Institutional Effectiveness Report Template

Name of Program:	Department of Nursing - Pre-licensure BSN
Year:	2020-2021
Name of Preparer:	Dr. Karen Gittings

Executive Summary of Report

This report includes the mission of the Department of Nursing, which is in alignment with the School of Health Sciences and Francis Marion University. The baccalaureate nursing program has nine end-of-program student learning outcomes (EOPSLOs). These EOPSLOs are derived from the American Association of Colleges of Nursing (AACN) *The Essentials of Baccalaureate Education for Professional Nursing Practice.*

Direct assessment methods are identified for each of the nine student learning outcomes. Indirect assessments were added for three of the nine EOPSLOs for the first time last academic year (2019-2020). For written assignments, a consistently high expected level of achievement was used: 95% of students will achieve a grade of 80 or higher on the assignment. A variety of assignments were utilized to evaluate student achievement including papers, presentations, projects, and clinical evaluations. All tools are appropriate to the traditional classroom and/or clinical setting.

All assessment methods were evaluated during the 2020-2021 academic year. Benchmarks were achieved for all criteria with the exception of two, which are found in EOPSLOs 6 and 9. All benchmarks that were met for two years in a row (by comparing the previous year's baseline and the current year's benchmark), had their targets increased to a higher bar for measurement next academic year (2021-2022). For those benchmarks that were not met this year, the target for next year was left unchanged.

Program Mission Statement

The Mission of the Department of Nursing is "The Francis Marion University Nursing Program 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."

Program Learning Outcomes – Pre-Licensure BSN

1. The BSN graduate will be prepared to utilize knowledge obtained through general education courses from physical and bio-psycho-social sciences, humanities, and nursing in providing holistic patient care.
2. The BSN graduate will be prepared to deliver competent, compassionate care to diverse clients across the lifespan.
3. The BSN graduate will be prepared to utilize healthcare technology and knowledge of healthcare policies to provide safe, cost-effective patient care.
4. The BSN graduate will be prepared to demonstrate leadership skills in communicating and collaborating with the interprofessional healthcare team.

Student Learning Outcomes (SLOs)
(Derived from AACN's *The Essentials of Baccalaureate Education for Professional Nursing Practice*)

The baccalaureate generalist program in nursing prepares the graduate to:
1. Utilize the general education courses as the cornerstone for study and practice of professional nursing. (PLO #1)
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care. (PLO #4)
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. (PLO #2)
4. Incorporate information management, client care technologies, and communication devices in providing safe and effective client care. (PLO #3)
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. (PLO #3)
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. (PLO #4)
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. (PLO #1)
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. (PLO #2)
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). (PLO #2)

Assessment Methods
1. Utilize the general education courses as the cornerstone for study and practice of professional nursing.

Assessment Method	Type of Assessment	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
Leadership Project (NURS 410) changed to Leadership Presentation (NURS 419) Spring 2021	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum grade of 80 on the Leadership Presentation **Rationale:** Since these are graduating senior students, the	95% (or higher) of students will achieve a minimum grade of 82 (increased) on the Leadership Presentation in 1 year

Assessment Method	Type of Assessment	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
			expectation is that the majority of them will successfully meet the target	
Clinical Patient Presentation (NURS 411) changed to Case Study – Spring 2021	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum grade of 80 on the Case Study **Rationale:** Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	95% (or higher) of students will achieve a minimum grade of 82 (increased) on Case Study in 1 year

2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.

Assessment Method	Type of Assessment	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
Leadership Project (NURS 410) changed to Leadership Presentation (NURS 419) Spring 2021	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum grade of 80 on the Leadership Presentation **Rationale:** Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	95% (or higher) of students will achieve a minimum grade of 82 (increased) on the Leadership Presentation in 1 year
Clinical Evaluation Tool (NURS 411)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool **Rationale:**	96% (increased) (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 year

			The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target in order to pass the clinical portion of the course	

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.

Assessment Method	Type of Assessment	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
Community Project (NURS 409) (NURS 418) Spring 2021	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum grade of 80 on the Community Assessment **Rationale:** Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	95% (or higher) of students will achieve a minimum grade of 82 (increased) on the Community Assessment in 1 year
Leadership Project (NURS 410) changed to Leadership Presentation (NURS 419) Spring 2021	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum grade of 80 on the Leadership Presentation **Rationale:** Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	95% (or higher) of students will achieve a minimum grade of 82 (increased) on the Leadership Presentation in 1 year

4. Incorporate information management, client care technologies, and communication devices in providing safe and effective client care.

Assessment Method	Type of Assessment	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
Clinical Evaluation Tool (NURS 411)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool **Rationale:** The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target in order to pass the clinical portion of the course	96% (increased) (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 year

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.

Assessment Method	Type of Assessment	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
Healthcare Policy (NURS 409) (NURS 418) Spring 2021	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum grade of 80 on the Healthcare Policy assignment **Rationale:** Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	96% (or higher) of students will achieve a minimum grade of 82 (increased) on the Healthcare Policy assignment in 1 year
Clinical Evaluation Tool	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum rating of 3/5 or > on	96% (increased) (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical

			the Clinical Evaluation Tool	Evaluation Tool in 1 year
(NURS 409) (NURS 418) Spring 2021			**Rationale:** The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target in order to pass the clinical portion of the course	

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.

Assessment Method	Type of Assessment	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
Clinical Patient Presentation (NURS 411) changed to Case Study – Spring 2021	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum grade of 80 on the Case Study **Rationale:** Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	95% (or higher) of students will achieve a minimum grade of 82 (increased) on the Case Study in 1 year
Clinical Evaluation Tool (NURS 411)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool **Rationale:** The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target in order to pass the	96% (increased) (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 year

Assessment Method	Type of Assessment	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
			clinical portion of the course	
Alumni Survey	Indirect	77% of students met the benchmark	100% of students will rate their achievement of this end-of-program SLO at a minimum of 4/5	100% (no change) of students will rate their achievement of this end-of-program SLO at a minimum of 4/5 in 1 year

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.

Assessment Method	Type of Assessment	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
Community Project (NURS 409) (NURS 418) Spring 2021	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum grade of 80 on the Community Project **Rationale:** Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	95% (or higher) of students will achieve a minimum grade of 82 (increased) on the Community Project in 1 year
Clinical Evaluation Tool (NURS 411)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool **Rationale:** The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target in order to pass the clinical portion of the course	96% (increased) (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 year

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.

Assessment Method	Type of Assessment	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
Clinical Evaluation Tool (NURS 411)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool **Rationale:** The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target in order to pass the clinical portion of the course	96% (increased) (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 year
Clinical Evaluation Tool (NURS 416)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool **Rationale:** The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target in order to pass the clinical portion of the course	96% (increased) (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 year
Clinical Evaluation Tool (NURS 417)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool **Rationale:** The Clinical Evaluation Tool is a	96% (increased) (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 year

			direct measure of the SLOs; students must meet the target in order to pass the clinical portion of the course	
Alumni Survey	Indirect	77% of students met the benchmark	100% of students will rate their achievement of this end-of-program SLO at a minimum of 4/5	100% (no change) of students will rate their achievement of this end-of-program SLO at a minimum of 4/5 in 1 year

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 Method	Type of Assessment	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
Community Project (NURS 409) (NURS 418) Spring 2021	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum grade of 80 on the Community Project **Rationale:** Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	95% (or higher) of students will achieve a minimum grade of 82 (increased) on the Community Project in 1 year
Clinical Evaluation Tool (NURS 411)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool **Rationale:** The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target	96% (increased) (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 yea

			in order to pass the clinical portion of the course	
Alumni Survey	Indirect	82% of students met the benchmark	100% of students will rate their achievement of this end-of-program SLO at a minimum of 4/5	100% (no change) of students will rate their achievement of this end-of-program SLO at a minimum of 4/5 in 1 year

Assessment Results

1. Utilize the general education courses as the cornerstone for study and practice of professional nursing.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
Leadership Project (NURS 410) changed to Leadership Presentation (NURS 419) Spring 2021	Fall 2020 & Spring 2021 76/76 (100%)	219	100% of students met the benchmark	Met ✓ 76/76 students (100%) achieved a grade of 80 or above on the leadership project	Target was changed and will be measured as next year's new benchmark
Clinical Patient Presentation (NURS 411) changed to Case Study – Spring 2021	Fall 2020 & Spring 2021 76/76 (100%)	219	100% of students met the benchmark	Met ✓ 75/76 students (98.7%) achieved a grade of 80 or above on the patient presentation	Target was changed and will be measured as next year's new benchmark

Discussion: Benchmarks were met for all assessment methods.

2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
Leadership Project (NURS 410) changed to Leadership	Fall 2020 & Spring 2021	219	100% of students met the benchmark	Met ✓ 76/76 students (100%) achieved a grade of 80 or	Target was changed and will be measured as next year's new benchmark

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Presentation (NURS 419) Spring 2021	76/76 (100%)			above on the leadership project	
Clinical Evaluation Tool (NURS 411)	Fall 2020 & Spring 2021 76/76 (100%)	219	100% of students met the benchmark	Met ✓ 76/76 students (100%) achieved a 3/5 or higher on the tool	Target was changed and will be measured as next year's new benchmark

Discussion: Benchmarks were met for all assessment methods.

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.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
Community Project (NURS 409) (NURS 418) Spring 2021	Fall 2020 & Spring 2021 77/77 (100%)	219	100% of students met the benchmark	Met ✓ 77/77 students (100%) achieved a grade of 80 or above on the community project	Target was changed and will be measured as next year's new benchmark
Leadership Project (NURS 410) changed to Leadership Presentation (NURS 419) Spring 2021	Fall 2020 & Spring 2021 76/76 (100%)	219	100% of students met the benchmark	Met ✓ 76/76 students (100%) achieved a grade of 80 or above on the leadership project	Target was changed and will be measured as next year's new benchmark

Discussion: Benchmarks were met for all assessment methods.

4. Incorporate information management, client care technologies, and communication devices in providing safe and effective client care.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022

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| Clinical Evaluation Tool (NURS 411) | Fall 2020 & Spring 2021

76/76 (100%) | 219 | 100% of students met the benchmark | Met ✓
76/76 students (100%) achieved a 3/5 or higher on the tool | Target was changed and will be measured as next year's new benchmark |

Discussion: Benchmark was met for assessment method.

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.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
Healthcare Policy (NURS 409) (NURS 418) Spring 2021	Fall 2020 & Spring 2021 77/77 (100%)	219	100% of students met the benchmark	Met ✓ 77/77 students (100%) achieved a grade of 80 or above on the policy assignment	Target was changed and will be measured as next year's new benchmark
Clinical Evaluation Tool (NURS 409) (NURS 418) Spring 2021	Fall 2020 & Spring 2021 77/77 (100%)	219	100% of students met the benchmark	Met ✓ 77/77 students (100%) achieved a 3/5 or higher on the tool	Target was changed and will be measured as next year's new benchmark

Discussion: Benchmarks were met for all assessment methods.

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.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
Clinical Patient Presentation (NURS 411) changed to	Fall 2020 & Spring 2021	219	100% of students met the benchmark	Met ✓ 75/76 students (98.7%) achieved a grade of 80 or above on the	Target was changed and will be measured as next year's new benchmark

Case Study – Spring 2021	76/76 (100%)			patient presentation	
Clinical Evaluation Tool (NURS 411)	Fall 2020 & Spring 2021

76/76 (100%) | 219 | 100% of students met the benchmark | Met ✓ 76/76 students (100%) achieved a 3/5 or higher on the tool | Target was changed and will be measured as next year's new benchmark |
| Alumni Survey | May 2020

3/31 (9.7%) Return | 219 | 77% of students met the benchmark | Not Met 2/3 students (66.7%) rated their achievement of this end-of-program SLO at a minimum of 4/5 | Target unchanged for next year since benchmark was not met |

Discussion: The benchmark was met for the first and second assessment methods but not the third. The return rate on the Alumni Survey was only 9.7%, so that results are less reliable.

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.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
Community Project (NURS 409) (NURS 418) Spring 2021	Fall 2020 & Spring 2021

77/77 (100%) | 219 | 100% of students met the benchmark | Met ✓ 77/77 students (100%) achieved a grade of 80 or above on the community project | Target was changed and will be measured as next year's new benchmark |
| Clinical Evaluation Tool (NURS 411) | Fall 2020 & Spring 2021

76/76 (100%) | 219 | 100% of students met the benchmark | Met ✓ 76/76 students (100%) achieved a 3/5 or higher on the tool | Target was changed and will be measured as next year's new benchmark |

Discussion: Benchmarks were met for all assessment methods.

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.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022
Clinical Evaluation Tool (NURS 411)	Fall 2020 & Spring 2021 76/76 (100%)	219	100% of students met the benchmark	Met ✓ 76/76 students (100%) achieved a 3/5 or higher on the tool	Target was changed and will be measured as next year's new benchmark
Clinical Evaluation Tool (NURS 416)	Fall 2020 & Spring 2021 94/94 (100%)	219	100% of students met the benchmark	Met ✓ 94/94 students (100%) achieved a 3/5 or higher on the tool	Target was changed and will be measured as next year's new benchmark
Clinical Evaluation Tool (NURS 417)	Fall 2020 & Spring 2021 92/92 (100%)	219	100% of students met the benchmark	Met ✓ 92/92 students (100%) achieved a 3/5 or higher on the tool	Target was changed and will be measured as next year's new benchmark
Alumni Survey	May 2020 3/31 (9.7%) Return	219	77% of students met the benchmark	Met ✓ 3/3 students (100%) rated their achievement of this end-of-program SLO at a minimum of 4/5	Target unchanged for next year since benchmark was only met x1 year

Discussion: Benchmarks were met for all assessment methods. The return rate on the Alumni Survey was only 9.7%, so that results are less reliable.

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 Method	Students	Students in	Baseline 2019-2020	Benchmark 2020-2021	Target 2021-2022

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	Assessed in Course	Program			
Community Project (NURS 409) (NURS 418) Spring 2021	Fall 2020 & Spring 2021 77/77 (100%)	219	100% of students met the benchmark	Met ✓ 77/77 students (100%) achieved a grade of 80 or above on the community project	Target was changed and will be measured as next year's new benchmark
Clinical Evaluation Tool (NURS 411)	Fall 2020 & Spring 2021 76/76 (100%)	219	100% of students met the benchmark	Met ✓ 76/76 students (100%) achieved a 3/5 or higher on the tool	Target was changed and will be measured as next year's new benchmark
Alumni Survey	May 2020 3/31 (9.7%) Return	219	82% of students met the benchmark	Not Met 2/3 students (66.7%) rated their achievement of this end-of-program SLO at a minimum of 4/5	Target unchanged for next year since benchmark was not met

Discussion: The benchmark was met for the first and second assessment methods but not the third. The return rate on the Alumni Survey was only 9.7%, so that results are less reliable.

Action Items
1. Utilize the general education courses as the cornerstone for study and practice of professional nursing.
   a. The target was changed for methods A and B because the benchmarks were reached for two years in a row; the new targets will be measured as the benchmarks in 2021-2022.
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
   a. The target was changed for methods A and B because the benchmarks were reached for two years in a row; the new targets will be measured as the benchmarks in 2021-2022.
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.
   a. The target was changed for methods A and B because the benchmarks were reached for two years in a row; the new targets will be measured as the benchmarks in 2021-2022.

4. Incorporate information management, client care technologies, and communication devices in providing safe and effective client care.
   a. The target was changed for method A because the benchmark was reached for two years in a row; the new target will be measured as the benchmark in 2021-2022
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.
   a. The target was changed for methods A and B because the benchmarks were reached for two years in a row; the new targets will be measured as the benchmarks in 2021-2022.
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.
   a. The target was changed for methods A and B because the benchmarks were reached for two years in a row; the new targets will be measured as the benchmarks in 2021-2022. The target for method C was not changed because the benchmark was not met for this year.
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.
   a. The target was changed for methods A and B because the benchmarks were reached for two years in a row; the new targets will be measured as the benchmarks in 2021-2022
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.
   a. The target was changed for methods A, B, and C because the benchmarks were reached for two years in a row; the new targets will be measured as the benchmarks in 2021-2022. The target for method D was not changed because the benchmark was not met for this year.
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
   a. The target was changed for methods A and B because the benchmarks were reached for two years in a row; the new targets will be measured as the benchmarks in 2021-2022. The target for method C was not changed because the benchmark was not met for this year.

Summary of Action:
A total of 19 benchmarks were met and 2 were unmet during the 2020-2021 academic year. As a result, 18 targets were increased for next year and 3 were left unchanged. The reason for the difference in numbers is that that one benchmark was met for the first time, so it was deemed prudent to leave the target unchanged to re-evaluate in year 3. Next academic year will be the third in evaluating the indirect methods using the Alumni Survey. At that time, results will be analyzed to determine if the original benchmarks were set too high.

Appendix 1 – Rubric for Community Project (NURS 409) (NURS 418 Spring 2021)

Students will work in groups of 3-4 and present in class. From your community assessment, identify a community health problem and devise an appropriate intervention - the more creative the better, but should be evidence-based.

Criteria	Percent
Introduction to the Problem/Background - relate to one of the *Healthy People 2020* topics	5%
Community Assessment: Incorporates all parts of the Anderson/McFarlane Wheel (give a brief overview of each part, but dig deep into data that relates to your community health nursing diagnoses) - Involves appropriate key informant interviews - Utilizes appropriate demographic/statistical data - Includes reflection regarding the community's personality/mood - Includes visit to local grocery store and/or pharmacy (may want to compare two from different parts of town) - Includes strengths and resources - Addresses health disparities	30%
Data Analysis/Additional Data Needed Identified; Priorities Identified (Priority Table); and Community Health Diagnosis using Risk of/Among/Related To/AEB Format	10%
Discussion of Evidence-Based Interventions (comes from group members' annotated bibliographies)	10%
Plan Appropriate Intervention including Measurable Goals/Objectives; be very specific about how you would implement this. How would community members be involved? What is a realistic timeline?	20%
Discuss how the project will be evaluated	10%
Conclusion/Recommendations for future projects/interventions/study	5%
References/APA	5%
Quality of Presentation (professional dress & demeanor, not reading from slides, eye contact, etc)	5%

Appendix 2 – Rubric for Clinical Evaluation Tool (NURS 411)

Francis Marion University
Department of Nursing

CLINICAL EVALUATION TOOL - NURS 411: Adult Health III

COURSE: **_____**   SEMESTER: **_____**

STUDENT: **_____**   FACULTY: **_____**

- A formal final evaluation will be completed utilizing this tool by the clinical faculty to summarize the student's clinical performance by discussing strengths and areas for improvement.
- A formal mid-clinical evaluation will be completed ONLY if the student is performing unsatisfactorily.
  - A written learning contract will be developed identifying the areas that need improvement and strategies to assist the student in meeting the clinical learning outcomes;
  - The learning contract must be signed by the student and faculty person (failure to sign will be a clinical failure); and
  - If the stipulations of the written action plan are not met by the date and time identified, then the student may receive a clinical failure.
- If the student has any incidents of unsafe or unprofessional practice (critical incident) refer to the Department of Nursing Student Handbook for appropriate disciplinary action.

Rating Code: [Modified from: Bondy, K. (1983). Criterion-referenced definitions for rating scales in clinical evaluation. *J. of Nursing Ed.* 122 (9), 376 – 82]

P =   achieved a 3.00 or above in all learning outcomes at the end of the semester or clinical course.
F =   achieved below 3.00 in one or more learning outcomes at the end of the semester or clinical course.

Scale Label	Standard Procedure		Quality of Performance	Assistance
5 = Independent	• Safe • Accurate		• Proficient; coordinated; confident. • Occasional expenditure of excess energy. • Within an expedient time period.	• Without supporting cues
4 = Supervised	• Safe • Accurate		• Efficient; coordinated; confident. • Some expenditure of excess energy. • Within a reasonable time period.	• Occasional supportive cues

3 = Assisted	• Safe • Accurate	• Skills in parts of behavior. • Inefficient and uncoordinated. • Expends excess energy. • Within a delayed time period.	• Frequent verbal and occasional physical directive cues in addition to supportive ones
2 = Provisional	• Safe but not alone • Performs at risk • Accurate – not always	• Unskilled; inefficient. • Considerable expenditure of excess energy. • Prolonged time period.	• Continuous verbal and frequent physical cues
1 = Dependent	• Unsafe • Unable to demonstrate behavior	• Unable to demonstrate procedure/behavior. • Lacks confidence, coordination, and efficiency.	• Continuous verbal and physical cues
X		• Not observed	

LEARNING OUTCOME #1

	X	1	2	3	4	5	Comment
1. **Utilizes a solid base from liberal education provides the cornerstone for the practice and education of nurses.**							
a. Conducts comprehensive health assessment of patients and families based on scientific nursing knowledge.							
b. Applies knowledge of all sciences to the nursing care of patients and families to promote self-care behaviors.							
c. Utilizes critical thinking to develop an appropriate plan of care in meeting the health care needs of the patient/family.							

LEARNING OUTCOME #2

	X	1	2	3	4	5	Comment

2. Demonstrates knowledge and skills in leadership, quality improvement, and patient safety which is necessary to provide high quality health care							
a. Analyzes assessment data of patients, families, and community regarding responses to actual or potential health problems and developmental norms for quality improvement and patient safety.							
b. Advocates for patients and families.							
c. Performs clinical skills with competency and confidence in a timely and organized manner.							
d. Uses clinical judgment in conjunction with the nursing process as the basis for decision making.							
e. Delegates appropriately to unlicensed personnel							

LEARNING OUTCOME #3							
	X	**1**	**2**	**3**	**4**	**5**	**Comment**
3. Integrates current evidence into practice.							
a. Discusses evidence-based practice and research involved in the holistic nursing care of patients, families, and the community.							
b. Understands/applies knowledge of proper positioning and turning of patients to promote positive patient outcomes.							
c. Evaluates the effectiveness of nursing actions on patients and families.							

	X	1	2	3	4	5	Comment
d. Interprets diagnostic/laboratory test results and analyzes implications affecting the patient's healthcare outcomes.							
e. Develop concept maps that show a thorough understanding of patient care needs.							
f. Demonstrates a thorough understanding of medications, including mechanism of action, effect, common side effects, and indications for use.							

LEARNING OUTCOME #4							
	X	1	2	3	4	5	Comment
4. **Organizes knowledge and skill in information management and patient care technology to deliver quality care.**							
a. Assembles pertinent information from the patient, patient records, information technology, and/or members of the healthcare team in order to develop a plan of care.							
b. Incorporates current technology in providing safe, effective patient care.							
c. Documents adequately and timely per agency policy for providing quality patient care.							
d. Accesses the Pyxis or medication administration record in a timely and organized manner to provide safe and proper medication administration.							
LEARNING OUTCOME #5							
	X	1	2	3	4	5	Comment

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	X	1	2	3	4	5	Comment
5. Reviews healthcare policies, including financial and regulatory, which directly and indirectly influence the nature and functioning of the healthcare system.							
a. Evaluates healthcare policies and financial constraints influencing the healthcare system and quality patient care.							
b. Participates in the computer based training for all clinical agencies to ensure adherence to the policies and procedures of each clinical site.							
c. Delivers care in a cost, effective manner consistent with quality patient care.							
d. Demonstrates knowledge and adheres to policies related to medication administration systems							

LEARNING OUTCOME #6							
	X	1	2	3	4	5	Comment
6. Employs communication and collaboration among healthcare professionals, which is critical to delivering high quality and safe patient care.							
a. Recognizes importance of effective inter-professional communication and team collaboration to enhance patient advocacy and improve delivery of care to patients, families, and communities.							
b. Collaborates effectively with all healthcare team members involved in patient care in a logical, concise, and accurate manner.							

	X	1	2	3	4	5	
c. Maintains patient confidentiality in all forms of communication.							
d. Communicates appropriate and/or critical information to faculty/staff in a timely manner.							
e. Participates in post conference or a care conference							

LEARNING OUTCOME #7							
	X	1	2	3	4	5	Comment
7. Creates health promotion and disease prevention at the individual and population level to improve population health which is important components of baccalaureate generalist nursing practice.							
a. Utilizes nursing knowledge and critical thinking skills for the provision of holistic care while focusing on health promotion, disease, and injury prevention.							
b. Follows infection control protocols as ordered for airborne, droplet, and contact precautions.							
c. Provides individualized patient education to promote positive patient outcomes.							
d. Collaborates with licensed nurses to teach and document discharge instructions.							

LEARNING OUTCOME #8							
	X	1	2	3	4	5	Comment
8. Demonstrates professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice which are fundamental to the discipline of nursing.							

	X	1	2	3	4	5	Comment
a. Applies principles of legal core values of nursing and social justice in the delivery of patient care.							
b. Discusses ethical issues involved with patient care and their implications on the patient, family, and society.							
c. Behaves professionally and abides by the Department of Nursing student policies as listed in the Student Handbook.							
d. Arrives to the clinical site in a timely manner to provide consistent patient care and dresses in professional attire for the clinical day.							
e. Utilizes constructive criticism and changes behavior accordingly.							
f. Abides by the ANA Code of Ethics and established guidelines of the SC Nurse Practice Act.							

LEARNING OUTCOME #9							
	X	1	2	3	4	5	Comment
9. **Applies nursing care across the lifespan and across the continuum of healthcare environments and understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.**							
a. Provides safe, compassionate nursing care to patients, families, and the community with diverse multi-cultural needs to improve the quality of health and patient outcomes.							

b. Understands/applies cultural competence and sensitivity to patients and families in the clinical setting.							
c. Demonstrates initiative to seek out information and use pertinent resources for improving knowledge in providing compassionate care to patients/families.							
d. Organizes care to competently and safely manage care for 4 patients							

Formative or Summative Comments:

Date:

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I have reviewed the clinical evaluation prior to the beginning of this clinical experience and have had an opportunity to have any questions clarified.

_____ **(Student's Signature and Date)**

MIDTERM EVALUATION AND ACTION PLAN: Attach learning contract if applicable.

Student's Signature: _____   **Date:** _____

Clinical Faculty's Signature: _____   **Date:** _____

Course Coordinator Signature: _____   **Date:** _____

_____ Satisfactory   _____ Unsatisfactory

FINAL EVALUATION:

Student's Signature: _____   **Date:** _____

Clinical Faculty's Signature: _____   **Date:** _____

_____ Satisfactory   _____ Unsatisfactory

Course Faculty's Signature: _____   **Date:** _____

_____ Satisfactory   _____ Unsatisfactory

A copy of the evaluation and action plan will be provided to the student upon request. Revised: 7-30-19