College of Nursing

Actions Taken to Improve Student Learning Based on Analysis of Results

Undergraduate

*Programs included:
- Nursing (BSN)

Undergraduate Examples

- Created and included learning activites for knowledge integration

- Provided additional support for underperforming students

Graduate

*Programs included:
- Nursing (MSN)
- Nursing (DNP)

Graduate Examples

- Facilitated student reflection with specific assignments

- Increased standardization between teaching faculty and project chairs

- Incorporated new processes to improve quality and rigor of the program

- Reviewed strategies to coach students toward successful project planning and implementation

Program name	Nursing (BSN)
Delivery mode	Face to Face
Outcome being summarized	Knowledge integration: Integrates knowledge from nursing, social and natural sciences and humanities to provide professional nursing care across the health care continuum.
Program level example	The purpose of the Nursing (BSN) is to educate professional nurses, capable of caring for the diverse needs of clients/patients. Graduates of the BSN program are prepared as nurse generalists. The faculty created the following learning outcomes for all BSN students based on Essentials of Baccalaureate Education in Nursing: Knowledge Integration, Nursing Roles Competency, Cultural Competency, Professional Practice, Effective Nursing Care, and Nurse as Team Member. To assess students' skills in integrating knowledge from nursing, social and natural sciences and humanities to provide professional nursing care across the health care continuum, two means of assessment are used: evidence-based practice (course based) assignments and a commercial predictor examination (HESI-Comprehensive Review) for the NCLEX (National Council Licensure Examination), in the capstone course (NURS4500). The criteria for success are that 80% of undergraduate students will earn a rubric score of 80 on the course-based assignments and will earn a prediction score that indicates they are likely to pass the NCLEX exam (850 or higher is predictive to pass). Identification of students who have knowledge deficiencies is an ongoing process. Knowledge deficiencies place the student at-risk for course failure and failure to meet the learning outcome. A commercially available, nationally recognized assessment test (National League for Nursing [NLN] diagnostic) has been used for numerous years to assess for deficiencies with varied results and in Fall 2016, the faculty selected a commercial test (HESI) with stronger metrics for assessment of knowledge integration. Beginning in fall 2016, the faculty began using the HESI-Comprehensive Review for the NCLEX-RN Examination diagnostic readiness test to evaluate students' knowledge integration. In 2016-17, the criteria were not met. At least 80% of all BSN students earned 80 or higher on the respective evidence based practice assignments. For the prelicensure students, less than 80% met the prediction score of 850 on the commercial examination.

| | Faculty noted that the evidence-based practice assignment was effective in meeting the learning outcome. **Based on the results of the commercial predictor test given to prelicensure students, the faculty in the capstone (N4500/4511) created learning activities to enhance student knowledge integration (for example, students with less than 850 met one-on-one with a faculty member in a computer learning activity). In addition, the prelicensure faculty met in the fall of 2017 and created formative strategies in clinical and didactic courses that strengthened knowledge integration. For AY 2017/2018, students who scored less than 850 on the predictor examination received additional faculty-led activities.**

2017-18 results show that more than 80% of students earned at least 80% on the assignments. However, well below 80% of prelicensure students met the prediction score.

Moving forward, the faculty will continue to utilize the assignments to reinforce student learning. In the fall of 2018, faculty will review and revise as necessary. The faculty will continue additional formative strategies that foster knowledge integration. The results of AY 2018/2019 HESI testing will be reviewed at the beginning of each semester and individual learning plans developed. Furthermore, the faculty will examine the effectiveness of the strategies implemented 2017/2018.

Closely aligned with knowledge integration is the licensure pass rate. The licensure exam reflects the minimum knowledge required to practice as an RN. In accordance with NC State Law and the Nurse Practice Act, the BSN program must demonstrate successful licensure pass rates in order to continue educating BSN students. In 2016 and 2017, the licensure pass rate was 96%. First quarter 2018 (December 2017 graduates) the pass rate is 99%. The increase in pass rate also shows that the actions taken is effective. The faculty continue to refine strategies to prepare students for knowledge integration and licensure. |

Program name	Nursing (MSN)
Delivery mode	DE
Outcome being summarized	Knowledge Development: Acquire sufficient knowledge of nursing theory and research
Program level example	The masters of science in nursing program prepares students for advanced roles in nursing as adult-gerontology nurse practitioners, family nurse practitioners, clinical nurse specialists, neonatal nurse practitioners, nurse anesthetists, nurse midwives, nurse educators and nurse administrators. The MSN graduates are clinical scholars who can integrate the science and art of nursing, articulate the unique contributions of nursing and apply knowledge in dynamic environments. The MSN faculty collectively designed and use a uniform rubric to evaluate seven student learning outcomes based on the Essentials of Master's Education in Nursing, thus insuring all students are meeting the overall program outcomes within each concentration. The seven outcomes include Theory Integration, Intervention and Knowledge Appraisal, Cultural Competency, Leadership Collaboration, Professional Identity, Knowledge Development, and Global Health Perspective. NURS 6993 is a synthesis course all MSN students complete and was targeted for the assessment of the seven student learning outcomes. Faculty agreed to use specific assignments reflective of their concentration but measured all student learning outcomes with a standard rubric. Use of a standard rubric with concentration specific activities demonstrates both a concentration-specific assessment of students and program–wide assessment. One of the student learning outcomes being assessed is knowledge of nursing theory and research. The faculty created assignments with content specific to each concentration that measured knowledge development. For example, students in the leadership concentration completed a reflection assignment and presented exemplars from previous coursework that demonstrated nursing theory and research use in nursing leadership practice. The criterion for success is 90% of students will earn a minimum of 80% for the theory integration component (component 1) of the portfolio rubric. In AY 2015-2016, the faculty found that students across the concentrations met the criterion for success (80% of students scored 80% on assignment) with an average of 88% of students earning 80% or higher.

	The faculty determined that the criterion for success was too low and raised the criterion for success to 90% of students earning 80% or higher. The faculty also reviewed the evaluation rubric for this activity and determined that it was sufficient. In addition, the faculty developed discussions and facilitated student reflection to ensure outcome achievement. For example, leadership students were asked to reflect on this outcome and select an assignment from N6080 to illustrate their achievement/understanding of knowledge integration in leadership settings. In AY 2016-2017, more than 90% of students met the criterion of success (range was 90-100%) and in 2017-2018 100% of students scored 80% or higher on the assignments. Because this outcome is required for all MSN graduates, faculty planned to reinforce content and use current assignments to measure outcome achievement. Faculty will continue to use reflection and exemplar presentation to reinforce student learning and achievement of knowledge development. This outcome encompasses learning about nursing and related discipline theories that can be used in the respective concentrations. The achievement of this outcome is necessary for the practice of advanced nursing and provides foundation for further graduate studies (such as doctoral work). Therefore, the faculty will continue to devise activities that reinforce student knowledge development.

Program name	Doctor of Nursing Practice (DNP)
Delivery mode	DE
Outcome being summarized	Science Integration: Integrate nursing science with knowledge from related fields as the basis for the highest level of nursing practice
Program level example	The goal of the Doctor of Nursing Practice Program is to prepare nurses for advanced practice roles and as clinical scholars skilled in the translation of research and other evidence into clinical practice, measurement of patient outcomes, and transformation of health care systems to ensure quality and safety. The program assesses outcomes around Science Integration, Quality Improvement, Application of Evidence, Care and Technology, Policy and Advocacy, and Comprehensive Team Collaboration. The faculty began using the *Essentials of Doctoral Education in Nursing* in 2015 and are satisfied that all DNP graduates meet those essentials through assignments and activities. The DNP faculty met annually prior to AY 2015-2016 and AY 2016-2017 to develop strategies to meet student learning outcomes. To assess student's ability to integrate nursing science with knowledge from related fields as the basis for the highest level of nursing practice, faculty members use two means of assessment: clinical practicums and a DNP project which includes a written paper and podium presentation. 100% of students enrolled in clinical practicums will be evaluated by community-based health care providers serving as clinical preceptors. At least 70% will meet or exceed all expectations noted on the Preceptor Mid-Term and Preceptor Final evaluations. In addition, 100% of students completing the requirements of all four DNP Project courses (N8269, N8272, N8274, or N8277) will be evaluated by rigorous assessment during the four semesters. At least 70% of those students will accomplish the deliverables with evidence of exemplary scholarship, applicable research, and summary of all components of the DNP Project. Those students will be approved by DNP Project Course faculty and DNP Project Chairs to submit papers to ScholarShip and to provide podium presentations of their DNP projects, and to graduate from the Doctor of Nursing Practice program.

	In 2015-2016, faculty review of the DNP Project Courses resulted in increased standardization of expectations between faculty teaching the course sections and among faculty serving as project chairs. Faculty created a rubric to measure science integration to evaluate the final project presentation. Students met the benchmark set as the criterion for success; however, faculty found that some students required more than one semester to meet the objectives of either N8269, N8272, N8274, or N8277. In AY 2016-2017 the faculty implemented information sessions in the first 2 courses of the project. **New processes were created to improve quality and rigor; for example, each student was assigned a single faculty mentor for all 4 courses and the final project.** **Though the criterion for successful completion of DNP projects was met, faculty collaboration noted the need to reduce the number of students needing to repeat any of the four DNP Project courses. Though the process for completing remained unchanged, the DNP Program Director, Advanced Nursing Practice Educators (ANPE) Chair and key faculty reviewed strategies faculty should use to coach students toward successful project planning and implementation.** In 2016-17, the criteria were met. 100% students met or exceeded all expectations noted on the Preceptor Mid-Term and Preceptor Final evaluations. 95% of students (39 of 41) enrolled in NURS 8277 completed DNP projects. The students met the benchmark and faculty continued to refine information sessions to boost quality and rigor of projects.