Institutional Effectiveness Report

Name of Program:	RN to BSN
Year:	2020-2021
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Program Mission Statement

The Mission of the Department of Nursing is "The Francis Marion University Nursing prepares graduates to function competently as caring professional nurses in a variety of healthcare settings. The program endeavors to instill in learners the value of lifelong learning." (http://www.fmarion.edu/healthsciences/nursing/).

Program Learning Outcomes:

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 lifespan..
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, ethic, gender and sexual orientation to diversity (AACN, 2008).

Executive Summary of Report

The Nursing Department in the School of Health Sciences has a baccalaureate program with two degree options, the pre-licensure BSN and RN to BSN options. The mission of the nursing program is consistent with that of the School of Health Sciences and Francis Marion University.

There are program outcomes listed but in the language of nursing accreditation, these program outcomes are referred to as student learning outcomes, which the students must achieve by the end of the program of study.

An expected level of achievement (ELA) was set for each of the nine student learning outcomes. The ELA of "90% of students will achieve an 80% grading score" was determined by the nursing faculty.

Various methods were used to assess the nine student learning outcomes. Different methods included PowerPoint Presentations (PPT), quality improvement projects, physical assessment, mobile health application, case studies, and analysis of ethical dilemmas.

The Expected Level of Achievements (ELAs) were met for the academic year 2020-2021 for the nine student learning outcomes. The benchmark and target were met with some action items.

All targets were met for 2020-2021. The plan is for greater than 90% of students to make the grading minimum of 80% or better on at least 12 out of the 15 required assignments.

Student Learning Outcomes (SLOs):

1. Utilize the liberal education courses as the cornerstone for study and practice of professional nursing.
    a. SLO #1: Students will research and choose an ethical concern and assess its impact in healthcare delivery (NRN 332: Professional Nursing; Ethical Paper).

2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
    a. SLO # 2: Students will develop a quality improvement project that reflects an identified problem that needs improvement in the clinical setting.
       (NRN 449: Leadership and Management in Nursing; Quality Improvement Project).

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. SLO # 3: Students will analyze and appraise research articles in composing a geriatric evidence-based presentation. (NRN 334: Research in Practice; Geriatric Evidence-based PPT).

4. Incorporate information management, client care technologies, and communication devices in providing safe and effective client care.
   a. SLO # 4: Students will develop a PPT that explains an innovative healthcare application that improves healthcare outcomes (IPHC450: Healthcare Informatics; Mobile App).

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. SLO # 5: Students will locate, investigate and analyze data to demonstrate understanding of healthcare systems (NRN 448: Healthcare Policy Development; Around the World PPT).

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. SLO # 6: Students will collaborate, investigate and develop interventions for improvement within a community (NRN 445: Population Focused Nursing Care; Windshield Survey).

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 lifespan.
   a. SLO # 7: Students will create a trifold pamphlet on a disease/disorder discussing the pathophysiology, prevalence and incidence (NURS 302: Principles of Pathophysiology; Teaching Pamphlet).

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. SLO # 8: Students will research and formulate a professional paper analyzing an ethical issue (NRN 332 Professional Nursing; Ethical Paper).

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, ethic, gender and sexual orientation to diversity (AACN, 2008).
   a. SLO # 9: Students will write and/or complete a history and physical examination and identify and develop interventions based on the examination (NRN 333 Health Assessment; Written History & Physical Examination).

Expected Level of Achievement (ELA)

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

    a. Students will research and choose an ethical concern and assess its impact in healthcare delivery (NRN 332: Professional Nursing; Ethical Paper).

    b. ELA = 90% of 3 junior/senior level students (student population) will achieve an

    80%.

    c. Direct assessment method

    d. Baseline: 100%   Benchmark: 90% Target: 95% in 5 years (students have

    5 years to complete the program)

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

    a. Students will develop a quality improvement project that reflects an identified problem that needs improvement in the clinical setting.
        (NRN 449: Leadership and Management in Nursing; Quality Improvement Project).
    b. ELA= 90% of 5 junior/senior level students (student population) will achieve an 80%.
    c. Direct assessment method
    d. Indirect method (evaluation survey of clinical setting- rating of 1-5 with 5 being the highest degree of satisfaction). All students rated their sites a 5.
    e. Indirect method (evaluation survey of preceptor- rating with strongly agree, agree, disagree, strongly disagree, not applicable). All students rated their preceptors a 5.
    f. Indirect method (clinical evaluation tool-rating of student by clinical instructor; with 5=independent, 4=supervised, 3=assisted, 2=provisional and 1=dependent). Preceptors rated their students a 5.
    g. Baseline: 100%   Benchmark: 90% Target: 95% in 5 years (students have 5 years to complete the program)

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. Students will analyze and appraise research articles in composing a geriatric evidence-based presentation. (NRN 334: Research in Practice; Geriatric Evidence-based PPT).

b. ELA= 90% of 8 junior/senior level students (student population) will achieve an 80%.
c. Direct assessment method
d. Baseline: 100%   Benchmark: 90% Target: 95% in 5 years (students have 5 years to complete the program)

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

   a. Students will develop a PPT that explains an innovative healthcare application that improves healthcare outcomes (IPHC450: Healthcare Informatics; Mobile App).

   b. ELA= 90% of 3 junior/senior level students (student population) will achieve an 80%.

   c. Direct assessment method

   d. Baseline: 100%   Benchmark: 90% Target: 95% in 5 years (students have 5 years to

      to complete the program)

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. Students will locate, investigate and analyze data to demonstrate understanding of healthcare systems (NRN 448: Healthcare Policy Development; Around the World PPT).
   b. ELA= 90% of 5 junior/senior level students (student population) will achieve an 80%.
   c. Direct assessment method
   d. Baseline: 96%   Benchmark: 90% Target: 95% in 5 years (students have 5 years to complete the program)

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. Students will collaborate, investigate and develop interventions for improvement within a community (NRN 445: Population Focused Nursing Care; Windshield Survey).
   b. ELA= 90% of 7 junior/senior level students (student population) will achieve an 80%.
   c. Direct assessment method
   d. Indirect assessment method (community leader(s) interviews)
   e. Baseline: 100%   Benchmark: 90% Target: 95% in 5 years (students have 5 years to complete the program)

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. Students will create a trifold pamphlet on a disease/disorder discussing the pathophysiology, prevalence and incidence (NURS 302: Principles of Pathophysiology; Teaching Pamphlet).
   b. ELA= 90% of 6 junior/senior level students (student population) will achieve an 80%.
   c. Direct assessment method
   d. Baseline:100%   Benchmark: 90% Target: 95% in 5 years (students have 5 years to complete the program)

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. Students will research and formulate a professional paper analyzing an ethical issue (NRN 332 Professional Nursing; Ethical Paper.
   b. ELA= 90% of 3 junior/senior level students (student population) will achieve an 80%.
   c. Direct assessment method
   d. Baseline: 100%   Benchmark: 90% Target: 95% in 5 years (students have 5 years to complete the program)

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).
   a. Students will write and/or complete a history and physical examination and identify and develop interventions based on the examination (NRN 333 Health Assessment; Written History & Physical Examination).
   b. ELA= 90% of 9 junior/senior level students (student population) will achieve an 80%.
   c. Direct assessment method
   d. Baseline: 100%   Benchmark: 90% Target: 95% in 5 years (students have 5 years to complete the program)

Assessment Results:

1. Utilize the *liberal education* courses as the cornerstone for study and practice of professional nursing.
   a. Students will research and choose an ethical concern and assess its impact on healthcare delivery (NRN 332 Professional Nursing, Ethical Paper)

b. Baseline: 100%   Benchmark: 90% Target: 95% in 5 years. (students have 5 years to complete the program)
c. Results for 2020-2021 academic year, SLO #1 is 100% of students achieved 80%. The benchmark and target were met and the baseline was congruent with last year.

2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
   a. Students will develop a quality improvement project that reflects an identified problem that needs improvement in the clinical setting.
   (NRN 449: Leadership and Management in Nursing; Quality Improvement Project).
   b. Baseline: 100%   Benchmark: 90% Target: 95% in 5 years. (students have 5 years to complete the program)
   c. Results for 2020-2021 academic year, SLO #2 is 100% of students achieved 80%. The benchmark and target were met and the baseline was congruent with last year.

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. Students will analyze and appraise research articles in composing a geriatric evidence-based presentation. (NRN 334: Research in Practice; Geriatric Evidence-based PPT).
   b. Baseline: 100%   Benchmark: 90% Target: 95% in 5 years. (students have 5 years to complete the program)
   c. Results for 2020-2021 academic year, SLO #3 is 100% of students achieved 80%. The benchmark and target were met and the baseline was congruent with last year.

4. Incorporate *information management*, client care technologies, and communication devices in providing safe and effective client care.
   a. Students will develop a PPT that explains an innovative healthcare application that improves healthcare outcomes (IPHC450: Healthcare Informatics; Mobile App).
   b. Baseline: 100%   Benchmark: 90% Target: 95% in 5 years. (students have 5 years to complete the program)
   c. Results for 2020-2021 academic year, SLO #4 is 100% of students achieved 80%. The benchmark and target were met and the baseline was congruent with last 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.

a. Students will locate, investigate and analyze data to demonstrate understanding of healthcare systems (NRN 448: Healthcare Policy Development; Around the World PPT).
b. Baseline:96% Benchmark: 90% Target: 95% in 5 years. (students have 5 years to complete the program)
c. Results for 2020-2021 academic year, SLO #5 is 100% of students achieved 80%. The benchmark and target were met and the baseline was increased from last year.

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. Students will collaborate, investigate and develop interventions for improvement within a community (NRN 445: Population Focused Nursing Care; Windshield Survey).
    b. Baseline: 100% Benchmark: 90% Target: 95% in 5 years. (students have 5 years to complete the program)
    c. Results for 2020-2021 academic year, SLO #6 is 100% of students achieved 80%. The benchmark and target were met and the baseline was congruent with last 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. Students will create a trifold pamphlet on a disease/disorder discussing the pathophysiology, prevalence and incidence (NURS 302: Principles of Pathophysiology; Teaching Pamphlet).
    b. Baseline:100% Benchmark: 90% Target: 95% in 5 years. (students have 5 years to complete the program)
    c. Results for 2020-2021 academic year, SLO #7 is 100% of students achieved 80%. The benchmark and target were met and the baseline was congruent with last 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.
    a. Students will research and formulate a professional paper analyzing an ethical issue (NRN 332 Professional Nursing; Ethical Paper).
    b. Baseline: 100% Benchmark: 90% Target: 95% in 5 years. (students have 5 years to complete the program)
    c. Results for 2020-2021 academic year, SLO #8 is 100% of students achieved 80%. The benchmark and target were met and the baseline was congruent with last 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).

    a. Students will write and/or complete a history and physical examination and identify and develop interventions based on the examination (NRN 333 Health Assessment; Written History & Physical Examination).

    b. Baseline: 100%   Benchmark: 90% Target: 95% in 5 years. (students have 5 years to complete the program)

    c. Results for 2020-2021 academic year, SLO #9 is 100% of students achieved 80%. The benchmark and target were met and the baseline was congruent with last year.

Action Items:

1. SLO#1: Utilize the ***liberal education*** courses as the cornerstone for study and practice of professional nursing (NRN 332 Professional Nursing, Ethical Paper)

- Students will research and choose an ethical concern and assess its impact on healthcare delivery.
- The assignment method that was measured from last year was changed for this academic year due to the baseline being consistent. A direct method of evaluation is being measured and I will like to see if it will continue to be consistent. I will like to incorporate an indirect method of evaluation, if applicable for this course.

2. SLO#2: Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care. (NRN 449: Leadership and Management in Nursing; Quality Improvement Project).

- Students will develop a quality improvement project that reflects an identified problem that needs improvement in the clinical setting.
- The assignment method that was measured from last year was changed this academic year due to the baseline being consistent. Indirect methods were added along with the continued direct method. Will continue to monitor the direct method and will monitor the indirect methods to see how it will impact the students' learning of the course material and the baseline consistency.

3. SLO#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. (NRN 334: Research in Practice; Geriatric Evidence-based PPT).

- Students will analyze and appraise research articles in composing a geriatric evidence-based presentation.
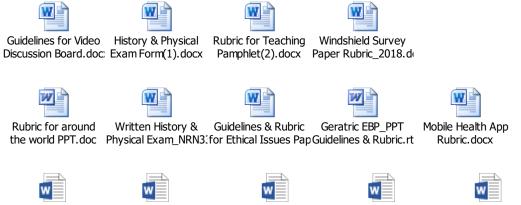
- A direct method of evaluation is being used for the assignment. I will continue to monitor the direct method of evaluation for baseline consistency and will consider using an indirect method of evaluation, if applicable.

4. SLO#4: Incorporate *information management*, client care technologies, and communication devices in providing safe and effective client care. (IPHC450: Healthcare Informatics; Mobile App).
   - Students will develop a PPT that explains an innovative healthcare application that improves healthcare outcomes
   - A direct method of evaluation is being used for the assignment. I will continue to monitor the direct method of evaluation for baseline consistency and will see if an indirect method of evaluation can be used, if applicable.

5. SLO#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. (NRN 448: Healthcare Policy Development; Around the World PPT).
   - Students will locate, investigate and analyze data to demonstrate understanding of healthcare systems
   - A direct method of evaluation is being used for the assignment. I will continue to monitor the direct method of evaluation for baseline consistency and consider an indirect method of evaluation, if applicable.

6. SLO#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. (NRN 445: Population Focused Nursing Care; Windshield Survey).
   - Students will collaborate, investigate and develop interventions for improvement within a community
   - A direct method of evaluation is being used for the assignment. I have added an indirect method to see how this will impact the student's learning and evaluate how it may enhance upon the direct method being used. Will continue to monitor the direct method for baseline consistency along with the addition of the indirect method.

7. SLO#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. (NURS 302: Principles of Pathophysiology; Teaching Pamphlet).
   - Students will create a trifold pamphlet on a disease/disorder discussing the pathophysiology, prevalence and incidence (NURS 302: Principles of Pathophysiology; Teaching Pamphlet).

- A direct method of evaluation is being used for the assignment. Will continue to monitor the direct method for baseline consistency. Will consider an indirect method, if applicable.

8. SLO#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.
   - Students will research and formulate a professional paper analyzing an ethical issue (NRN 332 Professional Nursing; Ethical Paper).
   - A direct method of evaluation is being used for the assignment. Will continue to monitor the direct method for baseline consistency.

9. SLO#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.
   - Students will write and/or complete a history and physical examination and identify and develop interventions based on the examination (NRN 333 Health Assessment; Written History & Physical Examination).
   - A direct method of evaluation is being used for the assignment. Will continue to monitor the direct method for baseline consistency.

Summary:

- Incorporated and/or utilized indirect assessment methods such as the clinical evaluation tool from the preceptor about the student, the student's evaluation of the clinical site and the student's evaluation of the preceptor for the SLO #6. Also, an indirect method was added to SLO #2. Adding indirect methods to SLOs #2 and #6 added more depth into the students' learning experience for the specified courses and students were able to synthesize the information to enhance upon the development of their project and/or assignment delivery. I added more information to explain how the indirect methods were measured.
- I would like to improve upon my other SLOs by adding more indirect methods of evaluation in my courses, if applicable, as it does make a difference for students to see how direct and indirect methods play a huge part in their learning; just like verbal and nonverbal communication plays a huge part in patient care.

Appendix: Rubrics attached below.

Guidelines for Video Discussion Board.doc

History & Physical Exam Form(1).docx

Rubric for Teaching Pamphlet(2).docx

Windshield Survey Paper Rubric_2018.d

Rubric for around the world PPT.doc

Written History & Physical Exam_NRN3

Guidelines & Rubric for Ethical Issues Pap

Geratric EBP_PPT Guidelines & Rubric.rt

Mobile Health App Rubric.docx

QI Project Rubric.docx

StudentEvaluation_ of_Clinical_Site_For

StudentEvaluationo f PreceptorForm_NR

Clinica Evaluation Tool_NRN449_1.doc

Leadership Agreement for Wind