

B.S. in Nursing 2017-2018

Course objectives are included in each course syllabus and are designed to foster the development of knowledge, skills and attitudes necessary for baccalaureate generalist nursing practice. Students are prepared for the role of provider of direct and indirect care, designer of care, coordinator of care and manager of care. The baccalaureate generalist nurse is a member of the profession who advocates for the patient and the profession. The Bachelor of Science in Nursing (BSN) curriculum reflects expected student learning outcomes that are consistent with the overall program outcomes.

Student Learning Outcomes - Graduates of the BSN program are expected to be able to:

1. Contribute leadership to health care systems, in professional organizations, and inter-professional teams to promote quality improvement and patient safety.
2. Design, deliver, and evaluate evidence-based health promotion/health protection interventions and programs.
3. Demonstrate skill in using patient care technologies, information systems, and communication devices that support safe nursing practice
4. Use effective professional communication and collaborative skills to deliver evidence-based care to individuals, families and communities as part of an inter-professional team.
5. Design, deliver, and evaluate evidence-based health promotion/health protection interventions and programs.
6. Assume responsibility and accountability for behaviors that reflect professional standards for moral, ethical, and legal conduct.
7. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness using developmentally appropriate approaches.

The **indicators of the attainment** of the **baccalaureate of nursing program outcomes** are:(1) students will meet or exceed the national passing rate for first time baccalaureate prepared candidates on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) ; (2) students in the RN-BSN program will successfully complete a capstone project integrating knowledge of nursing research, leadership and management, and nursing theories to design, implement, and lead a project that will improve quality and/or safety; (3) all students will demonstrate attainment of program outcomes through a systematic program evaluation process (see attachment 1). The assessment plan will be reviewed by the Program Evaluation Council in Fall, 2018, and recommendations will be made to full faculty.

EMSON's RN licensure pass rates is an outcome that demonstrates program effectiveness. See Table 1.

Table 1. Program Summary of All First Time Candidates Licensed in all Jurisdictions

Year of exam	Students Taking Exam	Students Passing the Exam	Percent Passing
2012	95	89	94%
2013	127	118	93%
2014	172	142	83%
2015	187	158	85%
2016	192	178	92.71%
2017	186	177	95.16%

To assure continued success meeting the benchmark of exceeding the national NCLEX passing rate, the following interventions will continue:

- Support the incorporation of Kaplan Integrated Testing Program across the prelicensure curriculum using standardized or customized benchmark examinations.
- Continue to ensure the rigor of NCLEX-style exam questions with 60-70% of each exam consisting of application/analysis level questions.
- Support periodic review of clinical course outcomes with all full-time and part-time didactic and clinical faculty to assure the application of content in clinical.
- Provide all graduating students with access to the live Kaplan NCLEX Review prior to graduation.
- Continue with grading policy that requires all students to achieve a 75% examination average in each course in order to pass the course. Other course assignments will not be counted in grading until the 75% benchmark is achieved.
- Continue with the grading scale of: A = 92-100, B = 83-91, C= 75-82, D = 62-74, F = <62.
- Continue deployment of exit and alumni surveys through EBI-Skyfactor

In the RN-to-BSN program, successful completion of a capstone project was met by all graduating seniors. In 2018, a change to degree was made on the basis of assessment. The capstone course (NURS 4092) was designated as a clinical course. NURS 4112 was changed to NURS 4023. The course description and student learning outcomes were changed to reflect the knowledge and experience of the RN transitioning to the BSN role. Adding 1 hour changed the program requirement from 29 hours to 30 hours.

To foster program evaluation, a faculty committee (Academic Affairs Council) is in the process of developing and using standardized assessment rubrics to ascertain whether program outcomes have been met. Course assessments aligned with program outcomes are randomly chosen to be evaluated by the committee. Each of the eight program outcomes will be evaluated in this manner over the next two years supporting program outcome review on a bi-annual basis. Four rubrics to support this process were developed. Early experience with this process indicates that ongoing revision of rubrics will be required. An example of how a rubric was used to ascertain whether all students met expectations for program outcomes is attached.

Clinical evaluation of students in the BSN program represent another area of aggregate student outcome data that are analyzed and compared with expected student outcomes. A clinical evaluation tool was constructed from expected outcomes of the clinical courses and program outcomes. As students progress through the program of study, higher and more cumulative experiences, reflecting the expected outcomes, are included on the tool. This tool promotes consistency in student evaluations and allows for evaluation of student performance and program effectiveness across the nursing program. The benchmark of all students meeting expectations at 80% or higher was met.

Another source of data used to assess program effectiveness is the EBI Skyfactor© survey. Upon graduation, students are provided with the online survey, which allows them to reflect on their own learning and report their satisfaction with various aspects of the program. Survey responses to (American Association Colleges of Nursing (AACN) Essential questions are examined to evaluate program effectiveness. Results from the past 5 years are reported in Table 3. Results that did not meet our benchmark of 5.5 are highlighted in red. Results indicate improvement in most areas over the past 2 years, although benchmark was not met in 3 areas. We attribute this improvement to the regular sharing of data with faculty, addressing student concerns introduced by student representative at faculty meetings, and follow-up meetings with student focus groups to further understand and address their concerns.

Table 3 EBI Skyfactor© Results	Mean (n)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1. Liberal Education for Baccalaureate Generalist Nursing Practice - To what degree did your non-nursing courses enhance your ability to: Value the ideal of lifelong learning to support excellence in nursing practice.	4.85 (96)	5.02 (52)	5.11 (123)	4.94 (62)	5.19 (54)

2. Basic Organizational and Systems Leadership for Quality Care and Patient Safety - To what degree did the Nursing Program teach you to: Apply research based knowledge as a basis for practice	6.08 (101)	5.85 (53)	5.88 (127)	5.75 (60)	6.07 (58)
3. To what degree did the Nursing Program teach you to: Integrate theory to develop a foundation for practice	5.36 (100)	5.38 (52)	5.21 (130)	5.25 (64)	5.64 (58)
4. To what degree did the Nursing Program teach you to: Use appropriate technologies to assess patients	6.05 (101)	5.65 (52)	5.67 (128)	5.61 (64)	5.80 (56)
5. To what degree did the Nursing Program teach you to: Understand the effects of health policies on diverse populations	5.61 (100)	5.46 (52)	5.69 (131)	5.55 (64)	5.86 (58)
6. To what degree did the Nursing Program teach you to: Incorporate knowledge of cost factors when delivering care	5.08 (101)	4.52 (53)	4.91 (130)	4.90 (63)	5.31 (58)
7. To what degree did the Nursing Program teach you to: Communicate with healthcare professionals to deliver high quality patient care	5.83 (100)	5.46 (52)	5.61 (130)	5.61 (64)	5.63 (59)
8. To what degree did the Nursing Program teach you to:	5.81 (99)	5.31 (52)	5.60 (128)	5.59 (63)	5.65 (57)

Work with inter-professional teams					
9. To what degree did the Nursing Program teach you to: Assess predictive factors that influence the health of patients	5.96 (101)	5.45 (53)	5.59 (130)	5.53 (64)	5.88 (59)
10. To what degree did the Nursing Program teach you to: Provide culturally competent care	5.78 (99)	5.64 (53)	5.68 (129)	5.79 (62)	5.88 (58)
11. To what degree did the Nursing Program teach you to: Act as an advocate for vulnerable patients	6.13 (101)	5.91 (53)	5.93 (129)	5.84 (62)	6.19 (59)
12. To what degree did the Nursing Program teach you to: Demonstrate accountability for your own actions	6.26 (101)	6.11 (53)	6.07 (128)	5.84 (62)	6.17 (59)
13. To what degree did the Nursing Program teach you to: Incorporate nursing standards into practice	6.21 (99)	6.04 (52)	5.90 (126)	5.72 (64)	6.05 (59)
14. To what degree did the Nursing Program teach you to: Evaluate individual's ability to assume responsibility for self-care	5.91 (97)	5.75 (53)	5.60 (128)	5.46 (63)	5.55 (78.6)
15. To what degree did the Nursing Program teach you to: Delegate nursing care while retaining accountability	5.69 (98)	5.58 (52)	5.60 (127)	5.49 (63)	5.84 (58)

16. Institution Specific Questions - Do you feel that the standardized tests you took during the program helped to identify areas in which you needed additional preparation before taking NCLEX?	5.11 (99)	4.87 (54)	4.37 (111)	4.07 (54) 27.8% were neutral	4.82 (51) 19.6 % were neutral
17. Institution Specific Questions - How satisfied were you with the access to library resources, both online and face-to-face resources?	5.47 (98)	5.52 (54)			
18. Overall Evaluation - Regarding your experience at this Nursing school, to what degree: How inclined are you to recommend your nursing school to a close friend?	5.07 (99)	5.02 (53)	5.63 (129)	6.00 (64)	6.10 (60)
19. Overall Evaluation - Regarding your experience at this Nursing school, to what degree: Were you challenged to do your best academic work	5.94 (97)	5.79 (53)	6.14 (129)	5.86 (63)	6.52 (58)
20. Overall Evaluation - When you compare the expense to the quality of your education to what degree are you satisfied with the value of the investment you made in your degree?	5.07 (61)	4.89 (54)	5.45 (126)	5.12 (64)	5.81 (57)
21. Online Environment - To what degree did the online course/technology provide: Easy-to-use software		5.86 (7)	5.34 (32)	5.72 (25)	5.72 (25)

22. Online Environment - To what degree did the online course/technology provide: Interaction between you and your instructor	6.00 (7)	5.66 (32)	6.00 (25)	5.76 (25)
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Attachment 1 EMSON Program Evaluation Plan

Timeline

MONTH	RESPONSIBLE INDIVIDUAL OR GROUP	ACTIVITY/Source of data	OUTCOME	FOLLOW-UP REPORT	USE OF INFORMATION
Monthly and as needed	Faculty	Faculty meetings with pre-licensure student representatives	Program satisfaction	Data immediately used to resolve issues, or assigned to appropriate faculty council or individual for recommendations	Council or individual designated to address immediate issues and communicate to students
December	Course faculty	End of course assessment – individual faculty complete end of course form	Program effectiveness Student outcomes	Recommendations to appropriate council Council report to full faculty	Individual faculty enhance teaching/learning experiences using best practices Curriculum revisions Faculty development
December	Students	Standardized course and clinical evaluations completed	Program and clinical site satisfaction Program and clinical site effectiveness	Included in individual faculty course assessment	Curricular revision Faculty development Improvement of clinical experiences

				Evaluation of and feedback to clinical site	Clinical placement decisions
December	Academic Affairs Council (AAC)	Outcome alignment assessment	Program effectiveness Student Learning outcomes	Feedback to faculty at January faculty retreat	Entire faculty discuss relevance and continuity of curricular concepts Curricular revision
January	Faculty	Individual faculty complete self-evaluation in areas of teaching, scholarship, service	Program evaluation	Communicate to peer evaluation team	Faculty development Employment/contract/promotion/tenure decisions
January (week before school starts)	AAC	Discussion of fall faculty end of course evaluations with recommendations (summaries to address student outcomes)	Student outcomes Program effectiveness	Summary report to full faculty at February meeting Data used to revise courses or revise curriculum in general	Individual faculty enhance teaching/learning experience through use of EB strategies Entire faculty discuss relevance and continuity of curricular concepts Curriculum revision

February	Peer evaluation team	Complete peer evaluations of individual faculty members	Program evaluation	Communicate to program director	Faculty development Employment/contract/promotion/tenure decisions
March	Program director	Complete faculty evaluations	Program evaluation	Communicate to Dean	Faculty development Employment/contract/promotion/tenure decisions
April	Assistant director, program director	Pre-licensure student focus group –one group with representatives from each class RN-BSN focus group	Program effectiveness Program satisfaction	Report summary findings to faculty in May	Faculty development Confirm adequacy of or revise curriculum/policies and/or teaching strategies Review advising process; faculty development Develop meaningful student activities Budget review for technology and/or equipment needs
May	Course faculty	End of course assessment – individual faculty complete end of course form	Program effectiveness Student outcomes	Recommendations to appropriate council Council report to full faculty	Individual faculty enhance teaching/learning experiences using best practices Curriculum revisions Faculty development

May	Students	Standardized course and clinical evaluations completed	Program and clinical site satisfaction Program and clinical site effectiveness	Included in individual faculty course assessment Evaluation of and feedback to clinical site	Curricular revision Faculty development Improvement of clinical experiences Clinical placement decisions
May	AAC	Outcome alignment assessment	Program effectiveness Student outcomes	Individual faculty recommendations to appropriate council (AAC) Feedback to student	Entire faculty discuss relevance and continuity of curricular concepts Curricular revision Assignment revision
Ongoing monthly	AAC	Review program outcome quality outcomes	Aggregate outcomes	Results discussed at August faculty retreat Director communicate to Dean	Curriculum/policy revision Resource allocation
June	Administration	Deploy new graduate survey (EBI)	Aggregate outcomes	Results discussed at August faculty retreat	Curriculum/policy revision

June	Administration	Deploy alumni survey (EBI)	Aggregate outcomes	Results discussed at August faculty retreat	Curriculum/policy revision
June	Administration	Deploy employer survey(EBI)	Aggregate outcomes	Results discussed at August faculty retreat	Curriculum/policy revision
June	Assistant Director	Retention/attrition statistics NCLEX pass rates	Graduation rates	Results discussed at August faculty retreat	Analyze cohort and growth trends to monitor movement toward outcomes. Recommendations for curriculum and/or policy revision are developed collectively by faculty during fall and spring retreat.***
August (week before school starts)	AAC	Discussion of spring faculty end of course evaluations and outcome alignment assessments with recommendations (summaries to address student outcomes)	Student outcomes Program effectiveness	Summary report to full faculty at fall retreat Data used to revise courses or revise curriculum in general	Individual faculty enhance teaching/learning experience through use of EB strategies Entire faculty discuss relevance and continuity of curricular concepts Curriculum revision
August	Assistant Director	NCLEX results Kaplan scores Employment stats	Aggregate student outcomes	Results discussed at August faculty retreat	*** Better use of these tests for instruction and remediation

On-going	Director	Budget review	Adequate learning resources Quality educational experience Faculty satisfaction	Results reported at faculty meetings	Equipment requests Faculty line requests Grant opportunities
On-going	Director	Exit assessment with students who withdraw or fail to progress	Program effectiveness Student outcomes	Summary report to full faculty	Curriculum revision Admission/progression policy revisions
On-going (every 8 weeks)	RN-BSN faculty	Review of RN-BSN course/faculty evaluations	Student outcomes	Data immediately fed back to revise course or to revise	Individual faculty enhance teaching/learning experience Entire faculty discuss continuity of curricular concepts
On-going (every 8 weeks)	RN-BSN faculty	RN-BSN Capstone Assignment Review	Student outcomes	During assessment workday	***

Outcomes

Program Outcomes	Program Outcome Quality Indicators (need benchmarks)
Program satisfaction: relevant professional nursing program	<ul style="list-style-type: none"> • Graduate employment in diverse practice settings • Employer feedback
Program effectiveness: quality educational experience	<ul style="list-style-type: none"> • Effective faculty who participate in service, scholarship, and teaching • NCLEX-RN® : 80% of graduates will pass on first attempt. • Kaplan Comprehensive Predictor: class average scores will be at least 90% probability of passing NCLEX-RN® • Graduation rates
Program satisfaction: adequate learning resources	<ul style="list-style-type: none"> • Adequate, relevant clinical resources • Effective technology to support curriculum • Adequate library resources • Efficient lab/classroom facilities • Adequate learning support resources • Effective advising
Student Learning Outcomes Evaluation	Aggregate Student Outcome Indicators
<ol style="list-style-type: none"> 1 Contribute leadership to health care systems, in professional organizations, and inter-professional teams to promote quality improvement and patient safety. 2 Design, deliver and evaluate evidence-based patient-centered care across the lifespan and the health-illness continuum. 3 Demonstrate skill in using patient care technologies, information systems, and communication devices that support safe nursing practice. 	<p>Pre-licensure graduates</p> <ul style="list-style-type: none"> • Alignment review - _____score, class average will be at 3 on a 4 point scale. • Alignment review - _____score, class average will be at 3 on a 4 point scale. • Alignment review - _____score, class average will be at 3 on a 4 point scale.

- 4 Use knowledge of health care policy, finance, and regulatory environments to advocate for quality health care.
- 5 Use effective professional communication and collaborative skills to deliver evidence-based care to individuals, families and communities as part of an inter-professional team.
- 6 Design, deliver, and evaluate evidence-based health promotion/health protection interventions and programs.
- 7 Assume responsibility and accountability for behaviors that reflect professional standards for moral, ethical and legal conduct.
- 8 Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness using developmentally appropriate approaches.

- Alignment review - _____ score, class average will be at 3 on a 4 point scale.
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- Alignment review - _____ score, class average will be at 3 on a 4 point scale.
- Alignment review - _____ score, class average will be at 3 on a 4 point scale.
- EBI Survey of new grads – AACN questions – class average scores will be at benchmark (5.5 on 7 point scale)

RN-BSN graduates

- Capstone assignment scores will average __3__ on a __4__ point scale
- Survey of new grads (EBI) : responses to program outcomes and program satisfaction meet benchmark (5.5 on 7 point scale).

Attachment 2 – Rubric for Program Evaluation

Program Outcome - Uses Effective Professional Communication and Collaborative Skills to Deliver Evidence Based Care to Individuals, Families, and Communities as Part of an Interprofessional Team

Course SLO - Communicates effectively with all members of the healthcare team, including the patient and the patient’s support network.

	4 Met outcome and almost never requires direction, monitoring, guidance, and support	3 Met outcome, 25% of the time requires direction, monitoring, guidance, and support	2 Did not meet outcome, 50% of the time requires direction, monitoring, guidance, and support	1 Did not meet outcome- 75% of the time requires direction, monitoring, guidance, and support	0 Did not meet outcome - Dependent – almost always requires direction, monitoring, guidance, and support
Uses effective communication skills – verbal and written	+++++	+			
Uses effective collaborative skills	+++++	+			
Delivers evidence based care	+++++	+++			
Participates as part of interprofessional team	+++++	+			
Patients	+++++	+			
Families	+++++	++			
Communities	N/A				

10 Clinical Evaluation Tools from NURS 4722 Immersion were randomly chosen and downloaded from Blackboard. The rubric was used to determine whether the program outcome was met (what is expected of all students).