88% 2	41	95.12%
Provide culturally sensitive direct and indirect care for clients across a variety of settings	39.02% 16	51.22% 21	9.76% 4	41	90.24%
Participate as a member of the nursing profession	53.66% 22	43.90% 18	2.44% 1	41	97.56%

May 2017 Traditional BSN Senior Exit Survey Response rate 37/104 (35.57%)

<i>Rate the effectiveness of the nursing program in helping you to achieve the following learning objectives.</i>	<i>Highly effective</i>	<i>Effective</i>	<i>Not effective</i>	<i>n</i>	<i>Highly Effective OR Effective</i>
Utilize a foundation of community-based nursing to provide client-centered health care	60.53% 23	31.58% 12	5.41% 2	37	94.59%
Synthesize knowledge from nursing, the sciences, the arts, and the humanities to practice safe and effective professional nursing	57.89% 22	34.21% 13	5.41% 2	37	94.59%

Apply principles of critical thinking in professional decision making	67.57% 25	21.62% 8	10.81% 4	37	89.19%
Evaluate the applicability of research findings in evidence based nursing practice	54.05% 20	40.54% 15	5.41% 2	37	94.59%
Utilize evidence-based clinical judgments to assist clients with the promotion, maintenance, and restoration of health	70.27% 26	21.62% 8	8.11% 3	37	91.90%
Utilize evidence-based clinical judgments to assist clients with the prevention of disease	62.16% 23	29.73% 11	8.11% 3	37	91.90%
Utilize evidence-based clinical judgments to assist clients with death with dignity	40.54% 15	43.24% 16	16.22% 6	37	83.78%
Incorporate professional values of altruism, autonomy, human dignity, integrity, and social justice and value-based behaviors into nursing practice	70.27% 26	21.62% 8	8.11% 3	37	91.90%
Employ legal principles in the practice of professional nursing	48.65% 18	32.43% 12	18.92% 7	37	81.08%
Employ ethical principles in the practice of professional nursing	62.16% 23	35.14% 13	2.70% 1	37	97.30%
Assume responsibility for career-development	59.46% 22	29.73% 11	10.81% 4	37	89.19%
Assume responsibility for participation in life-long learning	62.16% 23	35.14% 13	2.70% 1	37	97.30%
Utilize effective communication in professional relationships with clients in order to influence health and healing over time	64.86% 24	27.03% 10	8.11% 3	37	91.90%
Utilize progressive technology and information systems to support nursing practice and deliver client care	50.00% 18	33.33% 12	16.67% 6	37	83.78%
Collaborate with communities to design, implement, and evaluate population-based approaches to care	51.35% 19	35.14% 13	13.51% 5	37	86.48%
Provide culturally sensitive direct and indirect care for clients across a variety of settings	56.76% 21	35.14% 13	8.11% 3	37	91.90%
Participate as a member of the nursing profession	78.38% 29	18.92% 7	2.70% 1	37	97.30%

The Undergraduate Academic Assessment Committee (UAAC) set benchmarks in fall of 2016, for the senior survey results at a mean score of > or equal to 4.0 on a 5 point Likert scale. This was the Likert used by the office of planning and analysis when they had responsibility for the senior survey.

When the College of Nursing adopted the senior survey process (because the office of planning and analysis was no longer providing this) the Likert scale was changed to a 3 point scale. The data reported in the assessment report reflects this changed likert scale. The benchmark will need to be revisited this fall, 2017 with UAAC.

The response rate for the December, 2016 survey was 46.59%. This December 2016 senior exit survey shows that at least 85% of students rated the BSN program of study as either highly effective or effective, on all 17 questions. The spring 2017 survey had a response rate of 35.57%. There were three areas wherein less than 85% of the students rated the program as effective or highly effective:

83.78%: *Utilize evidence-based clinical judgments to assist clients with death with dignity*

81.08%: *Employ legal principles in the practice of professional nursing*

83.78%: *Utilize progressive technology and information systems to support nursing practice and deliver client care*

The graduating seniors otherwise rated the program highly effective or effective on the other 14 questions.

UAAC will examine the responses in the fall, 2017 meetings to determine recommendations regarding curriculum and teaching. Results of the survey will be shared with faculty.

E. College of Nursing Alumni Survey Results: Benchmark \geq 85% at “very satisfied” or “satisfied” on all sections of the survey

Alumni satisfaction is considered a measure of determining program effectiveness. It is measured by the undergraduate program through surveys that are administered to graduates within one to two years after they have graduated.

The undergraduate academic affairs committee (UAAC) developed this survey. E-mails were sent to the graduates, providing a link to the online survey. The survey provided Likert scale numerical values 1-4; 1=very satisfied, 2=satisfied, 3=dissatisfied, 4=very dissatisfied.

In May, 2017, the Alumni Survey was sent to Traditional and ABSN graduates from: May/December, 2015 (192 Traditional students) and August, 2015 (31 ABSN students).

ALUMNI SURVEY (Traditional – May/Dec 2015) & ABSN (Aug 2015)

The response rate was 14% and an N of 25.

To what extent are you satisfied with your undergraduate education preparation in
CRITICAL THINKING SKILLS

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	No Opportunity to Experience	Not Applicable to Setting
Ability to identify researchable problems.	36%	60%	0.00%	0.00%	0.00%	4%
Ability to make clinical decisions guided by theory.	36%	64%	0.00%	0.00%	0.00%	0.00%
Ability to apply research findings to nursing practice.	40%	56%	4%	0.00%	0.00%	0.00%

To what extent are you satisfied with your undergraduate education preparation in
COMMUNICATION SKILLS?

Orally communicate effectively and accurately with clients, families, healthcare providers and the public.	48%	84%	0.00%	0.00%	0.00%	0.00%
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	No Opportunity to Experience	Not Applicable to Setting
In writing, communicate effectively and accurately with clients, families, healthcare providers and the public.	44%	56%	0.00%	0.00%	0.00%	0.00%
Non-verbally communicate	48%	52%				

effectively and accurately with clients, families, healthcare providers and the public.			0.00%	0.00%	0.00%	0.00%
Communicate with cultural sensitivity, being responsive to the client's needs.	44%	56%	0.00%	0.00%	0.00%	0.00%
Utilize interviewing skills effectively with clients and their families.	44%	56%	0.00%	0.00%	0.00%	0.00%
Apply therapeutic communication skills when caring for clients.	52%	44%	4%	0.00%	0.00%	0.00%
Collaborate effectively with other health care providers.	40%	60%	0.00%	0.00%	0.00%	0.00%
To what extent are you satisfied with your undergraduate education preparation in THERAPEUTIC NURSING INTERVENTION?						
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	No Opportunity to Experience	Not Applicable to Setting
Competence in diagnosis of human responses to health problems.	24%	72%	0.00%	0.00%	4%	0.00%
Competence in	24%	68%	8%			

treatment of human responses to health problems.				0.00%	0.00%	0.00%
Competence in provision of care to individuals, families, and communities.	36%	60%	0.00%	0.00%	0.00%	0.00%
Management and coordination of client care.	28%	72%	0.00%	0.00%	0.00%	0.00%
Ability to act as client advocate in a variety of settings.	44%	56%	0.00%	0.00%	0.00%	0.00%
Ability to use a broad base of therapeutic interventions.	28%	72%	0.00%	0.00%	0.00%	0.00%
Ability to evaluate therapeutic interventions considering outcomes of care.	24%	76%	0.00%	0.00%	0.00%	0.00%

**To what extent are you satisfied with your undergraduate education preparation in
ACHIEVEMENT OF PROGRAM TERMINAL EDUCATION
OBJECTIVES:**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	No Opportunity to Experience	Not Applicable to Setting
Utilize a foundation of community-based nursing to provide client-centered health care.	40%	56%	0.00%	0.00%	0.00%	4.00%
Synthesize	28%	72%				

theoretical and empirical knowledge from nursing, the sciences, the arts and the humanities to practice safe and effective professional nursing.			0.00%	0.00%	0.00%	0.00%
Apply principles of critical thinking in professional decision making.	52%	40%	8.00%	0.00%	0.00%	0.00%
Evaluate the applicability of research findings in evidence-based nursing practice.	40%	60%	0.00%	0.00%	0.00%	0.00%
Utilize evidence-based clinical judgments to assist clients with the promotion, maintenance and restoration of health; prevention of disease and death with dignity.	40%	60%	0.00%	0.00%	0.00%	0.00%
Incorporate professional values of altruism, autonomy, human dignity, integrity and social justice and value-based behaviors into nursing practice.	28%	72%	0.00%	0.00%	0.00%	0.00%
Employ legal and ethical principles in the practice of professional nursing.	28%	72%	0.00%	0.00%	0.00%	0.00%

Assume responsibility for career development and participation in life-long learning.	52%	48%	0.00%	0.00%	0.00%	0.00%
Utilize effective communication in professional relationships with clients in order to influence health and healing over time.	44%	66%	0.00%	0.00%	0.00%	0.00%
Utilize progressive technology and information systems to support nursing practice and deliver client care.	44%	66%	0.00%	0.00%	0.00%	0.00%
Collaborate with communities to design, implement, and evaluate population-based approaches to care.	24%	60%	0.00%	0.00%	4%	12%
In general, how satisfied are you with the:						
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	No Opportunity to Experience	Not Applicable to Setting
Baccalaureate educational preparation you received from the MSU College of Nursing?	56.00%	44%	0.00%	0.00%	0.00%	0.00%
Instruction you received during your undergraduate nursing education?	44%	44%	8%	4%	0.00%	0.00%

<p>How would you evaluate your overall performance as compared to other entry level RNs?</p> <p>Excellent 28%</p> <p>Better than Average 64%</p> <p>Average 8%</p> <p>Less than Average 0%</p>	
<p>What is your current job title? (check all that apply)</p> <p>Staff nurse 92.59%</p> <p>Charge nurse 7.41%</p> <p>Nurse manager</p> <p>Other (please specify)</p> <p>(some participants chose both charge nurse and staff nurse)</p>	
<p>What is the size of the community where you are employed or seeking employment?</p> <p>Rural Area (population less than 5,000) 4%</p> <p>Small Town (population 5,000-9,999) 8%</p> <p>Town (population 10,000-49,999) 8%</p> <p>City (population over 50,000) 80%</p>	
<p>In what STATE are you currently employed or seeking employment?</p> <p>Montana 72%</p> <p>Other State 28%</p>	
<p>How satisfied are you with your current employment?</p> <p>Very Satisfied</p> <p>Generally Satisfied</p> <p>Generally Dissatisfied</p>	
<p>How satisfied are you with nursing as a career?</p> <p>Very Satisfied 76%</p> <p>Generally Satisfied 24%</p> <p>Somewhat satisfied/somewhat dissatisfied 0%</p> <p>Very Dissatisfied 0%</p>	

The UAAC committee was able to consider primary areas of focus for evaluating our curriculum and have set a benchmark of at least 85% satisfaction:

1. Critical thinking skills: ability to identify researchable problems, ability to make clinical decisions guided by theory, ability to apply research: average over 3 questions in this domain **37.33% very satisfied; 60% satisfied.**

2. Communication skills: effective oral communication with clients and others, effective writing communication with clients and others, effective nonverbal communication with clients and others, effective Culturally sensitive communication, effective interviewing skills, effective application of therapeutic communication, effective collaboration with the team: average over 7 questions in this domain **45% very satisfied; 58.28% satisfied.**

3. Therapeutic Nursing Intervention: Competent diagnosis, competent in treating patient responses to health problems, competent provision of care, mgmt. and coordination of care, ability to act as advocate, ability to use broad base of interventions, ability to evaluate effectiveness of therapeutic interventions & outcomes: **Average over 7 questions in this domain 29.7% very satisfied; 68% satisfied.**

4. Achievement of program terminal objectives: utilize foundation of community-based nursing, ability to synthesize knowledge from nursing, sciences, arts and humanities to practice safely, apply critical thinking in decision making, evaluate applicability of research findings in EBP, utilize EB clinical judgments in health maintenance/restoration/death, utilize professional values & behaviors in nursing practice, assume responsibility for career development and LL learning, utilize effective communication in pt relationships, utilize info technology systems in delivery of care, collaborate with communities to affect health care: **Average over 11 questions in this domain 38.18% very satisfied; 61.09% at satisfied.**

5. General satisfaction with baccalaureate education preparation: **50% very satisfied; 44% at satisfied.**

6. Evaluation of performance compared with other entry level RNs: **Excellent 28%; Better than Average 64%; Average 8%**

7. Satisfaction with nursing as a career: **Very Satisfied 76%; Generally Satisfied 24%**

F. Recent Kaplan Diagnostic Exam Results: Benchmark \geq 65%

The test items in the Kaplan Diagnostic Exam cover the key concepts and major topics taught in our nursing curriculum. The tests assess the ability of students to use the components of the nursing process within major content and conceptual areas.

The tests strategically include questions of varying difficulty levels to assess students' ability to apply the nursing process to client needs, problems, and frequently encountered situations.

Constructs, such as critical thinking and making nursing judgments, are essential themes embedded in all tests. The tests are designed to challenge basic nursing students and provide feedback regarding students' ability to recall information, understand concepts, set priorities, and make nursing judgments.

To ensure the usefulness and effectiveness of the tests as evaluation tools, Kaplan Nursing conducts research studies to determine the reliability and validity of the tests.

Our program currently uses the Diagnostic A in the final semester of the senior year. Students are tested on 180 items and the Score threshold is 65% which equates to a 94/8% probability of passing the NCLEX-RN on the first time.

The Diagnostic exam provides students with individual scores in the following content areas:

- **Client Needs**
 - Safe and Effective Care 26.7%
 - Health Promotion and Maintenance 12.8%
 - Psychosocial Integrity 8.3%
 - Physiological Integrity 52.2%
- **Client Need Categories**
 - Management of Care 16.7%
 - Safety and Infection Control 10%
 - Health Promotion and Maintenance 12.8%
 - Psychosocial Integrity 8.3%
 - Basic Care and Comfort 12.2%
 - Pharmacological/Parenteral Therapy 13.3%
 - Reduction of Risk Potential 13.9%
 - Physiological Adaptation
- **The Nursing Process**
 - Assessment 22.8%
 - Diagnose 9.4%
 - Planning 20.0%
 - Implementation 28.9%
 - Evaluation 18.9%
- **Areas of Clinical Nursing (Demographic)**
 - Adult Health 53.3%
 - Children's Health 20.0%
 - Women's Health 13.8%

Kaplan provides students and educators with an explanation of the probability of passing the NCLEX-RN. This probability analysis is supported by ongoing research, conducted by the vendor.

Faculty in the senior level course where the exam is given, work with students scoring below 65% to develop a remediation plan and a plan for the NCLEX-RN success. The 65% score is based on the Diagnostic Score data, which indicates students with scores above 65% have a higher probability of passing the NCLEX-RN(94% +).

This table shows the average % of 180 questions that were answered correctly by cohort on each campus by semester. While this average would indicate the NCLEX-RN pass rates for our program should be concerning, our students' NCLEX-RN pass rates are consistently above the National Average.

MSU-Bozeman College of Nursing Kaplan Scores for Graduating Seniors (ABSN and Traditional) from all Campuses: Spring 2014 – Spring 2017										
Semester	Billings		Bozeman		Great Falls		Kalispell		Missoula	
	student #s	campus %	student #s	campus %	student #s	campus %	student #s	campus %	student #s	campus %
Spring 2017 Traditional	38	54.44	15	57.18	16	58.57	7	59.44	23	58.06
Fall 2016 Traditional	39	55.05	NA	NA	22	57.9	8	58.75	23	53.72
May 2016 ABSN	NA	NA	15	59	16	59.5	NA	NA	NA	NA
Spring 2016 Traditional	39	55.8	15	57.3	14	55.8	7	58.8	24	57.7
Fall 2015 Traditional	39	55	NA	NA	16	59.5	8	58.5	24	56.7
May 2015 ABSN	NA	NA	15	58.9	16	57	NA	NA	NA	NA
Spring 2015 Traditional	40	53.8	15	58.9	16	57	8	54.5	24	54.4
Fall 2014 Traditional	34	52.5	NA	NA	16	55.8	8	56.3	24	56.7

When students score below 65% on the Kaplan Diagnostic A, Senior 2 faculty in the course in which the class is given, coach them to remediate in areas of weakness, and to take an NCLEX-RN review course. These interventions may well be positioning students to perform at a passing level on the NCLEX-RN to overcome deficits identified by the **Diagnostic A** exam. When faculty in the Leadership courses gather data on students' intentions to engage in an NCLEX-RN review course, 95-100% of the students report they plan to engage in NCLEX-RN review courses.

Going forward, the faculty voted in May, 2016, to adopt integrated testing at J2-S2 levels. The vote went to students and was voted down. In spring of 2017, students asked to revisit the issue and asked for more information. The students voted again-in favor of integrated testing. The College of Nursing will proceed with an investigation of vendors through procurement and purchasing after approval from the university and BOR for use of student fees to pay for the integrated testing. One of the requirements of the vendor will be providing normed data, providing an NCLEX-RN review course, and providing both students and faculty with ongoing tools/training for implementation of these tests.

H. Faculty data in support of *Teaching Effectiveness*

The College of Nursing has two guiding documents, which are evaluated on a schedule, for each undergraduate course:

1-The Master Resource Outline (MRO) is developed by the total faculty through multilevel/multispecialty groups. Master Resource Outlines are addressed in Policy C-4.

All MROs are initially approved by the Undergraduate Academic Affairs Committee (UAAC) and are reviewed at least once every three years on a staggered schedule. Following UAAC approval they are presented to the next General Faculty Meeting for final approval. The approval dates of the UAAC and Faculty are recorded on the MRO prior to the Chair of UAAC sending the final approved MRO for posting to the College of Nursing website. The MROs each have an approval date and can be found at <http://www.montana.edu/nursing/facstaff/mro.html>

2-Individual Faculty Syllabi (IFSs) are developed by individual faculty. IFSs are written to include MRO course description, course objectives, and suggested learning activities. The Undergraduate Academic Affairs Committee (UAAC) reviews IFSs of courses that faculty have taught for the second time; IFSs of newly developed courses that faculty are teaching for the first time; and IFSs of faculty who have taught the course for four years.

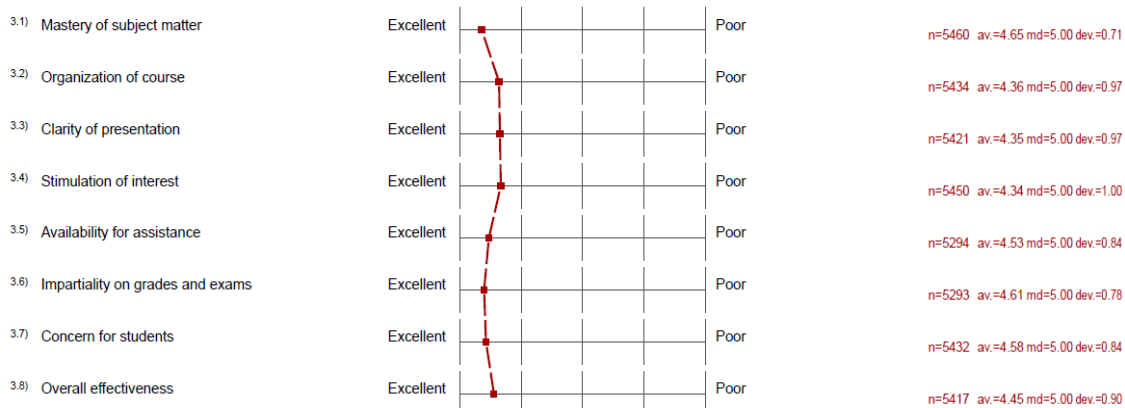
UAAC utilizes a rubric for the review process to ensure the IFS are aligned with College of Nursing curricular and recommended activities requirements. When gaps are noted, the faculty are contacted, given feedback to correct, and are asked to resubmit for review. All faculty must teach the undergraduate courses in congruence with the Master Resource Outlines. The Individual Faculty Syllabus (IFS) is a major tool through which this can be validated.

Course/Clinical Evaluations are reviewed each semester by the campus director and the faculty member for considerations in teaching effectiveness. Students are offered the opportunity to evaluate all faculty teaching in didactic and clinical. The evaluations are delivered in an electronic format. These evaluations utilize a 5 point Likert scale with 5 being excellent and 1 being poor or unacceptable. Faculty aggregate overall instructor ratings were > 4.0 for AY 15-16 and 16-17.

AY 2015-2016	N 5164	Aggregate Overall Instructor Rating : 4.47
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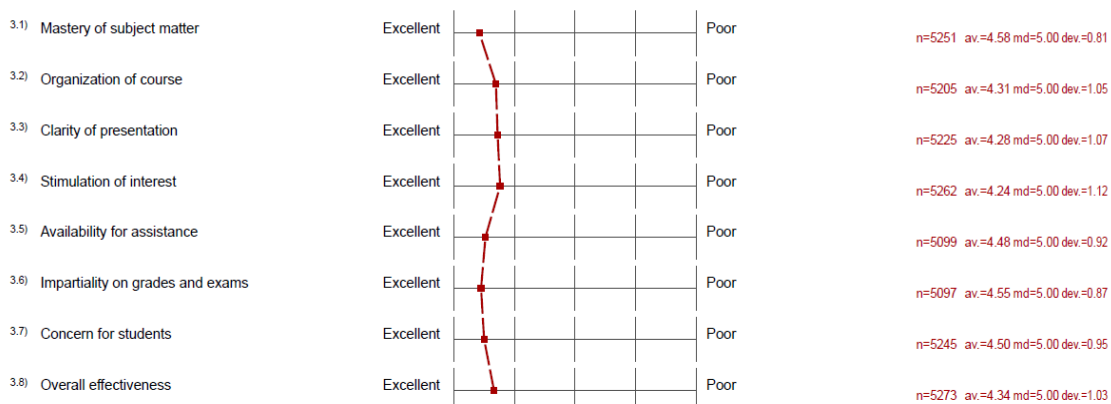
3. INSTRUCTOR EVALUATION



AY 2016-2017	N 5295	Aggregate Overall Instructor Rating : 4.39
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3. INSTRUCTOR EVALUATION



In Summary, the College of Nursing Process of evaluation of outcomes includes collating, summarizing and reviewing data annually by the Dean, UG Associate Dean, Campus Directors, and the Undergraduate Academic Affairs Committee (UAAC) to determine what is learned from the data and how we should respond. Discussions about program outcomes occur in various meetings of all administrators (retreats), UAAC meetings (held monthly or retreats), Faculty meetings, and Campus Director meetings.

Our faculty were surveyed spring, 2016 and fall 2016 with regard to their opinions about the UG curriculum. UAAC brought recommendations to the General Faculty and the Dean this AY (16-17) with regard to moving forward with making curricular changes. Faculty have indicated the entire curriculum does not need to be changed; rather there should be adjustments to the curriculum that are in line with best practice in nursing education. UAAC plans to approach the incoming Dean this Fall, 2017 to request a consultant to assist in this endeavor.

Respectfully Submitted,

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