

Undergraduate Program Specific Student Learning Outcomes and Success

Annual Report

5.30.2017 Nancy Duphily

- I. Program Information
Program/Department: Nursing
Program Chair: Nancy Duphily
Department Assessment Committee Contact: Akwasi Duah
- II. Program Specific Student Learning Outcomes (Educational Objectives) Assessed:
List ALL Program-Specific SLOs first, and the assessment timeline (annual or bi-annual) for assessing each program SLO.

Program SLO	Expected Timing of Assessment (annual, semester, bi-annual, etc.)
1. Synthesize knowledge from the liberal arts, sciences, and nursing as a foundation for safe, client-centered care	annual
2. Incorporate basic organizational and systems leadership to provide quality care and patient safety	annual
3. Incorporate evidence based practice in the management of client care	annual
4. Analyze information using information technology to improve patient outcomes	annual
5. Examine the impact of health care policy, finance, and regulatory environments on nursing practice	annual
6. Integrate principles of communication in professional practice	annual
7. Synthesize knowledge of health promotion and disease/injury prevention in designing population focused care	annual
8. Integrate professional standards of moral, ethical and legal conduct into nursing practice	annual

III. SLO Assessment

Using the table below, list and briefly describe the direct methods used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

Dept SL #	Assessment Description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)
1. Synthesize knowledge from the liberal arts, sciences, and nursing as a foundation for safe, client-centered care	HESIs (case studies, sample tests, practice questions), clinical experiences/evaluations, exams/quizzes, NCLEX, oral presentations, nursing care plans, scholarly papers, discussion boards, med calc exam, Don Anderson NCLEX preparatory course, lab/simulation experiences, writing assignments	At the end of each semester	All
2. Incorporate basic organizational and systems leadership to provide quality care and patient safety	HESIs(case studies, sample tests, practice questions), clinical experiences/evaluations, exams/quizzes, NCLEX, oral presentations, nursing care plans, scholarly papers, discussion boards, med calc exam, Don Anderson NCLEX preparatory course, lab/simulation experiences, writing assignments	At the end of each semester	All
3. Incorporate evidence based practice including current research and critical thinking in the management of client care	HESIs (case studies, sample tests, practice questions), clinical experiences/ evaluations, exams/quizzes, case studies, NCLEX, oral presentations, nursing care plans, scholarly papers, discussion boards, med calc exam, Don Anderson NCLEX preparatory course, lab/simulation experiences, writing assignments	At the end of each semester	All
4. Analyze information using information technology to improve patient outcomes	HESIs (case studies, sample tests, practice questions), clinical experiences/evaluations, exams/quizzes, case studies, NCLEX, oral presentations, nursing care plans, scholarly papers, discussion boards, med calc exam, Don Anderson NCLEX preparatory course, lab/simulation experiences, writing assignments	At the end of each semester	All
5. Examine the impact of health care policy, finance, and regulatory	HESIs (case studies, sample tests, practice questions), clinical experiences/evaluations, exams/quizzes, case studies, NCLEX, oral presentations, nursing care plans, scholarly papers, discussion	At the end of each semester	All

environments on nursing practice	boards, med calc exam, Don Anderson NCLEX preparatory course, lab/simulation experiences, writing assignments		
6. Integrate principles of communication in professional practice	HESI (case studies, sample tests, sample questions), clinical experiences/ evaluations, exams/quizzes,NCLEX,oral presentations, nursing care plans, scholarly papers, discussion boards, med calc exam, Don Anderson NCLEX preparatory course, writing assignments	At the end of each semester	All
7. Synthesize knowledge of health promotion and disease/injury prevention in designing population focused care	HESIs (case studies, sample tests, sample questions), clinical experiences/evaluations, exams/quizzes, case studies,NCLEX,oral presentations, nursing care plans, scholarly papers, discussion boards, med calc exam, Don Anderson NCLEX preparatory course, lab/simulation experiences, writing assignments	At the end of each semester	All
8. Integrate professional standards of moral, ethical and legal conduct into nursing practice	HESIs (case studies, sample tests, sample questions), clinical experiences/evaluations, exams/quizzes, case studies,NCLEX,oral presentations, nursing care plans, scholarly papers, discussion boards, med calc exam, Don Anderson NCLEX preparatory course, lab/simulation experiences, writing assignments	At the end of each semester	All

IV. Summary of Findings: Briefly summarize the results of the assessments and how do these compare to the goals you have set?

Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee) ANNUALLY to evaluate trends, by:	What changes have been made as a result of using the data/evidence?
TK 20 results	DON Chair, Curriculum Committee	Curricular examination/proposal for changes/improvements
SIR II results	DON Chair, Curriculum Committee	Curricular examination/proposal for changes/improvements
Licensure Examination (NCLEX)	DON Faculty and Chair	Curricular examination/ proposal for changes/improvements
HESI score results	DON Faculty and Chair	Curricular examination /proposal for changes/improvements; tutoring
C – 4 results (clinical /lab evaluations)	DON Chair	Impacts DON decision to re-use clinical site /clinical faculty each semester
Student Evaluation of Simulation survey	Laboratory and Simulation Coordinator; DON Faculty and Chair	Examination of simulation process/proposal for curricular changes/improvements
Senior Exit survey	DON Chair, Curriculum Committee and Faculty	Curricular examination/proposal for changes/improvements
Evaluation of clinical site survey	Curriculum and PEC Committee	Impacts DON decision to continue to use clinical sites and clinical faculty each semester
Evaluation of preceptor survey	Curriculum and PEC Committee	Impacts DON decision continue to employ preceptor

V. SSC Data

Indicate a student success performance measure that the department identified as a key measure that it wants to improve.
(Freshman retention, bottleneck courses, graduation rates, at risk student retention, etc.)

Student Success Measure (data point from SSC)	Rationale for selection	Planned or implemented intervention	Current score/ Target score
Retention	To improve student retention rates In the DON through the establishment of clear expectations of students	<p><u>NURPS</u> -NURPs (Freshman nursing students) must successfully complete all prerequisite courses by the end of the spring semester of the first year to be guaranteed a seat in sophomore nursing courses. From the Department of Nursing Student Handbook: “To be in good standing in the major, nursing students must achieve a MINIMUM GRADE OF 2.5 OR BETTER IN EACH NURS COURSE. A student may either fail one nursing course once or withdraw from one nursing course once throughout the entire nursing program... Failure to comply will result in dismissal from the program... Failure to achieve a grade of 2.5 or better when the course is repeated will result in dismissal from the major. Any subsequent grade of less than 2.5 in any other nursing course will result in dismissal from the major...”</p> <p><u>HESIs: Implementation and Evaluation</u> -after each course associated with a clinical component -identify high risk nursing students by tracking any HESI score lower than 850</p>	
Remediation	To foster success in those nursing students repeating courses	<p><u>Remediation</u> -The Department of Nursing Academic Policies require that all nursing majors successfully complete all nursing courses with a grade of 2.5</p>	

		Students who do not achieve this benchmark are required to complete 30 hours of study at the Peer Tutor Center, reviewing content related to the course failed. Students must also contact Christine Coffin, Director of the Peer Tutor and Placement Center, during the first week of classes to schedule tutoring sessions. Concurrent with repeating the failed course, students are required to complete 15 hours in the clinical skills lab, reviewing physical assessment and foundational/med.surg. skills acquired. The purpose of this is to keep skills current. Students need to contact the Nursing Lab/Simulation Coordinator, at the start of the spring semester to schedule clinical skills sessions. Attendance is monitored to ensure completion of this requirement. Failure to adhere to the policies outlined above will remove the opportunity to remediate, and the student will no longer be considered a nursing major.	
Communication: consistency, transparency and congruency	To clarify and maintain clear guidelines among faculty and students	Clinical instructor handbook developed; Weekly clinical report submissions to level coordinators; Advising improvements (SOAR, intrusive advising)	
Congruency			
		Three day nursing department workshop following each semester	
Data Analysis and Improvement Plans		Nursing Student Survey Data Outcomes Analysis 2015-2017	

VI. Phase I Data

Indicate department success performance measure(s) that the department identified as a key measure that it wants to improve (from phase I data). Number of graduates, number of majors, credit production, substitutions etc.)

Department Performance Measure (data point from Phase I)	Rationale for selection	Planned or Implemented Intervention	Current score/Target Score
Retention		<p>HESIs:Implementation and Evaluation -after each course associated with a clinical component -identify high risk nursing students by tracking any HESI score lower than 850</p>	
Remediation		<p><u>NURPS</u> -NURPs (Freshman nursing students) must successfully complete all prerequisite courses by the end of the spring semester of the first year to be guaranteed a seat in sophomore nursing courses. From the Department of Nursing Student Handbook: “To be in good standing in the major, nursing students must achieve a MINIMUM GRADE OF 2.5 OR BETTER IN EACH NURS COURSE. A student may either fail one nursing course once or withdraw from one nursing course once throughout the entire nursing program... Failure to comply will result in dismissal from the program...Failure to achieve a grade of 2.5 or better when the course is repeated will result in dismissal from the major. Any subsequent grade of less than 2.5 in any other nursing course will result in dismissal from the major...”</p> <p><u>Remediation</u> -The Department of Nursing Academic Policies require that all nursing majors successfully complete all nursing courses with a grade of 2.5 Students who do not achieve this benchmark are required to complete 30 hours of study at the Peer Tutor Center, reviewing content related to the course failed. Students must also contact Christine Coffin, Director of the Peer Tutor and Placement Center, during the first week of classes to schedule tutoring sessions. Concurrent with repeating the failed course,students are required to complete 15 hours in the clinical skills lab, reviewing physical assessment and foundational/med.surg. skills acquired.The purpose of this is</p>	

		to keep skills current. Students need to contact the Nursing Lab/Simulation Coordinator, at the start of the spring semester to schedule clinical skills sessions. Attendance is monitored to ensure completion of this requirement. Failure to adhere to the policies outlined above will remove the opportunity to remediate, and the student will no longer be considered a nursing major.	
Communication		Clinical instructor handbook developed	
Consistency		Advising improvements (SOAR, intrusive advising)	
Transparency		Weekly clinical report submissions to level coordinators	
Congruency		Interdisciplinary meetings (Chemistry professor)	
Professional development		Three day nursing department workshop following each semester	
Data analysis and Improvement Planning		Nursing Student Survey Data Outcomes Analysis 2015-2017	

VII. Activities and Adjustments to/ Deviation from the Department Assessment Plan

Describe any changes in the assessment plan including new SLOs, new assessments.

1. Improve student survey response rates: during the 2016-2017 academic year, iPads were brought in to the classes to facilitate the completion of TK20 surveys. This had a profound effect on response rate, with responses roughly doubling from the 2015-16 academic year.
2. Discussion with the FSU Institutional Research and Planning Success team to inquire about the feasibility of incorporating related HESI data to track student success. Further discussions are required to determine the best way to incorporate this data. Currently the Nursing faculty review the HESI data separately.

3. Examine the results from the Nursing Student Survey Data Outcomes Analysis 2015-2017 for areas of concern and for development of a strategy to improve outcomes. For example, it was noted in individual learning outcomes, the terminal outcome “analyze information using information technology to improve patient outcomes” and the related sophomore, junior, senior and course outcomes was the one for which the percentages of students agreeing or strongly agreeing with the outcome most frequently fell below 80%.
4. The DON conducted two program evaluation workshops (fall and spring) following each semester. Activities during a three day spring2017 workshop included the following:
 - a. The curriculum was analyzed using a grid of the *AACN Essentials of Baccalaureate Education* comparing content in each nursing course.
 - b. Detailed content outlines of all courses were reviewed to identify both gaps and overlaps in subject matter.
 - c. Peer audits of exams from each nursing course were conducted to ensure that exam questions were written at the appropriate level and are grammatically correct.
 - d. Presentation by Cheryl Wolnik Turn It In
5. A fall and spring orientation for adjunct clinical faculty is in development; to be implemented August 2017
6. A clinical manual for adjunct clinical faculty has been developed; to be implemented in fall 2017

(5/30/2017 NHD)