Institutional Effectiveness Report

Name of Program:	RN to BSN
Year:	2018-2019
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Program Mission Statement

The mission of the Department of Nursing is "FMU 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 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 tow 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 the 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 2018-2019 for the nine student learning outcomes. The benchmark and target were met with some action items.

All targets were met for 2018-2019. The plan is for greater than 90% of student 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 demonstrate and explain assessments on specific body systems (NRN 333: Health Assessment; Video discussion board).

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 compose a stakeholder letter that reflects an identified problem that needs improvement (NRN 449: Leadership and Management in Nursing).

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).

Assessment Methods:

Expected Level of Achievement (ELA)

1. Utilize the ***liberal education*** courses as the cornerstone for study and practice of professional nursing.
    a. SLO # 1:Students will demonstrate and explain assessments on specific body systems (NRN 333 Health Assessment; Video Discussion Board)

    b. ELA = 90% of 23 students (student population) will achieve an 80%.
    c. Direct assessment method
    d. Baseline: 100% Benchmark: 90% Target: 95%

2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
    a. Students will compose a stakeholder letter that reflects an identified problem that needs improvement.
       (NRN 449: Leadership and Management in Nursing; Stakeholder Letter).
    b. ELA= 90% of 23 students (student population) will achieve an 80%.
    c. Direct assessment method
    d. Baseline: 100% Benchmark: 90% Target: 95%

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 23 students (student population) will achieve an 80%.
    c. Direct assessment method
    d. Baseline: 100% Benchmark: 90% Target: 95%

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 23 students (student population) will achieve an 80%.
    c. Direct assessment method
    d. Baseline: 100% Benchmark: 90% Target: 95%

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 23 students (student population) will achieve an 80%.
c. Direct assessment method
d. Baseline: 96% Benchmark: 90% Target: 95%

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 23 students (student population) will achieve an 80%.
    c. Direct assessment method
    d. Baseline: 100% Benchmark: 90% Target: 95%

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 23 students (student population) will achieve an 80%.
    c. Direct assessment method
    d. Baseline:100% Benchmark: 90% Target: 95%

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 23 students (student population) will achieve an 80%.
    c. Direct assessment method
    d. Baseline: 100% Benchmark: 90% Target: 95%

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 23 students (student population) will achieve an 80%.

      c. Direct assessment method

      d. Baseline: 100% Benchmark: 90% Target: 95%

Assessment Results:

1. Utilize the *liberal education* courses as the cornerstone for study and practice of professional nursing.
   a. Students will demonstrate and explain assessments on specific body systems.
   b. Baseline: 100% Benchmark: 90% Target: 95%
   c. Results for 2018-2019 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 compose a stakeholder letter that reflects an identified problem that needs improvement (NRN 449: Leadership and Management in Nursing; Stakeholder Letter).
   b. Baseline: 100% Benchmark: 90% Target: 95%
   c. Results for 2018-2019 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%
   c. Results for 2018-2019 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%
   c. Results for 2018-2019 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%
   c. Results for 2018-2019 academic year, SLO #5 is 91% of students achieved 80%. The benchmark and target were met and the baseline was down 4%.

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%
   c. Results for 2018-2019 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%
   c. Results for 2018-2019 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%
   c. Results for 2018-2019 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%
  c. Results for 2018-2019 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. Assess 2 direct methods for each student learning outcome (SLO)
2. Incorporate and/or utilize 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

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

Stakeholder Letter Rubric(2).docx

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