Institutional Effectiveness Report
Department of Nursing

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Mission Statement
The Francis Marion University Department of Nursing prepares graduates to function competently as caring professional nurses in a variety of healthcare settings. The program endeavors to instill in students the value of lifelong learning.

I. **Program Student Learning Outcomes for Pre and Post Licensure BSN tracks:**

The baccalaureate generalist program in nursing prepares the graduate to:

1. Utilize the liberal education courses as the cornerstone for study and practice of professional nursing.
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
3. Provide safe, effective and compassionate care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
4. Incorporate information management, client care technologies, and communication devices in providing safe and effective client care.
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan
9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).

Assessment of Undergraduate Program Learner Outcomes

BSN Student Learner Outcome	Evaluation of Outcome
1. Utilize the liberal education courses as the cornerstone for study and practice of professional nursing.	Senior project, which uses system analysis of populations and written plan development in scholarly paper.
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.	Pre and post licensure learners complete a leadership project that describes a system issue, the change process and solutions.
3. Provide safe, effective and compassionate care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.	Prelicensure students must meet all clinical criteria before graduating from Adult Health III. Post licensure learners must demonstrate appropriate assessment skills for patient care before graduation; this is done in their health assessment course.
4. Incorporate information management, client care technologies, and communication devices in providing safe and effective client care.	All senior nursing learners are proficient in accessing EBP material and using electronic health records (EHR).
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.	Both pre and post licensure learners have a health policy course which contains mastery of the content as demonstrated by a scholarly paper about a current health policy.
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.	Prelicensure learners are evaluated in clinical area for collaboration and teamwork in their senior semester. Post licensure learners are evaluated through the development of a case study.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.	Both pre and post licensure student use pre requisite course knowledge in developing plan of care for patients. This is evaluated in senior semester by a case student in Adult Health III and be a case study done for post licenser students.
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application	Ethical case studies are discussed and evaluated in prelicensure leadership course and

of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan	post licensure leadership course.
9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).	Prelicensure learners are clinically evaluated in their senior II semester on all aspect of patient care. Post licensure learners are evaluated as providers on preceptor feedback in their health assessment course and by their case studies.

Evaluation of BSN Learner Outcomes

All learner outcomes are met within the current curriculum. Specific content area in the curriculum was reviewed in the April 2014 Nursing Faculty Meeting and discussion of cultural sensitively content for each course was reviewed to make sure it was included in some format in each undergraduate course. The curriculum map reflects the content taught in each course and is available for all faculty on T-drive. The clinical checklist and evaluation forms have been updated.

Nursing faculty discusses math competency in-depth this academic year. Faculty are planning to develop leveled math problems to be used by faculty integrated in objective testing. This ensures math questions are analyzed with point bi-serial and p-values to increase the reliability of tested math items.

Plan
- Continue to assess evaluation methods of student learning outcomes.
- Monitor course content to decrease replication and promote thoroughness.
- Monitor cultural sensitivity content in each course.
- Develop leveled math problem by a designated committee to ensure safe patient practice.

BSN Program Outcomes

The Department of Nursing continuously assesses program outcomes in order to maintain standards and implement change where needed. The departmental strategic plan is updated on a monthly basis. The Accreditation Commission for Education in Nursing (ACEN) evaluates four program outcome measures, which are consistent with our departmental standards. These four indicators include:
1. NCLEX-RN first-time pass rates
2. Program satisfaction
   a. Learner
   b. Alumni
   c. Employer
3. Graduation rates
4. Job placement rates

Each program outcome measure above will be discussed separately with objective data, evaluation of the data, and plan for improvement if indicated.

1. NCLEX-RN First-time Pass Rates

NCLEX-RN pass rates are reported quarterly by The Board of Nursing of South Carolina (SC) and the National Council State Board of Nursing. First-time pass rates are the only standard used to determine pass rate percentage. The standard of 80% or above is an expectation. When an educational unit has lower than expected rates twice in a row the institution can be placed on probation by the SC State Board of Nursing, which considers low rates as 5% below SC state average.

    a. **Benchmark (Expected rate of achievement)**
        i. Accreditation Commission for Education in Nursing (ACEN): 80%
        ii. South Carolina State Board of Nursing: No lower than 5% below state average
        iii. Program Outcome Data (Table 1-1):

Table 1-1: NCLEX-RN First-time Pass Rates for FMU, SC, & US

Semester	FMU	State of SC	National
Entire year of 2013	82.19%	86.85%	83.04%
First Quarter of 2014	83.33%	89.32%	84.69%

Evaluation

    FMU pass rates for 2013-2014 are below the state and national mean. Some of the changes that may have contributed to this outcome include the following variables.

- ATI (standardized testing) has not proved adequate. National Counsel State Board of Nursing (NCSBN) increased test difficulty 1.6 logits degreasing national averages by 9%. Monitoring of courses for rigor. PLAN: Monitor new sciences courses that have been designed for nursing majors.
- Tutoring and remediation of at risk students continues.
- Including leveled math calculations on every test.

Plan

- Change testing companies.
- Continue to monitor the rigor and testing procedures of courses.
- Keep stable faculty in courses.
- Continue professional development for faculty.
- Increase question level of difficulty in all classes.

2. Program Satisfaction

    The Department of Nursing uses a *Nursing Exit Assessment* brought from an evaluation company Educational Benchmarking Inc. (EBI), owned by AACN (Association of American Colleges of Nursing) to determine program satisfaction from graduates, alumni, and employers. Alumni and employer surveys are completed every six months.

a. **Graduate Satisfaction**

FMU Department of Nursing is evaluated along with other participating nursing educational units on eleven factors each containing at least three items (61 items overall). The factor analysis contains reliabilities for each of the eleven sub-concepts of .84 - .95. For the academic year of 2013 to 2014 (Both semester averaged) FMU realized a 31.1% return rate (N = 19 out of 61) of electronically generated *Nursing Exit Assessment* surveys for learners graduating in May of 2014. Table 2-1 displays the results of the graduate survey and the benchmarks of each factor derived from the aggregate results of all nursing educational units using EBI.

Table 2-1: FMU and Benchmarks for all 17 factors surveyed.

	Topic	FMU DON MEAN ($N = 19$) 0 to 7 scale
Factor 1	Nursing program promoted successful career	6.02
Factor 2	School activities contributed to success	4.37
Factor 3	Importance of patient relationships and care	6.73
Factor 4	Enhanced patient relationships and care	6.07
Factor 5	Importance of problem solving	6.42
Factor 6	Enhanced problem solving	5.85
Factor 7	Importance of community health care	6.00
Factor 8	Enhanced community health care	5.55
Factor 9	Importance of professional relationships	0
Factor 10	Enhanced professional relationships	0
Factor 11	Importance of professional skills	6.40
Factor 12	Enhancement of professional skills	5.92
Factor 13	Importance of management skills	5.61
Factor 14	Enhancement of management skills	5.25
Factor 15	Overall satisfaction	5.37
Factor 16	Overall learning	6.16
Factor 17	Overall program effectiveness	5.75

Evaluation
- FMU is at the higher end for all indicators that were survey (*n* = 15).
- Of the 15 rate factors 47% were 6.0 or over
- One factor, factor 2, school activities was under 5.

Plan
- The program evaluation plan is to continue to monitor the results and trend how the current changes affect all outcomes.
- Survey students in August to find out what school activities would add positively to their experience.

Employer Satisfaction

Advisory Committee Meeting minutes of February 2013 and August 2014 were anecdotally complimentary to the FMU graduates working in the field. No specific pre-licensure issues were addressed by our practice partners in attendance. Only 2 employers filled out the

survey.

Evaluation

- FMU graduates are perceived as competent by our practice partners.

Plan

- Revise the delivery of the survey to unit managers. Include the CNO in the plan to announce the importance at an administrative meeting.
- Decrease the questions the nurse manager needs to answer.

Graduation Rates

Program completion (Graduation Rate) is defined by this educational unit as BSN students who graduate within three years (150% of the program time) after initial enrollment into the upper division nursing program at FMU. Table 3-1 displays graduation rates of learners who graduated within 150% of the time of the program length (3 years).

Table 3-1: Prelicensure Graduation Rates for Fall (December) 2013 and Spring (May) 2014

Term	Number of Learners Admitted to Class Originally	Number of Learners Who Graduated Within 150% of the Program Length	Percent of Learners Who Graduated Within 150% of the Program Length	Attrition Rate
December 2013	(January 2012) 26	20	77%	23%
May 2014	(August 2012) 66	48	73%	27%
Average			75%	25%

Evaluation

- FMU Department of Nursing's attrition rate is 25%
  (2010-2011 = 27.5%; 2011-2012 = 25.5%; 2013-2014 = 25%)
- Review admission criteria

Plan

- Increase tutoring and remediation efforts for at-risk learners.
- Review admission criteria to look at trends.

Job Placement Rates

Although the DON has no formal written tool to assess job placement, accruing this data has been student self-report and has been reliable since 90+% of graduates live and work in the Pee Dee Region. All fall graduates have secured a position as a professional nurse. The spring graduates are in the process of securing positions. The Department of Nursing does email the graduates and send letters to inquire about where they are working and Table 4-1. displays the results.

Table 4-1: Job Procurement of FMU BSN Graduates

Semester	Number of Graduates	Data obtained from surveys stating the graduate obtained a position as a nurse in healthcare.	Anecdotal information about number of graduates NOT being able to obtain a job.
Fall 2013	24	12	We know of 50% who have jobs because they responded but have not heard from others.
Spring 2014	48	22 Have jobs prior to taking the NCLEX-RN (46%)	

Evaluation

- FMU Department of Nursing's graduate job placement rate has been 90+% but evidence is difficult to collect

Plan

- Continue to monitor

II. **Program Student Learning Outcomes for MSN Program and Tracks**

Program Outcomes	FNP Track	Nurse Educator Track
1. Demonstrate leadership and *integrity* in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing	Demonstrate leadership and *integrity* in an advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care thereby enhancing human flourishing	Demonstrate leadership and *integrity* in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based practice	Appraise current interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of evidence-based practice.	Appraise current interdisciplinary evidence to identify gaps in nursing education knowledge and formulate research questions based on the tenets of evidence-based teaching practice.
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, systems, and *excellence* in the nursing	Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, health care systems, and *excellence* in the nursing	Develop interdisciplinary teamwork and collaboration in the advanced practice nurse educator role in order to promote positive change in people, educational systems, *and excellence* in the nursing

profession.	profession.	profession.
4. Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for patient care.	Use informatics to analyze underlying disparities, and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for patient care.	Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.
5. Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention.	Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention in advanced practice.	Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice.
6. Employ knowledge in health policy and financing of health care in order to promote healthcare access and availability to promote human flourishing.	Employ knowledge in health policy and financing of health care in order for the advanced practice nurse to promote healthcare access and availability to promote human flourishing.	Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.
7. Engage in *ethical* decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care	Engage in *ethical* decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective advanced practice nursing care.	Engage in *ethical* decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.
8. Value *cultural and ethnic diversity* and *caring* in order to provide *holistic patient-centered* care.	Value *cultural and ethnic diversity* and *caring* in order to provide *holistic patient-centered care* by advanced practice nurses.	Value *cultural and ethnic diversity* and *caring* in order to provide *holistic* learning to promote *patient-centered care.*

Assessment of Graduate Student Learning Outcomes

BSN Student Learner Outcome	Evaluation of Outcome in the FNP track	Evaluation of Outcome in the Nurse Educator Track
1. Demonstrate leadership and *integrity* in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing	Development of a leadership project in APRN 504: Health Policy and Leadership which was offered Spring 2013.	Development of a leadership project in APRN 504: Health Policy and Leadership which was offered Spring 2013.
2. Appraise current interdisciplinary evidence to	Appraising qualitative and quantitative research for	Appraising qualitative and quantitative research for

identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based practice	application to patient care in APRN 503: Advanced Research and Evidence-based Practice.	application to nursing education in APRN 503: Advanced Research and Evidence-based Practice.
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, systems, and *excellence* in the nursing profession.	Develop a scholarly patient plan of care in APRN 701: Primary Care of Adults which includes collaboration with health professionals. APRN will be offered in Fall 2013.	Develop interdisciplinary collaboration with the Graduate School of Education in EDUC courses and develop a scholarly paper about diversity in the classroom.
4. Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for patient care.	Use informatics to retrieve and analyze information to complete a complicated case study in APRN 707: Clinical Decision-making and Ethics. This course will be offered in Fall 2014.	Use informatics to retrieve and analyze information to complete a complicated nursing education situation in APRN 710: Educational Capstone Course. This course will be offered in Fall 2014.
5. Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention.	Apply advanced concepts to complete a complicated case study in APRN 707: Clinical Decision-making and Ethics. This course will be offered in Fall 2014.	Apply advanced concepts to complete a complicated nursing education situation in APRN 710: Educational Capstone Course. This course will be offered in Fall 2014.
6. Employ knowledge in health policy and financing of health care in order to promote healthcare access and availability to promote human flourishing.	Develop a scholarly paper in APRN 504 Health Policy and Leadership addressing how health policy is affecting the nursing workforce.	Develop a scholarly paper in APRN 504 Health Policy and Leadership addressing how health policy is affecting the nursing workforce.
7. Engage in *ethical* decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care	Engage in an *ethical* debate about patient care in APRN 707: Clinical Decision-making and Ethics. APRN 707: Clinical Decision-making and Ethics. This course will be offered in Fall 2014.	Engage in *an ethical* debate about ADA accommodations in APRN 710 Educational Capstone Course.. APRN 707: Clinical Decision-making and Ethics. This course will be offered in Fall 2014.
8. Value *cultural and ethnic diversity* and *caring* in order to provide *holistic patient-centered* care.	Demonstrate sensitively to cultural and ethnic diversity as evaluated by preceptors in all clinical courses.	Demonstrate sensitively to cultural and ethnic diversity as evaluated by preceptors in both practicum courses.

Evaluation of MSN Learner Outcomes

All learner outcomes will be met within the current curricula. Specific content areas in the curricula are being reviewed on a monthly basis by the Nursing Graduate Committee (NGC). Curriculum maps are shared on the Blackboard Learning Faculty site. Currently the clinical checklist that documents learners' clinical and practicum skills are still be modified. The clinical and practicum evaluations will indicate "critical" skills necessary to have before graduation.

Plan
- Continue to assess evaluation methods of graduate student learning outcomes
- Monitor course content to decrease replication and promote thoroughness
- Designate "critical" skills needed for each graduate
- Continue to coordinate evaluation forms with program learning outcomes

MSN Program Outcomes

The Department of Nursing continuously assesses program outcomes in order to maintain standards and implement change where needed. The departmental strategic plan is updated on a monthly basis. The National League for Nursing Accreditation Commission (NLNAC) evaluates four program outcome measures, which are consistent with our departmental standards. These four indicators include:

1. FNP Certification Test rates
2. Program satisfaction
   a. Learner
   b. Alumni
   c. Employer
3. Graduation rates
4. Job placement rates

Each program outcome measure above will be discussed separately with objective data, evaluation of the data, and plan for improvement if indicated.

Pass Rates

Data will be maintained for FNP Certification

Table 1-1: Pass Rates for FMU

Semester	FNP Certification
Fall 2014 (1st class)	

Evaluation
- Forthcoming

Plan
- Continue to monitor the rigor of courses.

Program Satisfaction

The Department of Nursing uses a *Nursing Exit Assessment* brought from an evaluation company Educational Benchmarking Inc. (EBI), owned by AACN (Association of American Colleges of Nursing) to determine program satisfaction from graduates and employers. Graduate and employer surveys will be completed every six months.

a. **Graduate Satisfaction**
   o Forthcoming

   i. **Evaluation**
   - Forthcoming

   ii. **Plan**
   - The program evaluation plan will include MSN students.

b. **Employer Satisfaction**
   Graduate employer satisfaction using EBI will be completed in 2015

   i. **Evaluation**
   - Forthcoming

   ii. **Plan**
   - Continue to monitor.
   - Continue to recruit preceptors for graduate students.

Graduation Rates – *Ongoing calculation*

Table 3-1: First Semester Completion Rates (Spring 2103)

Track	Number of Learners Admitted to Class Originally	Withdrawals	Failed	Attrition Rate	Graduation Rate (Pending)
FNP	35	11	1	34%	
NE	7	3	0	43%	
				Combined 38.5%	

Evaluation

- FMU Graduate Department of Nursing's attrition rate is in the high

- Monitor that this is not an upward trend

Plan

- Increase tutoring and remediation efforts for at-risk learners
- Currently providing rolling admissions
- Statistically analyze GRE scores and possibly do away with this admission criteria in the future

4. Job Placement Rates

Evaluation

- Forthcoming

Plan

- Monitor

Respectfully submitted,

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5-7-2014