

2012-2013 Undergraduate Academic Assessment Plan

Bachelor of Science in
Nursing

College of Nursing

M. Dee Williams

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

Mission Statement

Teaching is the fundamental purpose of the University of Florida (UF) at both the undergraduate and graduate levels. Research and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect, and the senses. Service reflects the university's obligation to share the benefits of its research and knowledge for the public good. One of the University's priority areas is to "assist the state in addressing its critical shortage of health care professionals".

The UF College of Nursing (UFCON) is the state's flagship institution for nursing education, providing preparation for all levels of nursing practice. The UFCON Vision Statement indicates the UFCON "aspires to be a model of excellence, recognized nationally and internationally, for innovative education, dynamic programs of research, and creative approaches to practice." The UFCON Vision Statement and Strategic Plan (July 2010-June 2013) are posted on the CON website (<http://www.con.ufl.edu>).

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. Integrate knowledge, skills, and values derived from a solid base in liberal education to deliver quality care to individuals and groups across the lifespan and across healthcare environments.
2. Provide leadership in the delivery of safe, high-quality healthcare to diverse individuals and groups across the lifespan and across healthcare environments.
3. Utilize current evidence to improve healthcare outcomes for clients.
4. Utilize information management and healthcare technology to improve the quality of care.
5. Analyze processes through which healthcare policies are developed and changed to influence professional nursing practice and healthcare systems.
6. Communicate and collaborate as members of inter-professional teams to deliver safe, high-quality healthcare.
7. Utilize wellness promotion and illness prevention strategies with individuals and groups to improve population health outcomes across the lifespan.
8. Integrate professional values in the delivery of safe, culturally-sensitive care to clients across the lifespan.

Curriculum Map

Curriculum Map for:

Bachelor of Science in Nursing _____

College of Nursing _____

Key: Introduced Reinforced Assessed HESI Exit Exam EBI Exit Survey EF Evaluation Form NCLEX RN Licensure Exam

| Course SLOs | NUR 3138 | NUR 3138C | NUR 3638 | NUR 3738C | NUR 3825 | NUR 3826 | NUR 4739L | NUR 4748L | NUR 4837 | NUR 4944L | Additional Assessments: |
|--------------------------|-------------|--------------|-------------|--------------|-------------|-------------|--------------|--------------|-------------|----------------|----------------------------|
| Content Knowledge | | | | | | | | | | | |
| #1 | | I | | R | | | R | R A:HESI | | R A:EF, EBI | NCLEX |
| Critical Thinking | | | | | | | | | | | |
| #2 | | | | | | | | I A:HESI | | R A:EF, EBI | NCLEX |
| #3 | | | | I | | | R | R A:HESI | | R A:EF, EBI | NCLEX |
| #4 | | | | I | | | | R A:HESI | | R A:EF, EBI | NCLEX |
| #5 | | | | | | | | A:HESI | I | R A:EF, EBI | NCLEX |
| #7 | I | I | R | R | | | R | R A:HESI | | R A:EF, EBI | NCLEX |
| #8 | | | | | I | R | R | A:HESI | | R A:EF, EBI | NCLEX |
| Communication | | | | | | | | | | | |
| #6 | I | | | R | | | R | R A:HESI | | R A:EF, EBI | NCLEX |

Assessment Cycle

Assessment Cycle for:

Bachelor of Science in Nursing (BSN)

College of Nursing _____

Analysis and Interpretation:

Faculty members analyze and interpret results of the NUR 4944L Evaluation Form in the semester after students graduate (Summer semester for generic students; Fall semester for accelerated students).

HESI Examination results are analyzed at the beginning of the student's last semester of study (Spring semester for generic students; Summer semester for accelerated students). Interpretation of results is presented to administrators and the College Academic Affairs Committee the following semester (Summer and Fall, respectively).

EBI 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 in January for test takers in the previous calendar year. Results are analyzed, interpreted, and presented to administrators and the College Academic Affairs Committee in March.

A meta-analysis of data from all sources occurs as part of regularly scheduled BSN Program Reviews every three years (e.g.: Fall 2013, 2016, 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 three-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 three years after Program Review.

| SLOs | Year | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|--------------------------|------|-------|-------|-------|-------|-------|-------|
| Content Knowledge | | | | | | | |
| #1 | | √ | √ | √ | √ | √ | √ |
| Critical Thinking | | | | | | | |
| #2 | | √ | √ | √ | √ | √ | √ |
| #3 | | √ | √ | √ | √ | √ | √ |
| #4 | | √ | √ | √ | √ | √ | √ |
| #5 | | √ | √ | √ | √ | √ | √ |
| #7 | | √ | √ | √ | √ | √ | √ |
| #8 | | √ | √ | √ | √ | √ | √ |
| Communication | | | | | | | |
| #6 | | √ | √ | √ | √ | √ | √ |

Methods and Procedures

The Health Education Systems, Inc. (HESI) RN Exit Examination is administered at the beginning of the student's last semester of study and assesses student preparation for the national nursing licensure examination (NCLEX). Students must achieve a score of 850 or above on this nationally-normed exam prior to the beginning of their last clinical course. Students who do not achieve the passing score are required to complete an individualized plan of study based upon test performance.

Faculty members use the College of Nursing Evaluation Form for NUR 4944L: Transition to Professional Practice (see attached) to assess student achievement at the conclusion of the final BSN clinical course. Students must achieve satisfactory ratings on each of the eight SLOs in order to pass this course and graduate.

Educational Benchmarking Incorporated (EBI) Exit Surveys are completed during the last semester of the BSN program (April for generic students and July for the accelerated students). 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.

SLO Assessment Matrix for 2012-13

| 2012-13 Student Learning Outcome | Assessment Method | Measurement Procedure |
|---|----------------------|---|
| 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. | EF, HESI, EBI, NCLEX | EF – satisfactory evaluation (see attached) HESI – pass rate of 850 or above EBI – Score of 5.0 or above NCLEX – pass rate of 90% over three years |
| Provide leadership in the delivery of safe, high quality healthcare to diverse individuals and groups across the lifespan and across healthcare environments. | EF, HESI, EBI, NCLEX | EF – satisfactory evaluation (see attached) HESI – pass rate of 850 or above EBI – Score of 5.0 or above NCLEX – pass rate of 90% over three years |
| Utilize current evidence to improve healthcare outcomes for clients. | EF, HESI, EBI, NCLEX | EF – satisfactory evaluation (see attached) HESI – pass rate of 850 or above EBI – Score of 5.0 or above NCLEX – pass rate of 90% over three years |
| Utilize information management and healthcare technology to improve the quality of care. | EF, HESI, EBI, NCLEX | EF – satisfactory evaluation (see attached) HESI – pass rate of 850 or above EBI – Score of 5.0 or above NCLEX – pass rate of 90% over three years |
| Analyze processes through which healthcare policies are developed and changed to influence professional nursing practice and healthcare systems. | EF, HESI, EBI, NCLEX | EF – satisfactory evaluation (see attached) HESI – pass rate of 850 or above EBI – Score of 5.0 or above NCLEX – pass rate of 90% over three years |
| Communicate and collaborate as members of interprofessional teams to deliver safe, high quality healthcare. | EF, HESI, EBI, NCLEX | EF – satisfactory evaluation (see attached) HESI – pass rate of 850 or above EBI – Score of 5.0 or above NCLEX – pass rate of 90% over three years |
| Utilize wellness promotion and illness prevention strategies with individuals and groups to improve population health outcomes across the lifespan. | EF, HESI, EBI, NCLEX | EF – satisfactory evaluation (see attached) HESI – pass rate of 850 or above EBI – Score of 5.0 or above NCLEX – pass rate of 90% over three years |
| Integrate professional values in the delivery of safe, culturally-sensitive care to clients across the lifespan. | EF, HESI, EBI, NCLEX | EF – satisfactory evaluation (see attached) HESI – pass rate of 850 or above EBI – Score of 5.0 or above NCLEX – pass rate of 90% over three years |

Assessment Oversight

| Name | Department Affiliation | Email Address | Phone Number |
|-------------------|------------------------|--|--------------|
| M. Dee Williams | College of Nursing | willimd@ufl.edu | 325-273-6335 |
| Kathleen Ann Long | College of Nursing | longka@ufl.edu | 352-273-6324 |

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> |
|--|---|---|

| | Areas of Evaluation | | | | |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <p>Program Objective/SLO:</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>Course Objective:</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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | 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"/> |

| | | | | | |
|--|---|---|---|---|---|
| <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 _____