

Fitchburg State University

Department of Nursing

Report on Continued Progress Related to Key Elements Cited by the Evaluation Team Report

Baccalaureate Level

Standard III Program Quality: Curriculum and Teaching -Learning Practices

Key Element III H: Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.

***CCNE Elaboration:** Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. Curriculum is evaluated by faculty and other communities of interest as appropriate. Data from the evaluation of curriculum and teaching-learning practices are used to foster program improvement.*

Faculty Evaluation of Clinical Site Tool

This tool was deployed at the conclusion of the fall, 2015 semester. Results of the evaluation, along with an action plan to address agencies with concerns, were discussed at the March 9, 2016 UG Curriculum Committee Meeting. (See minutes Appendix A)

Sim Team and Simulation Evaluations

The simulation evaluation tool has been administered after simulations in the sophomore, junior and senior levels. The Sim Team met on February 17 to develop a plan to aggregate the data. (See data tables Appendix B) At their next meeting on March 23, the team will review the aggregate data, and discuss tool revisions. The team is also examining how to streamline student prep for simulation and debriefing.

Data Analysis

The department has had two additional meetings with the Department of Institutional Planning and Research. We have received the course evaluation results for AY 13-14 and 14-15. These results were discussed at the March 9, 2016 UG Curriculum Committee Meeting. (See minutes Appendix A) An action plan to address trending data which falls below the benchmark was approved. In addition, the Department of Institutional Planning and Research will be able to assist us with cohort tracking for program completion. Initially, the Department has coded our 2015 cohort in Banner. We can now request reports each semester to more closely track retention. We are now identifying the 2012, 2013 and 2014 cohorts for coding.

**Fitchburg State University
Department of Nursing**

Minutes

Meeting Group Name: Curriculum
Date of Meeting: 3/9/16
Location/Time: Thompson 324 C 11:35 a.m.

Adjourned: 2:00 p.m.
Submitted by: N. Green
Attendees: C. Devine, N. Duphily, N. Green, K. McAvoy, D. Benes,
 L. McKay, A. Gill (student)

Excused Absent: A. Aranda, Theresa Rook (student), Felicia Santiago (student)

Topic	Discussion	Action
I. Call to Order	11:35 am	
II. Minutes of 2/22/16	Discussion	<u>Motion</u> to accept with correction by C. Devine with second by D. Benes <u>Vote:</u> in support of motion 5/0/1
III. Old Business		
A. Progress with Curriculum Committee responsibilities/PEM reports for Spring 2016 Workshop	A. In Progress	
B. Undergraduate Clinical Evaluation subcommittee: (K. McAvoy, A. Aranda, N. Green):	B. Discussion of exemplar of clinical evaluation tool from Stephanie Holaday (2004) which is derived from Bondy; (2) Discussion of how clinical skills are evaluated; discussed creating skills book or skills kit for student practice related to concerns about competence which will follow them through different levels.	B. K. McAvoy to use new tool alongside old tool with student recently evaluated to see how it may differentiate performance. Will discuss results 3/23/16; (2) K. McAvoy to look at research on how to correlate patient "teach-back" and potential "teach-back" for students. Will bring to spring curriculum workshops.

<p>C. Template syllabus for CC members' assigned courses (N. Duphily)</p>	<p>C. Template created by N. Duphily and will be uploaded to iDrive for faculty use.</p>	<p>C. Faculty will be notified at next faculty meeting 4/6/16; implementation to begin Summer, 2016.</p>
<p>D. RN to BS 4510 and 4520 electives course outcome revision.</p>	<p>D. Proposed outcome for identified courses: NURS 4510: End of Life Care, outcome number 4: Use information technology to obtain and integrate the philosophy and principles of quality palliative care at the end of life.</p> <p>NURS 4520: Caring for Forensic Populations, outcome number 4: Use information technology to plan and deliver care for forensic client populations.</p>	<p>D. C. Devine to email to faculty new outcomes for 4510 and 4520 for faculty review. Will be brought to faculty meeting 4/6/16 for approval by vote.</p>
<p>E. Prereq. changes NURS/NURL/ NURN: rewriting proposal for AUC (L. McKay)</p>	<p>E. In progress</p>	<p>E. L. McKay will delete rationale column prior to submitting to AUC for approval at April meeting</p>
<p>F. RN-BS Program Transfer credits</p>	<p>F. Approved by faculty.</p>	<p>F. L McKay will submit to AUC for approval.</p>
<p>G. 2016 NCLEX test plan audit : to be addressed in Spring curriculum workshop</p>	<p>G. Discussed how to distribute to faculty.</p>	<p>G. A copy of the grid will be distributed to level coordinators for distribution to faculty. Faculty will evaluate the grid in relation to their courses. This should be completed and returned to the committee by 5/2/16 for assimilation onto one grid.</p>

<p>H. Faculty Evaluation of Clinical Site Tool</p>	<p>Results from Fall 2015 discussed. Concerns identified for 3 agencies used in Fall, 2015. Concerns were expressed related to the indicators: Nursing staff modeled professional behaviors and number of patients did not meet clinical outcomes 2 of these 3 agencies were new agencies.</p>	<p>Student evaluation results will be correlated with these evaluations; results will be reported on at curriculum meeting 3/23/16. Faculty and student evaluations from spring semester for these agencies will be examined to identify if concerns are on-going; if so, these agencies may need to be replaced.</p>
<p>IV. New Business</p> <p>A. IRC data from review of nursing course evaluations AY13-14 and AY 14-15 (D. Benes)</p>	<p>A. Discussion: Curriculum Committee examined results and identified areas that failed to meet the 80% benchmark for two consecutive years. It is noted that NURS 4400 outcomes 1, 3, 7, 8 did not meet this benchmark.</p>	<p>A. Curriculum Committee will ask course instructors to respond to these results and identify course content related to the course outcomes that have fallen short of the benchmark. These reports will be included in the program eval workshop as part of the report on that indicator. See attached document.</p>
<p>V. Next meeting</p>	<p>3/23/2016</p>	
<p>VI. Adjournment</p>	<p>2:00 pm</p>	

Table 3: Percentage of Students who “Agree” or “Strongly Agree” that coursework has contributed to the Terminal Outcomes

#	NURS 4000		NURS 4400		NURS 4750		NURS 4800		NURS 4850		Exit Survey		Exit HESI				
	FA13	FA14	13/14	14/15	13/14	14/15	SP14	14/15	SP14	SP15	SP14	SP15	14		15		
	0	0	30	41	30	36	11	44	16	43	14	46	T	2 nd	T	2 nd	LPN
1			77%	76%	97%	94%	100%	86%	100%	88%	100%	96%	885	835	868	883	885
2			73%	80%	97%	89%	91%	86%	94%	91%	100%	98%	851	825	865	920	881
3			77%	68%	93%	94%	91%	89%	100%	81%	100%	96%	935	833	877	909	924
4			80%	66%	93%	94%	91%	91%	94%	81%	79%	96%	1008	816	866	914	792
5			87%	76%	93%	94%	91%	86%	100%	88%	79%	91%	842	825	827	854	793
6			80%	71%	97%	92%	100%	91%	100%	84%	93%	98%	847	776	883	906	807

#	Terminal Outcomes	NURS 4000		NURS 4400		NURS 4750		NURS 4800		NURS 4850		Exit Survey		Exit HESI				
		FA13	FA14	13/14	14/15	13/14	14/15	SP14	14/15	SP14	SP15	SP14	SP15	14	14	15	15	
	##% of respondents	0	0	30 61%	41 65%	30 61%	36 77%	11 27%	44 71%	16 33%	43 72%	14 29%	46 67%	T	2 nd	T	2 nd	LPN
7	Synthesize knowledge of health promotion and disease/injury prevention in designing population focused care			77%	76%	97%	92%	100%	91%	88%	84%	93%	100%	893	863	865	875	893
8	Integrate professional standards of moral, ethical and legal conduct into nursing practice			13%*	73%	10%*	94%	100%	91%	100%	86%	100%	96%	669	957	1062	984	985

* indicates that no students responded to this question

Table 1: Percentage of Respondents who “Agree” or “Strongly Agree” that the Sophomore outcome was met.

#	Terminal Outcomes	Sophomore Outcomes		NURS 2300		NURS 2500		NURS 2600		NURS 2700		NURS 2900	
		#/% respondents	Plan safe client-centered nursing care based on key concepts from the humanities, physical and behavioral sciences	FA13	FA14	FA13	FA14	SP14	SP15	FA13	FA14	SP14	SP15
1	Synthesize knowledge from the liberal arts, sciences, and nursing as a foundation for safe, client-centered care	48/51%	97.83%	37/49%	45/45%	23/27%	37/43%	36/49%	41/49%	15/24%	27/38%		
	Apply self-management principles when planning safe client-centered care	100%	97.83%	75.68%	84.09%	86.96%	63.89%	97.22%	100%	100%	84.62%		
2	Incorporate basic organizational and systems leadership to provide quality care and client safety	97.92%	97.83%	89.19%	97.73%	91.30%	66.67%	97.22%	97.5%	100%	92.31%		
3	Incorporate evidence based practice including current research and critical thinking in the management of client care	93.75%	93.48%	83.78%	90.91%	82.61%	55.56%	97.22%	100%	93.33%	80.77%		
4	Analyze information using information technology to improve patient outcomes	83.33%	84.78%	72.97%	77.27%	73.91%	47.22%	83.33%	87.5%	100%	84.62%		

5	Examine the impact of health care policy, finance, and regulatory environments on nursing practice	Describe regulatory, legal and professional standards along with resource utilization, related to nursing practice	97.92%	95.65%	89.19%	97.73%	86.96%	77.78%	97.22%	92.5%	93.33%	65.38%
6	Integrate principles of communication in professional practice	Use professional communication skills in academic and clinical settings	95.83%	93.48%	81.08%	84.09%	86.96%	66.67%	97.22%	95.00%	100%	92.31%
7	Synthesize knowledge of health promotion and disease/injury prevention in designing population focused care	Identify strategies for health promotion and disease/injury prevention when planning care	97.92%	100%	86.49%	90.91%	86.96%	83.33%	100%	100%	100%	88.46%
8	Integrate professional standards of moral, ethical and legal conduct into nursing practice	Describe moral, ethical and legal conduct related to professional nursing standards	87.50%	84.78%	78.38%	75.00%	86.96%	75.00%	97.22%	97.5%	100%	88.46%

Table 2: Percentage of Respondents who "Agree" or "Strongly Agree" that the Junior outcome was met.

#	Terminal Outcomes	NURS 3200		NURS 3300		NURS 3400		NURS 3900	
		13/14	14/15	13/14	14/15	13/14	14/15	13/14	14/15
	Junior Outcomes								
	#/% of respondents	12/71%	15/35%	13/41%	15/52%	17/53%	20/65%	6/40%	8/27%
1	Synthesize knowledge from the liberal arts, sciences, and nursing as a foundation for safe, client-centered care	91.67%	100%	100%	100%	94.12%	100%	83.33%	100%
2	Incorporate basic organizational and systems leadership to provide quality care and patient safety	91.67%	100%	100%	100%	100%	100%	83.33%	100%
3	Incorporate evidence based practice including current research and critical thinking in the management of client care	91.67%	93.33%	100%	100%	100%	100%	83.33%	87.5%
4	Analyze information using information technology to improve patient outcomes	83.33%	93.33%	100%	100%	94.12%	95%	66.67%	87.5%

5	Examine the impact of health care policy, finance, and regulatory environments on nursing practice	Articulate the impact of economic, legal, and political factors influencing health care delivery	75%	93.33%	100%	100%	100%	88.24%	100%	66.67%	100%
6	Integrate principles of communication in professional practice	Incorporate principles of communication in academic and clinical settings	91.67%	100%	100%	100%	100%	94.12%	90%	83.33%	100%
7	Synthesize knowledge of health promotion and disease/injury prevention in designing population focused care	Apply strategies for health promotion and disease/injury prevention in providing care	83.33%	100%	100%	100%	100%	88.24%	95%	66.67%	100%
8	Integrates professional standards of moral, ethical and legal conduct into nursing practice	Demonstrate professionalism in academic and clinical settings	91.67%	100%	100%	100%	100%	100%	90%	66.67%	87.5%

**Fitchburg State University
Department of Nursing**

Minutes

Meeting Group Name: Simulation Team Meeting
Date of Meeting: 2/17/16
Location/Time: Thompson 324 C 1314
Adjourned: 1510
Submitted by: K. McAvoy
Attendees: A. Aranda, A. Arsenault, T. Finn, S. Martin, L. McKay, K. McAvoy

Excused Absent:

Topic	Discussion	Action
1. Call to Order	1314	
2. Spring 2016 Simulation Review	<p>A. Simulations have taken place on all 3 levels. The piloted evaluation was given to each student after simulation.</p> <p>Junior Level: N=58 C. McKew reports that overall feedback was positive.</p> <p>Sophomore Level: N=71 C. McKew reports that overall feedback was positive.</p> <p>Senior Level: N=61 C. McKew reports that overall feedback was positive.</p> <p>B. Discussion surrounding making the simulation process uniform among the three levels.</p> <p>C. Discussion surrounding changing the piloted evaluation tool to reflect the different stages of simulation: Preparation, Active Simulation,</p>	<p>A. Final data analysis will be reported by S. Martin during the next simulation team meeting.</p> <p>B. Each level liaison will share the individual level process in order to discuss a plan to move forward.</p> <p>C. Subcommittee formed to edit the evaluation tool to reflect discussion. T. Finn and S. Martin</p>

Topic	Discussion	Action
	<p>Debriefing.</p> <p>D. S. Miller (simulation observer) submitted compiled feedback from all three levels. Feedback discussed.</p>	<p>D. S. Miller to develop a simulation module on debriefing to share with the nursing faculty.</p>
3. Adjournment	1510	
4. Next meeting	March 23, 2016; 1330	

**Fitchburg State University
Department of Nursing
Student Evaluation of Clinical Simulation Experience
Sophomore Level**

Please check the appropriate box using the five-point Likert scale.
Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD)

KEY	# SA	% SA	# A	% A	# D	% D	# SD	% SD	# Total	%
1. The simulation developed my clinical reasoning skills	41	58%	29	41%	1	1%	0	0%	71	100%
2. The simulation enabled me to demonstrate my clinical reasoning skills	42	59%	29	41%	0	0%	0	0%	71	100%
3. The simulation caused me to reflect on my clinical ability	58	82%	13	18%	0	0%	0	0%	71	100%
4. The simulation tested my clinical ability	50	70%	19	27%	2	3%	0	0%	71	100%
5. The facilitator provided constructive criticism during the debriefing	61	87%	8	11%	1	1%	0	0%	70	100%
6. The facilitator summarized important issues during the debriefing	60	85%	11	15%	0	0%	0	0%	71	100%
7. I had the opportunity to reflect on and discuss my performance during the de	56	79%	15	21%	0	0%	0	0%	71	100%
8. The facilitator provided feedback that helped me to develop my clinical reaso	57	80%	14	20%	0	0%	0	0%	71	100%
9. Reflecting on and discussing the simulation enhanced my learning.	61	86%	10	14%	0	0%	0	0%	71	100%
10. This was a valuable learning experience.	57	80%	14	20%	0	0%	0	0%	71	100%
Additional Comments:										

Fitchburg State University

Department of Nursing

Student Evaluation of Clinical Simulation Experience

Junior Level

Please check the appropriate box using the five-point Likert scale.
Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD)

KEY	# SA	% SA	# A	% A	# D	% D	# SD	% SD	# Total	%
1. The simulation developed my clinical reasoning skills	40	69%	18	31%	0	0%	0	0%	58	100%
2. The simulation enabled me to demonstrate my clinical reasoning skills	35	60%	23	40%	0	0%	0	0%	58	100%
3. The simulation caused me to reflect on my clinical ability	48	83%	8	14%	2	3%	0	0%	58	100%
4. The simulation tested my clinical ability	41	71%	15	26%	2	3%	0	0%	58	100%
5. The facilitator provided constructive criticism during the debriefing	47	81%	11	19%	0	0%	0	0%	58	100%
6. The facilitator summarized important issues during the debriefing	47	81%	11	19%	0	0%	0	0%	58	100%
7. I had the opportunity to reflect on and discuss my performance during the de	49	84%	9	16%	0	0%	0	0%	58	100%
8. The facilitator provided feedback that helped me to develop my clinical reaso	44	76%	14	24%	0	0%	0	0%	58	100%
9. Reflecting on and discussing the simulation enhanced my learning.	47	81%	9	16%	2	3%	0	0%	58	100%
10. This was a valuable learning experience.	45	78%	12	21%	0	0%	1	2%	58	100%
Additional Comments:										

Fitchburg State University
Department of Nursing
Student Evaluation of Clinical Simulation Experience
Senior Level

Please check the appropriate box using the five-point Likert scale.
 Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD)

KEY	# SA	% SA	# A	% A	# D	% D	# SD	% SD	# Total	%
1. The simulation developed my clinical reasoning skills	25	41%	34	56%	2	3%	0	0%	61	100%
2. The simulation enabled me to demonstrate my clinical reasoning skills	27	44%	32	52%	2	3%	0	0%	61	100%
3. The simulation caused me to reflect on my clinical ability	28	46%	32	52%	1	2%	0	0%	61	100%
4. The simulation tested my clinical ability	28	46%	29	48%	4	7%	0	0%	61	100%
5. The facilitator provided constructive criticism during the debriefing	32	52%	26	43%	3	5%	0	0%	61	100%
6. The facilitator summarized important issues during the debriefing	30	49%	29	48%	2	3%	0	0%	61	100%
7. I had the opportunity to reflect on and discuss my performance during the debriefing	35	57%	26	43%	0	0%	0	0%	61	100%
8. The facilitator provided feedback that helped me to develop my clinical reasoning skills	32	52%	28	46%	1	2%	0	0%	61	100%
9. Reflecting on and discussing the simulation enhanced my learning.	33	54%	27	44%	1	2%	0	0%	61	100%
10. This was a valuable learning experience.	32	52%	28	46%	0	0%	1	2%	61	100%

Additional Comments: