



**NURSING PROGRAM**  
**Systematic Plan for**  
**Evaluation**  
**2017**

MORTON COLLEGE  
SYSTEMATIC PLAN FOR EVALUATION (SPE)

6.1 **The program demonstrates evidence of student achievement of each of the end-of-program SLOs. There is ongoing assessment of the extent to which students attain end-of-program SLOs. There is an analysis of assessment data and documentation that the analysis of assessment data is used for decision-making for the maintenance and improvement of students' attainment of end-of-program student learning outcomes.**

- SLO #1: Provide safe, quality, evidence-based patient centered care in a variety of healthcare settings to diverse patients across the lifespan.
- SLO #2: Employ the Nursing Process using critical thinking and clinical reasoning to manage patient care and within a culture of caring.
- SLO #3: Participate in collaborative relationships with members of the inter-professional team, the patient and the patient's support persons.
- SLO #4: Implement fiscally responsible quality and regulatory measures to improve patient care.
- SLO #5: Use information technology and patient care technology to assess, communicate, educate, mitigate error and support decision-making.
- SLO #6: Assimilate professional, legal and ethical guidelines in practice as a professional nurse.

Assessment Method	Course #	Frequency of assessment	Expected Level of Achievement	Data Collection/Analysis	Action taken
<p>For SLO #1: <b>HESI Exit Exam</b> Scores in: - NLN Educational Competencies categories: Nursing Judgment (2) Nursing Practice (3) - Nursing Concept category: Safety (48)</p>	218	End of Spring semester	Cohort receives a mean HESI score of 850 (Acceptable) in the specified categories	Spring 2016 (first time exam was given in new curriculum): (5/16/2016, N=35)  (2) 819 (3) 819 (48) 837 (53) 827	ELA not met. Categories that received less than 850 will be monitored for 2 cycles of standardized exams.  Next HESI Exit exam will be administered in May 2017.

- Nursing Concept category: Evidence-Based Practice (53)						
For SLO #2: <b>HESI Fundamentals Exam</b> Scores in the 5 Nursing Process categories	107/108	End of Fall semester	Cohort receives a mean HESI score of 850 (Acceptable) in the specified categories	Fall 2015 (first time exam was given in new curriculum) (12/14/15, N=65) (1) 674 (2) 792 (3) 707 (4) 780 (5) 567	ELA not met.  Categories that received less than 850 will be monitored for 2 cycles of standardized exams.	
For SLO #2: <b>HESI Exit Exam</b> Scores in: - 5 Nursing Process categories - Nursing Concept category – Cultural/Spiritual (31)	218	End of Spring semester	Cohort receives a mean HESI score of 850 (Acceptable) in the specified categories	Fall 2016: (12/12/2016, N=72) (1) 759 ↑ (2) <b>685 ↓</b> (3) 727 ↑ (4) 817 ↑ (5) 620 ↑  Spring 2016 (first time exam was given in new curriculum): (5/16/2016, N=35) (1) 827 (2) 888 (3) 821 (4) 812 (5) 772	Next HESI Fundamentals exam will be administered in December 2016.  ELA partially met.  Categories that received less than 850 will be monitored for 2 cycles of standardized exams.	

<p>For SLO #3: <b>HESI Exit Exam</b> Scores in: - Nursing Concept category – Collaboration/ Managing Care (45)</p>	218	End of Spring semester	Cohort receives a mean HESI score of 850 (Acceptable) in the specified categories	Spring 2016 (first time exam was given in new curriculum): (5/16/2016, N=35) (45) 817	Next HESI Exit exam will be administered in May 2017.  ELA not met.  Categories that received less than 850 will be monitored for 2 cycles of standardized exams.  Next HESI Exit exam will be administered in May 2017.
<p>For SLO #4: <b>HESI Exit Exam</b> Scores in: - Nursing Concept category – Quality Improvement (54)</p>	218	End of Spring semester	Cohort receives a mean HESI score of 850 (Acceptable) in the specified categories	Spring 2016 (first time exam was given in new curriculum): (5/16/2016, N=35) (54) 861	ELA met.
<p>For SLO #5: <b>HESI Exit Exam</b> Scores in:</p>	218	End of Spring semester	Cohort receives a mean HESI score of 850 (Acceptable) in	Spring 2016 (first time exam was given in new curriculum):	ELA met.

- Nursing Concept category – Informatics-Technology (55)			the specified categories	(5/16/2016, N=35) (55) 927	
For SLO #6: <b>HESI Exit Exam</b> Scores in: - Nursing Concept category – Professional Behaviors (39)	218	End of Spring semester	Cohort receives a mean HESI score of 850 (Acceptable) in the specified categories	Spring 2016 (first time exam was given in new curriculum): (5/16/2016, N=35) (39) 885	ELA met.
SLO#1-6 <b>HESI Exit Exam</b> Scores in sub-specialty areas: <ul style="list-style-type: none"> <li>• Critical Care (216)</li> <li>• Fundamentals (107/108)</li> <li>• Maternity (117)</li> <li>• Medical-Surgical (206/ 216)</li> <li>• Pediatrics (118)</li> <li>• Professional Issues (218)</li> <li>• Psych/Mental Health (116)</li> </ul>	218	End of each Spring semester	Cohort receives a mean HESI score of 850 (Acceptable) in the specified categories	Spring 2016 (first time exam was given in new curriculum): (5/16/2016, N=35) Mean Composite score: 824 CC: 961 Fund: 817 Maternity: 752 MedSurg: 853 Peds: 802 Professional: 868 Psych: 757	ELA partially met. Specialty areas that received less than 850 will be monitored for 2 cycles of standardized exams. Next HESI Exit exam will be administered in May 2017.
Clinical Performance Evaluation SLO#1-6	107, 108, 116, 117, 118, 206, 216	End of each course offering	75% or more of students received a PASSING score on Clinical	Fall 2014 ( <i>new curriculum start</i> ): <ul style="list-style-type: none"> <li>• 107 100%</li> <li>• 108 100%</li> </ul>	ELA met.

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Nursing Program

Systematic Plan for Evaluation

Developed Fall 2016

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Nursing Care plan or related activity SLO#1-6	107/108: Nursing Care Plan 116: Concept Map 117: Care Plans 118: Care Plans 206: Weekly Patient Care Analysis 216: Care Plan/Concept Map	End of each course offering	Performance Evaluation criteria for SLO#1-6	<p>Spring 2015:</p> <ul style="list-style-type: none"> <li>• 116 100%</li> <li>• 117 100%</li> <li>• 118 100%</li> </ul> <p>Fall 2015:</p> <ul style="list-style-type: none"> <li>• 107 100%</li> <li>• 108 100%</li> <li>• 206 100%</li> </ul> <p>Spring 2016:</p> <ul style="list-style-type: none"> <li>• 116 100%</li> <li>• 117 100%</li> <li>• 118 100%</li> <li>• 216 100%</li> </ul> <p>Fall 2016:</p> <ul style="list-style-type: none"> <li>• 107 100%</li> <li>• 108 tbd</li> <li>• 206 tbd</li> </ul> <p>Fall 2014 (<i>new curriculum start</i>):</p> <ul style="list-style-type: none"> <li>• 107 96%</li> <li>• 108 95%</li> </ul> <p>Spring 2015:</p> <ul style="list-style-type: none"> <li>• 116 95%</li> <li>• 117 92%</li> <li>• 118 97%</li> </ul> <p>Fall 2015:</p> <ul style="list-style-type: none"> <li>• 107 85%</li> <li>• 108 97%</li> <li>• 206 91%</li> </ul> <p>Spring 2016:</p> <ul style="list-style-type: none"> <li>• 116 97%</li> </ul>	ELA met.
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Writing assignment/paper or related activity for SLO#3 SLO#6	107//108: Safety/ Scope paper, Literature Review 117: Scholarly paper 206: Best Practices paper 218: Book Club Reflection papers	End of Fall semester	Average/mean score for all students in course is 76% or higher on activity	<ul style="list-style-type: none"> <li>• 117 n/a</li> <li>• 118 97%</li> <li>• 216 99%</li> </ul> Fall 2016: <ul style="list-style-type: none"> <li>• 107 98%</li> <li>• 108 tbd</li> <li>• 206 tbd</li> </ul> Fall 2014 ( <i>new curriculum start</i> ): <ul style="list-style-type: none"> <li>• 107 94%</li> <li>• 108 95%</li> </ul> Spring 2015: <ul style="list-style-type: none"> <li>• 117 98%</li> </ul> Fall 2015: <ul style="list-style-type: none"> <li>• 107 93%</li> <li>• 108 96%</li> <li>• 206 93%</li> </ul> Spring 2016: <ul style="list-style-type: none"> <li>• 117 97%</li> <li>• 218 92%</li> </ul> Fall 2016: <ul style="list-style-type: none"> <li>• 107 91%</li> <li>• 108 tbd</li> <li>• 206 tbd</li> </ul>	ELA met.
Final Course Exam (cumulative) SLO#1-6	107, 116, 117, 118, 206, 216	End of each course offering	75% or more of students in course achieve 76% or higher on final exam.	Fall 2014 ( <i>new curriculum start</i> ): <ul style="list-style-type: none"> <li>• 107 n/a</li> </ul> Spring 2015: <ul style="list-style-type: none"> <li>• 116 71%</li> <li>• 117 81%</li> </ul>	ELA partially met.  <b>A test construction rubric</b> was developed & will be piloted for the

				<ul style="list-style-type: none"> <li>• 118 (exam 3) 76%</li> <li>Fall 2015:</li> <li>• 107 (test 2) 39%</li> <li>• 206 74%</li> <li>Spring 2016:</li> <li>• 116 57%</li> <li>• 117 97%</li> <li>• 118 (exam 3) 74%</li> <li>• 216 89%</li> <li>Fall 2016:</li> <li>• 107 66%</li> <li>• <b>206</b></li> </ul>	<p>N206 course final exam in Dec. 2016.</p> <p>The goal of the rubric is to ensure that exam questions are proportionate to content and are written at the application or higher cognitive level.</p>
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6.2 The program demonstrates evidence of graduates' achievement on the licensure examination. The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period. There is ongoing assessment of the extent to which graduates succeed on the licensure examination. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination. There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

Assessment Method	Frequency of assessment	Expected Level of Achievement	Data Collection/Analysis	Action taken
Illinois Department of Financial and Professional Regulation (IDFPR)/ Board of Nursing (BON) public report.	Annually (January/February)	First time pass rate will be at least 80% for all first-time test-takers during the same 12-month period.	2013: 92% 2014: 78% 2015: 82% 2016: 83% as of Sep. 30 3 <sup>rd</sup> quarter report from the IDFPR BON (July through September 2016) showed that 24 of 29 (out of 35 total graduates) first time test-takers passed.	As of September 30 <sup>th</sup> , 2016, the ELA is met. No action required at this time.
Mountain Measurement Inc. NCLEX Program Report.	Annually (Spring Semester)	NCLEX first-time pass rate will correlate to students' overall HESI exit score. Graduates' performance in the 8 NCLEX Client Needs categories will show statistically significant correlation to scores in the same categories on the HESI Exit exam NCLEX.	Reports will be compared and analyzed in spring 2017 for May 2016 graduates = first cohort to graduate post implementation of the new curriculum.	TBD

**6.3 The program demonstrates evidence of students' achievement in completing the nursing program. The expected level of achievement for program completion is determined by the faculty and reflects student demographics. There is ongoing assessment of the extent to which students complete the nursing program. There is analysis of assessment data and documentation that the analysis of assessment data is used in program.**

Assessment Method	Frequency of assessment	Expected Level of Achievement	Data Collection/Analysis	Action taken
IDPFR annual report  True count of students that began NUR 107 as per the grade book for corresponding year	Annual IDPFR report	75% of students will complete the Nursing Program Curricula within 150% of program length once Nursing major courses are started.	2014-77% (n=46) 2015-76% (n=55) 2016-66% (n=50)  three year program completion mean is 73%  The ELA was met for years 2014, 2015. The graduating class of 2016 were admitted in the year that the new curriculum was initiated. The program ran two programs at the same time.	<ul style="list-style-type: none"> <li>• Pilot the Elsevier/HESI Admission (A2) <sup>®</sup></li> <li>• Administer the Elsevier/HESI Foundations Exam <sup>®</sup></li> <li>• Development of student remediation plans</li> <li>• Skills competency tracking</li> <li>• Referral to the behavioral health professional</li> <li>• Student referrals to select educational offerings:</li> </ul>

6.4 The program demonstrates evidence of graduates' achievement in job placement. The expected level of achievement for job placement is determined by the faculty and reflects program demographics. There is ongoing assessment of the extent to which graduates are employed. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed. There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

Assessment Method	Frequency of assessment	Expected Level of Achievement	Data Collection/Analysis	Action taken
Assessed in collaboration with institutional research department *anecdotally maintained information via faculty networking/data sheets  *Assessed in collaboration with institutional research department * anecdotal 2015 graduate job placement and through network communication.		80% of graduates will be employed as RNs or continuing with education within 12_ months of graduation.	Job placement <b>2013 -</b> 2014-86% (n=7) 2015-57% (n=35) 2016-ongoing  Continued education at Benedictine University 2014-43% (n=20) 2015-59% (n=22) 2016-ongoing	To promote student access, the following actions will be taken with the class that graduates in May 2017: 1. Develop a nursing program survey that gets at more detail including type of employment setting, shifts worked, adequacy of education, etc. that might better inform the program. 2. As student complete the program, get current contact information, specifically cell phone and email address.

				<p>3. Inform students that they will be getting the survey via email by December 1, and express the importance of their responding to the survey. (Faculty and administration continue to emphasize professionalism and the importance of student/graduate survey data, starting with new student orientation, and throughout the program.)</p> <p>4. Provide the students with a self-addressed stamped envelope to MORTON COLLEGE NURSING PROGRAM, for them to print and return the email (maintains confidentiality as opposed to completing</p>
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				<p>the survey on-line via email.... unless we direct them to web-based survey, like Survey Monkey.</p> <p>5. Develop an Alumni Facebook page and add graduates as they leave the program. This can be used as a means to communicate lots of information, including the graduate survey.</p> <p>6. Communicate with the graduates at the time the survey is disseminated:</p> <ul style="list-style-type: none"> <li>• Call students when the email with survey information is sent out to remind them to look for it.</li> <li>• Send reminders via email</li> <li>• Do blasts on Facebook</li> </ul>
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					7. Continue to collaborate with the Institutional Research department in an effort to capture the optimum amount of data to make program changes as necessary.
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