

BRYAN COLLEGE OF HEALTH SCIENCES

Undergraduate Nursing

Assessment of Student Learning Plan 2021-2022

Statements of Purpose/Mission/Philosophy	2
Bryan College of Health Sciences Mission	2
Bryan College of Health Sciences Goals	2
School of Nursing Philosophy Statement	2
Outcomes	3
Bachelor of Science in Nursing	3
End of Program Student Learning Outcomes (EPSLO)	3
Program Outcomes	3
Assessment Measures and Methods	4
Graphical Summary of Assessment Measures	5
Detailed Descriptions of Direct Assessment Measures	6
NURS404 Nursing Care IV Assignments and Evaluations	6
Faculty Clinical Evaluation	6
Research to Practice Paper	6
Service Learning & Presentation	6
NURS405 Community Health Nursing Assignments and Evaluations	6
Population Project	6
Service Learning Presentation	7
Poverty Simulation Reflection	7
NURS420 Nursing Leadership & Management Assignment	7
Quality Improvement Project	7
NURS423 Issues & Trends in Professional Nursing II Assignments	8
Health Disparities/Health Equity and Social Policy Assignment	8
Informatics, Healthcare Technology, and Nursing Practice Assignment	8
Corresponds to EPSLO #2	8
Ethics Paper	8
NURS427 NCLEX Prep Assignments	8
ATI Comprehensive Predictor Assessment	8
NURS432 Nursing Capstone Assignment and Evaluation	9
Preceptor Clinical Evaluation	9
Capstone Presentation	9
Job Placement Rate	9
	1

Benchmark	9
Program Completion Rate:	9
Benchmark	9
NCLEX Pass Rate	9
Benchmark	9
Senior Exit Survey (Indirect Measure)	10
Benchmark	10
Analysis of Assessment Results:	10
Determining Reasons for Gaps in Student Learning:	10
Adjustments to Narrow Gaps:	10
Planning and Budgeting Processes:	10
Correlating Adjustments to Changes in Outcomes:	10
Refining the Assessment Plan and Processes	11

Statements of Purpose/Mission/Philosophy

Bryan College of Health Sciences Mission

The mission of Bryan College of Health Sciences is to provide education in the health professions emphasizing clinical and academic excellence through collaboration with Bryan Health and the healthcare community.

Bryan College of Health Sciences Goals

The goals of Bryan College of Health Sciences are to prepare graduates who:

- Are qualified to practice in entry level, mid-level and advanced practice roles in diverse health care environments;
- Are critically aware of their own individuality;
- Maintain a clear understanding of professional scope of practice.
- Value life-long learning as a means of personal and professional growth;
- Participate as responsible citizens within the community; and
- Are capable of meeting the healthcare needs of an ever-changing society

School of Nursing Philosophy Statement

The undergraduate nursing faculty of Bryan College of Health Sciences believes:

Nursing

Nursing is an art and science, the embodiment of caring for individuals, families, and communities. It consists of a unique, integrated body of knowledge and requires critical thinking, information management, and problem solving skills. Nurses provide comprehensive, individualized care to promote optimal health, based on best current evidence. Nurses are leaders and collaborative members of the healthcare team who advocate for processes and systems to support safe, quality care. Nursing requires commitment and responsibility to the profession, society, and the global community.

Human Beings

Humans are unique and multidimensional beings with inherent worth and dignity. The interaction between humans and the environment is dynamic. Human beings have the capacity to care, to learn, and to change. They are autonomous and therefore are responsible for their own behaviors.

Health

Health is a dynamic state of holistic well-being, influenced by biological, behavioral, and environmental factors and perceived through the context of the lived experience. The state of health is reflected through multiple dimensions. Individuals, families, and communities have the right to define their own health. Their pursuit of health is a right and choice.

Education

Learning is a life-long, interactive process that builds on previous experience and results in change in attitudes, beliefs, and/or behaviors. Learning occurs in a variety of environments and involves the cognitive, affective, and psychomotor domains. Education is optimized through learner-centered

approaches that recognize the learner as a full partner with unique values, preferences, and needs in the education process.

Professional Nursing Education

Professional nursing education is built on an integrated study of the natural sciences, social sciences, and humanities in order to promote critical thinking, and evidence-based, person-centered care. General education is designed to develop a global citizen with an appreciation for the arts and sciences. Baccalaureate nursing education prepares a nurse generalist through theoretical and clinical education in a variety of settings. This framework provides the foundation for graduate education and advanced practice.

Outcomes

Bachelor of Science in Nursing

End of Program Student Learning Outcomes (EPSLO)

1. Influence person-centered care to enhance health. (Concepts: Person-Centered Care; Health)
2. Integrate critical thinking and information management to promote health and safety. (Concepts: Critical Thinking; Information Management; Health; Safety)
3. Collaborate as a member/leader of interprofessional teams to optimize systems and healthcare outcomes. (Concepts: Collaboration; Leadership)
4. Commit to the profession of nursing within the context of the global community. (Concepts: Global Community)

Program Outcomes

Graduation Rates
Employment Rates
NCLEX Pass Rates

Assessment Measures and Methods

Indicated below are the various assessment methods and measures the committee intends to use for the 2021-2022 academic year. Each indicated measure is aligned to a specific outcome for the BSN curriculum. The graphic summary below shows the alignment of each measurement to specific outcomes, and each measure is then described in detail in the following section. Dark blue boxes indicate a direct measurement, while light blue indicates an indirect measurement.

The expected level of achievement for the 20-21 academic year is for each EPSLO to achieve a total of at least 85%.

Graphical Summary of Assessment Measures

	Outcomes			
	1	2	3	4
Community Health Population Project	■		■	■
Capstone Preceptor Clinical Evaluation	■	■	■	
Nursing Care IV Faculty Clinical Evaluation		■	■	■
Nursing Leadership & Management Quality Improvement Project		■		
Informatics, Healthcare Technology, and Nursing Practice Assignment		■		
ATI Comprehensive Predictor Assessment		■		
Research to Practice Paper			■	
Community Health Preceptor Clinical Evaluation				■
Nursing Care IV Service Learning Presentation				■
Community Health Service Learning Presentation				■
Poverty Simulation Reflection				■
Ethics Paper				■
NURS432 Clinical Site Evaluation	■	■	■	■
Senior Exit Survey	■	■	■	■
NCLEX First Time Pass Rates	■	■	■	■
Program Completion Rates	■	■	■	■
Job Placement Rates	■	■	■	■

Detailed Descriptions of Direct Assessment Measures

NURS404 Nursing Care IV Assignments and Evaluations

Faculty Clinical Evaluation

Corresponds to all EPSLOs (1-4).

The purpose of this evaluation is to effectively evaluate each student in the clinical setting.

Each student completes five weeks of clinical practice in a critical care setting. The expected level of achievement is for 95% of the students in each cohort to meet expectations 5 weeks out of 5 weeks. Identified outcomes on the evaluation for the EPSLOs are 1, 1a, 2, 3, 3b, 3c, 5, 6b, 7, 8d, & 9. This is collected per cohort and evaluated annually.

Preceptor Clinical Evaluation

Corresponds to EPSLO 2

The purpose of this evaluation is to effectively evaluate each student in the clinical setting by a precepting registered nurse.

Service Learning & Presentation

Corresponds to EPSLO 4

The purpose of this assignment is to provide students valuable real-time exposure to community resources, while experiencing the benefits of giving back to the community, all while enhancing understanding of health disparities.

The assignment grading rubric row 2 evaluates EPSLO 34 with expected level achievement of 95% of each student to achieve 2 points out of 2 points. This is collected per cohort and evaluated annually.

NURS405 Community Health Nursing Assignments and Evaluations

Population Project

Corresponds to EPSLO 1, 3, 4

The purpose of this assignment is to apply the nursing process and provide health teaching to a population versus an individual.

The population project has a few assignments to evaluate students. The overall project assignment average is used to measure EPSLO #1. The assignments are the assessment write up, teaching Outcomes and nursing diagnosis with interventions, health teaching implementation, contact person evaluation, and peer presentation. The measure is for 95% of the students in each cohort will achieve an overall project score of 85% or greater. This is collected per cohort and evaluated annually.

EPSLO #3 is measured by the specific population project assignment of nursing diagnosis and interventions. This assignment specifically helps the students work with community diagnosis and the levels of prevention. The total assignment is worth 20 points and 95% of students in each cohort will be expected to achieve 16/20 points for the assignment. This is collected per cohort and evaluated annually.

The final assignment used to evaluate students on meeting the EPSLOs is the Windshield survey. The windshield survey is an environmental assessment of the surroundings a population lives, works, and plays. The students (95%) are expected to achieve 8 out of 10 points on rubric row 2.

Service Learning Presentation

Corresponds to EPSLO #4

The purpose of the service learning presentation is to share information and experience learned working with a high risk vulnerable population.

The assignment measures the students on the assignment from two rubric rows entitled Heightened Skill and Experience Impact. For the Heightened Skill evaluation the students are expected to achieve a score of 2/2 and for experience impact 2.5/2.5. The expected level of achievement is 95% of the students in each cohort will achieve the stated points. This is collected per cohort and evaluated annually.

Poverty Simulation Reflection (Indirect Measure)

Corresponds to EPSLO #4

The purpose of this assignment is for students to reflect on the impact poverty has on the patient populations as they provide care in both the community and acute care settings.

Due to the assignment being a self reflection, the students are expected to complete it. The measurement is expected to to achieve 95% of the students completing the assignment. This is collected per cohort and evaluated annually.

NURS422 Nursing Leadership & Management Assignment Quality Improvement Project

Corresponds to EPSLO #2

The purpose of this assignment is to have the students look at issues within nursing and do a literature review. With this literature review the students will be able to formulate a presentation that contains EBP and recommendations for improvement. This assignment will help students see the process it takes to complete a quality improvement project.

The project assignment uses rubric rows 1 and 3 to measure the EPSLO. Rubric Row 1 has an expected level of achievement of 10 or more points out of 15 with 95% of the students in each cohort achieving. Rubric row 3 also has 95% of students in each cohort achieving 7 points or greater out of 10.

NURS424 Issues & Trends in Professional Nursing II Assignments

Health Disparities/Health Equity and Social Policy Assignment

Corresponds to EPSLO #1

The purpose of this assignment is to assess health disparities/equities and create ideas to address them.

This assignment is completed as a group assignment. The expected level of achievement is for 90% of students in each cohort to achieve a 30 out of 35 points or greater. This is collected per cohort and evaluated annually.

Informatics, Healthcare Technology, and Nursing Practice Assignment

Corresponds to EPSLO #2

The purpose of this assignment is to recognize the role of information technology in patient outcomes and application to nursing practice.

This assignment has an expected level of achievement of 90% of students in each cohort achieving a score of 18 out of 20 points. This is collected per cohort and evaluated annually.

Ethics Paper

Corresponds to EPSLO #4

The purpose of this assignment is to interpret the ANA Code of Ethics and provide examples of ethics personally meeting and those in need of improvement.

The expected level of achievement is measured by rubric rows 1 and 4; with 95% of the students in each cohort achieving six out of six points. This is collected per cohort and evaluated annually.

NURS427 Preparation for Licensure Assignments

ATI Comprehensive Predictor Assessment

Corresponds to EPSLO #2

The purpose of this assignment is to analyze the readiness of each student to take the NCLEX licensing examination and predict their success in passing the exam. Questions are asked within the many categories that will be seen on the NCLEX exam. The categories used for the EPSLO #2 measurements are thinking skills- clinical judgement and critical thinking, NCLEX RN Safety and Infection controls, QSEN Safety, and NLN Nursing Judgement.

The expected level of achievement for each is for 90% of students in each cohort will achieve a 60% or greater. This is collected per cohort and evaluated annually.

NURS432 Nursing Capstone Assignment and Evaluation

Preceptor Clinical Evaluation

Corresponds with EPSLOs #1-3

The purpose of this preceptor evaluation is to determine if students are meeting the outcomes of the course.

The expected level of achievement for outcomes #1, 4, 5, and 6 for 95% of the students in each cohort will achieve a met expectation on 3 out of 3 evaluations.

Clinical Site Evaluation

Corresponds with EPSLOs #1-4

The purpose of this evaluation is to demonstrate the clinical site perceptions of the student meeting the end of program student learning outcomes as identified by their preceptor. The expected level of achievement measure is 85% of students will achieve a Met or Yes as identified by their preceptor.

Job Placement Rate

Corresponds to all Outcomes

Benchmark

90% of basic baccalaureate graduates actively seeking employment in nursing will be employed within 3 months of graduation.

Program Completion Rate:

Corresponds to all Outcomes

This is calculated by determining the start of nursing courses, Semester 3 (NURS201) and follows a cohort through progression to graduation.

Benchmark

The completion rate across all program types is the percentage of students who graduate in no more than 150% of the stated nursing program length, beginning with the first day of the first nursing course. This varies across the nursing program options, traditional and RN-BSN. The expected level of achievement is 60% of the students that start nursing courses will complete the program within 4-6 semesters.

NCLEX Pass Rate

Corresponds to all Outcomes

Benchmark

85% or greater of first-time test-takers will pass NCLEX during the same 12 month period; BCHS will be at or above the state and national pass rates.

ELA Rationale: The nursing program trends pass rates based on ACEN requirements, Nebraska State Board of Nursing standards, and state and national pass rates.

Senior Exit Survey (Indirect Measure)

Corresponds to all Outcomes

All four outcomes will be assessed via exit surveys upon graduation. Students will assess their own level of learning of Undergraduate Nursing program outcomes by answering yes or no to whether they think they met the End of Program Student Learning Outcomes.

Benchmark

90% of students in each cohort who completes the survey will answer yes for each outcome.

Analysis of Assessment Results:

Designated faculty members in the undergraduate nursing program will be responsible for gathering and analyzing the data collected, which will then be presented to the Undergraduate Nursing Assessment Subcommittee in August. Results of the measurements will be discussed at the meeting, and a collaborative report will be written.

Determining Reasons for Gaps in Student Learning:

Discussion of factors contributing to identified gaps will occur as a consistent part of the discussion at the August meeting of the Undergraduate Nursing Assessment Subcommittee, as well as when data sets become available. Discussion will be captured in the minutes for reference when the annual report is ready to be compiled.

Adjustments to Narrow Gaps:

Recommendations for programmatic and/or operational adjustments to address gaps in learning will be made based on the findings of the analysis and will be based on discussions and analysis coming from the assessment measures. Reports on recommended changes will go to the Undergraduate Studies Committee in September.

Planning and Budgeting Processes:

Recommended programmatic and/or operational adjustments will be integrated into annual planning and budgetary processes. The Dean of Undergraduate Nursing will provide detailed information to the nursing faculty about changes made as a result of assessment that may impact budgetary requests. As needed, program requests will be submitted to appropriate College committees and operational requests to Leadership Council. The Dean of Undergraduate Nursing, and all regular

undergraduate nursing faculty will address ongoing budget requests as need arises during monthly meetings.

Correlating Adjustments to Changes in Outcomes:

The Undergraduate Nursing Assessment subcommittee will meet each May to review the effect the revisions from the previous year had on student outcomes. These adjustments and future recommendations will be documented in a separate assessment report for the following year.

Refining the Assessment Plan and Processes

Each year, the efficacy of our assessment measures will be discussed in addition to the results of those assessment measures to refine the assessment process. Data is collected per cohort and evaluated annually. It will be attempted to move the assessment plan evaluation process forward before the end of the academic year.