

Undergraduate Academic Assessment Plan

**Bachelor of Science in
Nursing**

College of Nursing

Bachelor of Science in Nursing (CIP 51.3801) College of Nursing Undergraduate Academic Assessment Plan

Vision, Mission and Values Statement

The University of Florida College of Nursing was founded in 1956 as one of the first two colleges of the J. Hillis Miller Health Center. The College is one of 16 colleges at the University of Florida, a nationally ranked, public research university that is home to the Southeast's most comprehensive academic health center. Our **vision** is consistent with the university's position of national preeminence as a Top Ten university. Our **mission** is grounded in our identity as a steward of the discipline of nursing. We are guided by our **core values** in all we do.

The UFCON Vision Statement and Strategic Plan (2018-2022) are posted on the CON website (<http://www.con.ufl.edu>).

Vision

We are driven to transform health through innovative practice, preeminent research, and exceptional academic programs.

Mission

To provide excellent personalized nursing care, generate research and scholarship that have an impact on practice, and prepare graduates who care, lead, and *inspire*.

Core Values

- Balance
- Caring
- Courage
- Curiosity
- Diversity
- Engagement
- Excellence
- Innovation
- Integration
- Learning
- Respect
- Service

Student Learning Outcomes (SLOs)

Student learning outcomes for the Bachelor of Science in Nursing (BSN) degree are consistent with the University, Health Science Center, and College missions, visions, and goals. Such outcomes are included in CON student handbooks and are posted on the website (<http://www.con.ufl.edu>).

The nursing major prepares graduates as generalist nurses to provide holistic care that addresses the healthcare needs of diverse individuals, families, communities, and populations across the lifespan. Nursing practice is built on nursing knowledge, theory, and research. Graduates will translate, integrate, and apply knowledge that leads to improvements in patient outcomes.

Student Learning Outcomes for the BSN program are listed below, followed by a curriculum map which assigns each SLO to Content Knowledge, Critical Thinking, or Communication categories.

1. Apply critical thinking to synthesize knowledge grounded in liberal education and nursing, in the practice of professional nursing in the global community.
2. Collaborate with the healthcare team and clients to provide safe and cost effective high quality health care.
3. Integrate evidence-based findings in decision-making in the practice of professional nursing.
4. Appraise current evidence to evaluate health care safety and quality improvement initiatives for individuals and groups.
5. Analyze information from health care technology systems to apply evidence that will guide nursing practice.

6. Utilize knowledge of health care regulation to advocate for policy change to improve health care systems and professional nursing practice.
7. Illustrate the importance of advocacy in the improvements in nursing practice and throughout the healthcare system.
8. Demonstrate professional communication, collaboration and documentation with healthcare teams to support improvement in patient health outcomes.
9. Utilize health promotion, health maintenance, and disease prevention strategies across settings to improve the health of diverse individuals and populations across the lifespan.
10. Demonstrate professional competence and values reflective of professional nursing standards and mutual respect within a global society.
11. Build therapeutic alliance with patients and families to provide personalized care.

Curriculum Map

Bachelor of Science in Nursing

College of Nursing

Key: **I** Introduced **R** Reinforced **A** Assessed **EF** Evaluation Form **EX** Exit Survey (Skyfactor)

Course SLOs	NUR 3106	NUR 3066C	NUR 3EEE ¹	NUR 3GGGC ²	NUR 4JJJ ³	NUR 4KKKC ⁴	NUR 4LLLC ⁵	NUR 4NNNC ⁶	NUR 4OOOC ⁷	NUR 4PPP ⁸	Additional Assessments:
Content Knowledge											
#1	I			R		R	R	R	R A:EF, EX	R	
#6					I			R	R	R A:EF, EX	
#9				I		R	R	R		R A:EF, EX	
Critical Thinking											
#3			I			R	R		R	R A:EF, EX	
#4			I	R					R	R A:EF, EX	
#5		I	R		R		R		R A:EF, EX	R	
#7	I				R			R		R A:EF, EX	
#10	I			R	R	R	R	R	R A:EF, EX	R	
Communication											
#2		I		R		R	R	R	R A:EF, EX	R	
#8		I		R		R	R	R	R	R A:EF, EX	
#11		I				R	R		R A:EF, EX	R	

¹NUR 3EEE = Lead and Inspire 2: Research and Evidence-Based Nursing

²NUR 3HHHC = Principles of Personalized Nursing Care 2

³NUR 4JJJ = Lead and Inspire 3: Policy and Change in Nursing Practice

⁴NUR 4KKKC = Clinical Reasoning and Personalized Nursing Care: Women, Children and Families

⁵NUR 4LLC = Clinical Reasoning and Personalized Nursing Care: Adult Chronic Conditions

⁶NUR 4NNNC = Clinical Reasoning and Personalized Nursing Care: Population Health

⁷NUR 4OOOC = Clinical Reasoning and Personalized Nursing Care: Adult with Complex Conditions

⁸NUR 4PPP = Professional Nursing Transformation

Assessment Cycle

Bachelor of Science in Nursing (BSN)

College of Nursing

Analysis and Interpretation:

Faculty members analyze and interpret results of the NUR 4XXXC, Clinical Reasoning and Personalized Nursing Care: Adult Complex Conditions Assessment/Evaluation Form in the final semester.

HESI Examinations are administered at the end of each semesters (5-8). Interpretation and analysis of results is presented to administrators and the College Academic Affairs Committee.

Exit Survey results are received in September, and are analyzed, interpreted, and presented to administrators and the College Academic Affairs Committee by December.

NCLEX pass rates are received quarterly. Results are analyzed, interpreted, and presented to administrators and the College Academic Affairs Committee.

A meta-analysis of data from all sources occurs as part of regularly scheduled BSN Program Reviews every four years (e.g.: Fall 2022, 2026, etc.)

Program Modifications:

Recommendations for change are acted upon prior to admission of the next cohort of students in the fall semester. Major programmatic changes follow the four-year Program Review.

Dissemination:

After action on recommendations and prior to admission of the next cohort of students in the fall semester, annually, and/or every four years after Program Review.

SLOs	Year	20-21	21-22	22-23	23-24
Content Knowledge					
#1		√	√	√	√
#6		√	√	√	√
#9		√	√	√	√
Critical Thinking					
#3		√	√	√	√
#4		√	√	√	√
#5		√	√	√	√
#7		√	√	√	√
#10		√	√	√	√
Communication					
#2		√	√	√	√
#8		√	√	√	√
#11		√	√	√	√

Methods and Procedures

The Health Education Systems, Inc. (HESI) RN Examination is administered at the end of each semester and will account for 30% of the final grade. Students must achieve a score of 850 or above. Students who do not achieve the passing score are required to remediate and retake before moving on the following semester. Students will be dismissed from the program if they are not able to pass on their second attempt.

Faculty members use an assessment/evaluation form for NUR 4XXXC, Clinical Reasoning and Personalized Nursing Care: Adult Complex Conditions (see draft example) to assess student achievement at the conclusion of the final BSN courses. Students must achieve satisfactory ratings on each of the eleven SLOs in order to pass this course and graduate.

Exit Surveys are completed during the last semester of the BSN program. The instrument includes a section for student feedback on the degree to which the BSN program resulted in achievement of SLOs. Students score each SLO on a seven-point Likert scale, with seven as the highest or most positive response. The College benchmark is 5.0; scores for each of the eight SLOs are expected to be 5.0 or higher.

A passing score on the national nursing licensure examination (NCLEX) is required prior to licensure to practice nursing in all 50 states. Although students can sit for the examination anytime following graduation, most do so within a couple of months of program completion. The College of Nursing benchmark is a 90% pass rate over a three-year period.

Figure 1: SLO Assessment Matrix

Student Learning Outcome	Assessment Method	Measurement Procedure
Apply critical thinking to synthesize knowledge grounded in liberal education and nursing, in the practice of professional nursing in the global community.	EF, EX	EF – satisfactory evaluation (see attached example) EX – score of 5.0 or above
Collaborate with the healthcare team and clients to provide safe and cost effective high quality health care.	EF, EX	EF – satisfactory evaluation (see attached example) EX – score of 5.0 or above
Integrate evidence-based findings in decision-making in the practice of professional nursing.	EF, EX	EF – satisfactory evaluation (see attached example) EX – score of 5.0 or above
Appraise current evidence to evaluate health care safety and quality improvement initiatives for individuals and groups.	EF, EX	EF – satisfactory evaluation (see attached example) EX – score of 5.0 or above
Analyze information from health care technology systems to apply evidence that will guide nursing practice.	EF, EX	EF – satisfactory evaluation (see attached example) EX – score of 5.0 or above
Utilize knowledge of health care regulation to advocate for policy change to improve health care systems and professional nursing practice.	EF, EX	EF – satisfactory evaluation (see attached example) EX – score of 5.0 or above
Illustrate the importance of advocacy in the improvements in nursing practice and throughout the healthcare system.	EF, EX	EF – satisfactory evaluation (see attached example) EX – score of 5.0 or above
Demonstrate professional communication, collaboration and documentation with healthcare teams to support improvement in patient health outcomes.	EF, EX	EF – satisfactory evaluation (see attached example) EX – score of 5.0 or above
Utilize health promotion, health maintenance, and disease prevention strategies across settings to improve the health of diverse individuals and populations across the lifespan.	EF, EX	EF – satisfactory evaluation (see attached example) EX – score of 5.0 or above

Demonstrate professional competence and values reflective of professional nursing standards and mutual respect within a global society.	EF, EX	EF – satisfactory evaluation (see attached example) EX – score of 5.0 or above
Build therapeutic alliance with patients and families to provide personalized care.	EF, EX	EF – satisfactory evaluation (see attached example) EX – score of 5.0 or above

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Anna M. McDaniel	College of Nursing	annammcdaniel@ufl.edu	352-273-6324

Figure 2: Evaluation Form

Evaluation Form
 University of Florida
 College of Nursing
 Bachelor of Science in Nursing (BSN)

NUR 4944L: Transition to Professional Practice

Student _____
Faculty _____
Semester _____
Preceptor _____
Clinical Practice Area _____

<p>Evaluation: A student must receive a rating of satisfactory (S) performance in each of the categories by completion of the semester in order to receive a passing grade for the course. A rating of less than satisfactory in any of the categories will constitute an unsatisfactory grade (U) for the course.</p>	<p>Progression: Date _____ Initial _____</p>	<p>Final: Date _____ Initial _____</p>
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	Areas of Evaluation				
<p><u>Program Objective/SLO:</u></p> <p>1. Integrate knowledge, skills, and values derived from a solid base in liberal education to deliver quality care to individuals and groups across the life span and across healthcare environments.</p> <p><u>Course Objective:</u></p> <p>1. Integrate knowledge, skills, and values derived from a solid base in liberal education to deliver quality care to clients.</p>	<p>THEORY</p> <ul style="list-style-type: none"> ▪ Integrate knowledge, skills, and values from nursing science, the physical sciences and liberal education into cognitive, affective, and psychomotor skills needed for client care across the lifespan ▪ Value lifelong learning to support excellence in nursing practice 	S	U	S	U
		□	□	□	□

	Areas of Evaluation	S	U	S	U
<u>Program Objective/SLO:</u> 2. Provide leadership in the delivery of safe, high quality healthcare to diverse individuals and groups across the lifespan and across healthcare environments. <u>Course Objective:</u> 2. Provide leadership in the coordination of safe, high quality nursing care.	LEADERSHIP <ul style="list-style-type: none"> ▪ Provide care to a group of clients in an organizational system that approximates a beginning practitioner’s workload ▪ Demonstrate working skills in delegation and oversight of nursing care ▪ Participate in creative strategies to enable systems to change 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	SAFETY <ul style="list-style-type: none"> • Create a safe care environment that results in high quality patient outcomes • Recommend quality and patient safety initiatives within the organizational system • Role model a culture of safety and caring 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Program Objective/SLO:</u> 3. Utilize current evidence to improve healthcare outcomes for clients. <u>Course Objective:</u> 3. Utilize current evidence to improve healthcare outcomes for groups of clients.	EVIDENCE-BASED PRACTICE <ul style="list-style-type: none"> • Integrate evidence and clinical judgment into the care of groups of clients across the lifespan • Validate clinical practice guidelines and standards of care for assigned population • Identify discrepancies between standards of care and practice 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Program Objective/SLO:</u> 4. Utilize information management and healthcare technology to improve the quality of care. <u>Course Objective:</u> 4. Utilize information management and healthcare technology to improve the quality of care in selected settings.	INFORMATION MANAGEMENT <ul style="list-style-type: none"> • Uphold ethical standards for data security, confidentiality, and clients’ right to privacy • Integrate healthcare technologies to improve client outcomes 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Areas of Evaluation	S	U	S	U
<p><u>Program Objective/SLO:</u></p> <p>5. Analyze processes through which healthcare policies are developed and changed to influence professional nursing practice and healthcare systems.</p> <p><u>Course Objective:</u></p> <p>5. Analyze processes through which agency policies are developed and changed to influence professional nursing practice and care systems.</p>	<p>HEALTHCARE POLICY</p> <ul style="list-style-type: none"> Examine, from a nursing system perspective, issues impacting change in healthcare environments Advocate for clients, consumers, and the nursing profession 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Program Objective/SLO:</u></p> <p>6. Communicate and collaborate as members of interprofessional teams to deliver safe, high quality healthcare.</p> <p><u>Course Objective:</u></p> <p>6. Communicate and collaborate as members of interprofessional teams to deliver safe, high quality client-centered healthcare.</p>	<p>COMMUNICATION & COLLABORATION</p> <ul style="list-style-type: none"> Plan transitions of care communication for healthcare team members and across care settings Communicate effectively with interprofessional teams Relate appropriate use of negotiation and conflict resolution to produce positive collaborative relationships 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Program Objective/SLO:</u></p> <p>7. Utilize wellness promotion and illness prevention strategies with individuals and groups to improve population health outcomes across the lifespan.</p> <p><u>Course Objective:</u></p> <p>7. Utilize wellness promotion and illness prevention strategies with clients to improve population health outcomes.</p>	<p>CLINICAL PREVENTION & POPULATION HEALTH</p> <ul style="list-style-type: none"> Reinforce individually focused clinical prevention interventions and activities Recommend strategies to minimize communicable diseases and protect vulnerable populations Advocate for health policy changes 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Areas of Evaluation	S	U	S	U
<p><u>Program Objective/SLO:</u></p> <p>8. Integrate professional values in the delivery of safe, culturally-sensitive care to clients across the lifespan.</p> <p><u>Course Objective:</u></p> <p>8. Integrate professional values in the delivery of safe, culturally-sensitive care to clients.</p>	<p>PROFESSIONALISM</p> <ul style="list-style-type: none"> • Assume accountability for own actions • Reflect on one’s own beliefs and values • Articulate the value of practice excellence, lifelong learning, and professional growth • Modify personal goals based upon self-assessment 	□	□	□	□

Progress Evaluation:

Yes No

Progress Satisfactory?

Identified Strengths: _____

Specific Areas needing Improvement: _____

How this will be accomplished: _____

Comments:

Signatures:

Faculty _____
Preceptor _____
Student _____

Date _____
Date _____
Date _____

Final Evaluation:

Final Grade:

SATISFACTORY

UNSATISFACTORY

Comments:

Signatures:

Faculty _____
Preceptor _____
Student _____

Date _____
Date _____
Date _____