Nursing
Student Learning Outcomes Assessment, 2013-2014

TRADITIONAL (4-YEAR) BACCALAUREATE PROGRAM

SOPHOMORE LEVEL

NURS 201 – (Offered in the fall only) Nursing Assessment n= 54

- **Students -** Fall course evaluations for were positive (>80). Written comments included: Enjoyed course, well organized, learned a lot, Enjoyed assessment practice in lab, Suggestions for improvement included: Better communication between professors in the lab, need more time to practice (felt rushed), sometimes different info between lab sections, and assignments not always clear.
- **Faculty** - Course was well organized (new faculty member comment). Too much content for limited time. Request more privacy screens and a sink for Wiley.
- **Action Items Implemented**- All incorporated (except for a sink in Wiley). Classroom scheduled along with lab to enhance the theoretrical delivery of materials associated with the lab. Screens were purchased to provide privacy for assessment practice in Wiley. Sinks cannot be installed.

NURS 202 – Fundamental Nursing Interventions n=52

- **Students-** Spring evaluations were all >94% positive. Written comments indicated that students enjoyed the course, that the practice questions were very helpful, liked simulation, and the ATI modules were helpful, very encouraging and helpful. Suggestions for improvement included that they would like a week to practice skills prior to going into clinical, and more DAR documentation practice. **Faculty-** May need 1 more week on campus to prepare students for their first clinical rotation. Also more activities to help students to grasp the concepts needed to prepare a nursing care plan, maybe have samples on D2L.
- **Action Items Implemented:** Care-planning practice time prior to going into clinical was added. Pathological Processes in Nursing also offered in fall.

NURS 435 - Pathophysiological Process in Nursing n=17 Fall/ 49 Spring

- **Students -** Fall course evaluations were positive (>80%) except three items. 76.4% of students utilized course resources to prepare for class, 64% felt the organization of course material facilitated learning, and 75% felt that this course content built on previously gained knowledge. Spring Course evaluations were all >89% positive. There was one exception in which 74% indicated that the reading assignments prepared them for class.
- Written comments for fall: liked the study guide. Too much material covered, 2 professors made it more difficult. (One had to go on a medical leave)

- Written comments for spring: lectures thorough but needed to search to find on outline, would like to review test in class, pictures and diagrams helpful, liked quizzes. **Faculty -** Faculty suggested revise Friday class meeting time to Friday morning instead of Friday afternoon.
- **Action Items Implemented**: Course time moved to Thursday afternoons. Back to only one professor teaching the course.

JUNIOR LEVEL

NURS 301 – Maternal/Newborn and Family Nursing n=61

- **Students** - 85% of all responses to items positive. Comments overwhelmingly stated how the course was well organized, that they learned a lot, and benefitted from the case studies.
- **Faculty -** Suggested increased use of Simulation for NB orientation, midway Vaginal birth & Post Partum Hemorrhage.
- **Action Items Implemented:** Increased use of simulation for vaginal birth processes added with positive response.

NURS 302 – Pediatrics/Family Centered Nursing n=20 fall/ 30 spring

- **Students -** 7 items of inquiry revealed scores of 80% or less. These were in response to the course syllabus being helpful, that the course was a valuable learning experience, that the course organization facilitated understanding, learning activities facilitated understanding, course methods were clearly explained, materials were returned in a timely manner to facilitate learning, and ability to apply what learned to clinical setting . Student comments: 2 students commented that they learned a lot, while others suggested: more ATI review, to have study guides for the exams, to cover more necessary material in the semester, to have more detailed syllabus with dates for exams and explanation of projects, didn't like power points, would like more in class learning activities, and would like to have D2L used for the course**.** Also stated that they would like same teacher for theory and clinical.
- **Faculty -** For theory the classroom worked well with tables for group work. Issue with acquiring strong acute care clinical experience.
- **Action Items Implemented:** New faculty teaching the course now. Student responses to more clinical experiences positive. (to counteract low patient census)

NURS 303 – Adult Health I n=28

- **Students** – Fall Course evaluations were positive except one item, 64% felt that the learning resources did not help prepare them for class. Student comments were not included in folder data for this course.
- **Faculty -** No issues identified by faculty.

- **Action Items Implemented:** Changes in order of syllabus content improved coordination of theory material with what students were experiencing in clinical.

NURS 320 – Pharmacology in Nursing n=48 (fall) 29 (spring)

- **Students -** Fall Course Evaluations favorable with > 80% of students responding positively to all questions with the exception of 4 questions where 77% utilized course resources to prepare for class, 77% felt that the organization of the class material facilitated learning, 77% felt that the learning activities used during class enhanced understanding, and 79% felt that course evaluation methods were clearly explained. Written comments positive: Tough course but learned a lot, it was fun and interesting, like the study guides, and liked in class activities. Some student suggestions included; to make power points available in the bookstore, and too much information for one class (teach over 2 semesters).
- **Faculty –** Unavailable
- **Action Items Implemented:** Unable to offer this over 2 semesters. Offering this course the same time as NURS 303 helped students to connect meds with actions and uses for disease processes, etc.

<u>SENIOR LEVEL</u>

NURS 400 – Nursing Leadership (only offered in fall) n= 63

- **Students** – All course evaluations were positive. Positive written comments: great class, informative, well organized, like handouts/exercises/questions. Suggestion for improvement: More ATI questions.
- **Faculty** - Not submitted
- **Actions Items Implemented:** ATI questioning increased satisfaction with course.

NURS 401 – Community Health Nursing n= 26fall/12spring

- **Students –**Spring results were mixed with 6 items at less than 70% positive. These were: 60% felt that course expectations were clearly explained, 60% utilized course resources to help prepare for class, 50% felt that the organization of the class material facilitated understanding, 60% felt that learning activities used during class enhanced learning, 30% felt that course evaluation methods were clearly explained, and 70% felt that graded materials were retuned in a timely manner to facilitate learning. Student comments included that the Urgent Care facility was not conducive to learning, would like more structure as to what to do in community facilities (rubric of questions to ask), better direction on community project. Students did not like having to drive to Porreco for the theory portion of this course.
- **Faculty -** Not available
- **Action Items Implemented:** Revisited Theory location. Many students already in Erie for clinical, so it currently remains at the Porreco Center.

NURS 402 – Mental Health Nursing n= 31 Fall/20 Spring

- **Students -** Evaluations for fall and spring were positive for all items of inquiry. Written comments: Hearing Voices Sim very helpful, enjoyable, interesting, will help prepare for future, liked study guides.
- **Faculty** - No suggestions for change, no issues noted.
- **Action Items Implemented:** None

NURS 403 – Adult Health II n= 12 Fall/ 30 Spring

- **Students -** Evaluations for Fall and Spring, responses all positive. Positive written comments: organized, liked detailed lectures, structure. Suggestions to improve: need more theory time, more quizzes/tests, need less cardiac more of other systems, list chapters on syllabus not topics, and more simulation.
- **Faculty** - Suggestions/Recommendations for both Fall and Spring were to increase from 1 credit theory to 2 (ongoing issue). Also to create and implement a process for students to submit weekly anecdotal re: experiences in specialty units.
- **Action Items Implemented:** Credits changed to 2 and the theory is now 'front-loaded' so that students have 4 hours of theory for the first 7 weeks, then all clinical the second half of the semester. This allowed for better implementation of nursing theory as students were entering clinical having been exposed to much of what they would be implementing.

<u>NURSING ELECTIVES</u> (These courses not taught every year, so follow up is not available at this point)

NUHL 100 – Contemporary Women's Health –n=23 Generally positive with responses between 74% and 96%. Lowest ratings occurred in response to the course syllabus being complete and helpful, and utilization of course resources. Student Written Comments: All very positive. Enjoyed the class, very beneficial, learned a lot, was very relaxing.

Action Items Implemented: None necessary

NURS 415 – Nursing Research – See Innovative Program

NUHL 500 – End of Life Nursing

- **Students –** Responses overwhelmingly positive except that only 62% utilized course resources to prepare for class. Student comments included that they enjoyed the course, learned a lot from the field trips and videos, felt that journaling helped to really examine material.
- **Action Items Implemented:** None necessary

NUHL 425 – Disaster Response and Recovery

- **Students – n=10** Responses overwhelmingly positive. Student Written Comments: Very positive, useful and informative information. Suggested to add 'Mock disaster' or 'drill.'

- **Faculty -** Hendricks 223 too large for the size of the group. Case studies and essay quizzes good teaching strategy. Would suggest less power points.
- **Action Items Implemented**: Course not offered this year.

INNOVATIVE (2ND BACCALAUREATE) PROGRAM

FIRST SEMESTER

NURS 455 – Fundamentals of Nursing n=17

- **Students:** Course Evaluations indicated 6 areas of opportunity in which 50-64% of students rated the following positive: clear objectives, course expectations clearly communicated, reasonable requirements, reading assignments, organization of course materials and evaluation methods clear. Written comments were both positive and negative. The positive included: online quizzes, simulation lab. Suggestions for improvement: more than 3 exams and need to match content, reconsider pass/Fail for clinical component.
- **Faculty:** Comments by faculty include: clarify the pass/fail concept of clinical and number of attempts at redemonstrations. Consider 4 exams (vs 3) and final, keep scenarios and concept maps, need a sink in Wiley 116. Issues with Smart station in Butterfield 211 (inconsistent).
- **Action Items Implemented:** Course now taught in Human Services Classroom. Students have 4 exams now.

SECOND SEMESTER

- **NURS 461 – Maternal/Newborn/Family Centered Nursing n=9**
- **Students:** Spring course evaluations were positive at >94% with only one exception; 76% indicated that the reading assignments prepared them for class. Positive written comments include: like instant feedback after exams, liked the three consecutive clinical days, and that clinical and class well coordinated. Suggestions for improvement; would like all lectures prior to clinical, would like newborn packets earlier or to take home over winter break, would like both sections to have clinical and class the same times.
- **Action Items Implemented:** Students get power point packets from the bookstore which are made available prior to winter break. Unable to teach both sections at the same time as the 2 sections are taking opposite course, then switch.

NURS 464 – Pediatric and Family Nursing (data unavailable)
Action Items Implemented: No data to identify for changes**.**

NURS 467 – Adult Nursing I n=8
Students: Spring course evaluations were positive at >94% with only one exception; 76% indicated that the reading assignments prepared them for class. Written comments include: wonderful class, was able to apply what learned in class to the clinical setting,

liked having clinical 3 days in a row, liked having samples of devices used during lecture, liked getting instant feedback after tests/quizzes. Suggestions for improvement: none.
Action Items Implemented: None necessary

THIRD SEMESTER

NURS 415 – Nursing Research (Required Innovative & RN-BSN, Elective Traditional) **n=17**

- **Students**: Fall course evaluations were overwhelmingly positive. Written comments include: well organized and structured, projects were beneficial and interesting, relevant course content.
- **Faculty** Evaluation not available
- **Action Items Implemented:** None necessary

NURS 468 – Mental Health Nursing n=14

- **Students** All responses from student course evaluations were positive. Written comments were also positive and commented on the class and clinical strengths, the use of ATI and NCLEX questions.
- **Faculty** No suggestions for change identified.
- **Action Items Implemented:** None necessary

NURS 471 – Community Health Nursing n=7

- **Students -** Course Evaluations were positive with the exception of one item - 74% identified course expectations were clearly identified. Written comments were also positive.
- **Faculty -** No suggestions for changes identified.
- **Action Items Implemented:** None necessary

NURS 474 – Adult Health II n=15

- **Students** Course Evaluations favorable with all items rated at 100% positive. Written comments very positive regarding culmination of clinical and classroom and prep for "real world". Positive comments re: faculty as well
- **Faculty** Continued request to evaluate increasing the theory portion from 1 to 2 credits.
- **Action Items Implemented:** Theory part of course changed to 2 credits.

RN-BSN PROGRAM

(program in flux - phasing out online and initiating face-to-face. online courses do not have mechanism to acquire student evaluation)

NURS 406 – Role of the Professional Nurse No Data Submitted

NURS 407 – Trends and Issues in Professional Nursing (n=16 All Korean students)

NURS 408 - Nursing Leadership and Management (online group)

NURS 408 – Nursing Leadership and Management (n=16 Korean students, 1 American RN)
NURS 409 – Community Health Nursing (online)

AGENCY EVALUATIONS

<u>Traditional Program (4 year Baccalaureate) Courses and Innovative/Accelerated Program</u>

Sophomore Level (NURS 201/202/NURS 455)

- NURS 201 not in agencies in Fall
- NURS 202: Millcreek Community Hospital (census low at times, but other areas in hospital had observational opportunities), Select Specialty Hospital (no issues)
    - Student Evaluations of Agencies: Not available
- NURS 455 Agencies included: Millcreek Hospital (issue with census at times) & Select Hospital (no issues)

Junior (NURS 301/NURS 461, NURS 302/NURS 464, NURS 303/NURS 467)

- NURS 461 – (Maternity) One physician does not allow students to participate with her patients, and at times, the unit was overwhelmed with students from other schools doing their practicums. No other issues with conference rooms or census.
- NURS 464 – (Peds) Hamot worked out well. No issues. (Also utilized Growing and Learning, and General McLane for outpatient experiences which also worked out well)
- NURS 467 – (Spring) Saint Vincent Health Center 8NE/W and 9N. 8NE/W Good census. Great OR experience! 9N is smaller unit with high patient turnover.
    - Student Evaluations of Agencies:
    - SVHC – All very positive evaluations
- NURS 301 - UPMC Hamot - Behrend students also there on Mondays, Dr. Dailey does not permit students to view C-sections. SVHC - low census on Mondays, Dr. Daily and CNMW do not allow students to be assigned to their clients, limited conference space, no access to computers.
- NURS 302 - UPMC Hamot – Due to upgrading of computer system, students unable to access or document medication administration or assessments.
    - SVHC – Census sporadic – could use NICU and ED (on one occasion) to meet objectives. Staff very student friendly.
    - Student Agency Evaluations – All very positive. Only negative was poor patient census at times.
- NURS 303 – UPMC Hamot – At times 15 or more students on the unit at a time making patient selection an issue. Unable to administer medications this semester due to computer system upgrading. Found 4S to be student-Unfriendly.

Senior (NURS 401/NURS 471, NURS 402/NURS 468, NURS 403/ NURS 474)

- NURS 401 – VAMC census good. Staff worked well with students. No access to computerized documentation system.
- NURS 402 – Meadville Medical Center – Good census, no restrictions, supportive staff.
  - Student Agency Evaluations – (Fall '12) MMC All positive. Liked SIM "Hearing Voices." Good group activities. Some staff rude or short with students.
  - Student Agency Evaluations – (Spring '13) MMC More negative than in the fall. More complaints of rude staff, otherwise OK.
- NURS 403 – SVHC Census adequate, Medication administration can be very time consuming as the meds not always in one place.
  - Student Agency Evaluations – All positive. Occasional low census (or other nursing students on the same unit) Only other issue mentioned was that the co-signing process interrupted the 'flow' of the day.
- NURS 468 – data unavailable
- NURS 471 – data unavailable
- NURS 474 - SVHC - no issues, UPMC Hamot - difficult for students to get 3-4:1 ratio, difficult to schedule conference rooms for students, however a positive learning experience. IV Simulation was very helpful, good experience, learned a lot from this.

RN-BSN Program Courses - Non-Applicable - No clinical courses

COURSE COMPLETION STATISTICS

See attached

END OF PROGRAM EVALUATIONS

Traditional Program (4 year Baccalaureate) Courses N=10 (Many responses not obtained or forwarded to be included in this report)

- All used the same form. Data from fall of 2011 and spring of 2012 graduates indicate that the majority of responses were positive falling in the "strongly agree" and "agree" categories. Comments from students were basically positive about the program.
- Positive comments offered by students (overview of themes)
  - Learned a lot from the program
  - Proud to be an Edinboro Alumni
  - Felt prepared to graduate
  - Would recommend this program
  - Liked the incorporation of the ATI learning systems and testing program
  - Felt that the nursing faculty were excellent teachers that conveyed a passion for teaching and the profession of nursing
  - Program well laid out and organized

- Suggested Improvements submitted by students (Overview of themes):
    - More simulation experience
    - Nutrition wasn't 'nursing' based - many commented on this and would suggest something that would be more geared to nursing care.
    - Build NCLEX practice time into the clinical time.
    - Some suggested that a 'preceptorship' would be good to incorporate into the senior clinical
    - Some suggested that Mental Health and Community Health Nursing be combined into 1 course.
    - Host or provide and NCLEX prep course
    - Felt that CHEM 141 was not relevant.

RN-BSN Program Courses (Program currently under reconstruction)

ATI TESTING PERFORMANCE

Traditional Program (4 year Baccalaureate) Courses

- CARP
    - Courses with ≥ 90% at Level 2 or 3:
        - NURS 301 Maternal/Child - Jr
        - NURS 401 Community - Sr
        - NURS 402 Mental Health - Sr.

    - Courses with < 80% at Level 2 or 3:
        - NURS 202 Fundamentals - Soph
        - NURS 302 Peds – Jr
        - NURS 303 Med/Surg - Jr
        - NURS 320 Pharmacology – Jr
        - NURS 403 Med/Surg/Leadership - Sr

- Comprehensive Predictor
    - Students scoring ≥ 91% probability of Passing NCLEX = 23:47, 49%
    - Students scoring < 88% probability of Passing NCLEX = 24:47, 51%

Innovative/Accelerated Program Courses (ATI included in Pharm)

- NURS 320 - (15/19) 79%
- Comprehensive - First year Innovative students used ATI Comprehensive.
    - 10/17 (59%) scored at a proficiency rate > 90%. 100% of students passes NCLEX on first attempt. Dec. 2011 Graduates

RN-BSN Program Courses - Non-Applicable - Students licensed RNs

Action Items: The number of students predicted to be successful on NCLEX is dropping. More practice modules and tests have been added to the ATI part of each

course. Also, alteration of ATI documents was identified, which may have contributed to decreased numbers.
Action Items Implemented: Faculty now go straight to the ATI website to monitor student activity for accuracy. Also, changes in our department information, guidelines and policies have been updated and presented to be included in future faculty and student information.

NCLEX PERFORMANCE

Overall NCLEX Performance published by PA State Board of Nursing

- December 2011 and May 2012 Graduates: 53/55 or 96.36% Pass Rate
- December 2011 and May 2012 **out of state**: 3/3 or 100% Pass Rate
- December 2012 and May 2012 Graduates: 39/46 or 84.8 Pass Rate
  - **Action Items for this Statistic**: Increase in progression GPA, Changes in ATI process, and other actions as identified in course action items.

SYLLABUS REQUIREMENTS

Syllabi reviewed for courses in all programs to assess compliance with inclusion of key information required by University and Department. All department identified information present.

1 & 3 YEAR FOLLOW-UP EVALUATIONS

These are not available for the 2012-2013 academic year.

Agency Evaluation Action Items

- **Agency action items integrated into course assessment above.**

OTHER ACTION ITEMS

- **Streamline evaluation process so that all faculty participate and all data is obtained.** This continues to be a problem. However, we are exploring Data Entry Software both departmentally and institutional wide, so that data can be entered when collected.
- **Develop evaluation tools/processes to obtain data from staff within agencies where our students have clinical rotations to assess their perception of student attainment of course/level objectives.** Agency Evaluation tools have been created and are now being used.
- **Develop tools/processes by which student advisors can uniformly track student progress and identify obstacles for success.** A tool was attempted, but due to advisors not knowing the progression status until the following semester (after summer classes), this tool did not work out. Another tool was developed for faculty to ID student success and follow up measures if unsuccessful. This tool is currently being used.
- **Analysis of data from new student progression tool used this year as another direct measure of student learning, and subsequent recommendations.** Data included in this report above.

- **Continuous revision of evaluation forms/tools to accommodate curricular/course changes.**

ACCREDITATION

Undergraduate programs in the Department of Nursing at Edinboro University are accredited by the Commission on Collegiate Nursing Education (CCNE). Our last accreditation visit occurred in 2006 at which time we received full accreditation for the next 10 years.

APW/06-5-14