

STUDENT LEARNING ASSESSMENT REPORT, 2019-2020

PROGRAM: Nursing (B.S.N.)

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Executive Summary: Description of Assessment Process

Marymount's Bachelor of Science in Nursing (B.S.N.) program prepares nurses to be knowledgeable, skilled, and caring health professionals qualified to practice in the contemporary health care environment. Our graduates provide patient-centered quality care utilizing the nursing process and evidence-based practice. Laboratory and clinical experiences are provided to develop competence in the care of patients throughout the life cycle.

The Department of Nursing is required to comply with stringent accreditation requirements as well as licensure standards for all its nursing programs. The programs are reviewed on site every 10 years by the accrediting body which is the Collegiate Commission on Nursing Education (CCNE). Additionally, CCNE requires the submission of a Continuous Improvement Progress Report (CIPR) at the five (5) year mid-way time period. The CIPR was submitted April 30, 2019 to CCNE. This report included an extensive systematic evaluation plan which described the department's continuous quality improvement plan. The QI plan was accepted with no revisions requested. The systematic evaluation plan is reviewed at the end of each academic year. This demonstrates a culture of continuous improvement as well as the frequency of assessments and the responsible party.

List all of the program's learning outcomes, as of the assessment year's catalog: (regardless of whether or not they are being assessed this year)

Learning Outcome (approved/revised 12/2017)	Year of Last Assessment	Assessed This Year (Y=Yes)	Year of Next Planned Assessment
1. Demonstrate respect for the inherent worth and uniqueness of individuals and populations by integrating ethical reasoning, social justice, and a global perspective in the provision of nursing care.	2017-2018		2020-2021
2. Employ the nursing process using clinical reasoning to deliver compassionate, safe, culturally relevant and patient/family-centered care.	2017-2018		2020-2021
3. Synthesize knowledge from the humanities and sciences into professional nursing practice, scholarship, and service to others.		2019-2020	
4. Appraise research findings to engage in evidence based practice that promotes optimal health outcomes.	2018- 2019		2021-2022
5. Utilize effective inter- and intra-professional communication and collaboration to optimize health outcomes.		2019-2020	

6. Demonstrate professional leadership by advocating for a culture of patient safety and systems thinking.	2018- 2019		2021-2022
7. Incorporate principles of population health, health promotion, and disease prevention in partnership with diverse communities to promote health equity.	2017-2018		2020-2021
8. Utilize informatics and patient care technologies to promote health across the life course.		2019-2020	
9. Commit to intellectual curiosity and life-long learning.	2018- 2019		2021-2022

Provide a brief description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the process, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues (generally not more than two paragraphs, may use bullet points):

The student learning outcomes were revised and adopted by faculty in 2017-2018 (see above). The Nursing Program Assessment Committee selected outcome measures for the 3 SLOs to be assessed in FY 19-20. The measures were approved by the nursing faculty. At the end of each semester, the Assessment Committee gathered, evaluated, and stored the necessary data and information. Student exam results from the ATI Standardized Exams are available on a secure ATI on-line site. Data used to generate this report are stored at the University on the MSHP shared drive and in secure files on the chair's and faculty computers. Copies of student clinical evaluations, assignments, and papers are electronically filed either in the MSHP shared drive or faculty computers. Data is only accessible to faculty and staff. Course report data, submitted at the end of each academic semester by course faculty, are stored in a secure location in the chair's and assistant dean's computers. The committee is comprised of six faculty members, and committee activities are reported on a monthly basis at departmental meetings. The results of the assessments are shared with faculty at the end of every semester and annually at the department systematic review which is conducted at the end of each academic year. The strengths are that the department has a systematic plan that complies with the University, CCNE and state regulations and standards. A challenge is that having revised the BSN program outcomes in 2017-2018, each of the outcomes beginning in 2017-2018, are being measured for the initial time. A second challenge was the interruption of the spring 2020 semester due to COVID-19 which resulted in classes moving to online formats and the cancellation of standardized testing and clinical experiences. Nursing faculty and students were resilient and together developed innovative strategies to ensure that students acquired the knowledge, skills and attitudes needed to complete the program and revised strategies to assess SLOs.

Closing the Loop: Progress on Planned Improvements from Prior Year

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
<p>Learning Outcome 1: Appraise research findings to engage in evidence-based practice that promotes optimal health outcomes</p>	<p>The planned improvement for this outcome was at the programmatic and course level. Course faculty were planning a research project based on the aggregate student's outcomes in NU 403 to better evaluate the impact of the interactive teaching – learning strategies that have been implemented in this course. Findings from this research will continue to inform continued improvement in the courses and curriculum.</p>	<ol style="list-style-type: none"> 1. Students complete an evidence-based practice poster in NU 403. During AY 19-20, students were highly encouraged to submit an abstract to participate in the MU Student Research Conference. The number of nursing students submitting abstracts doubled over the previous year. One nursing student's poster was judged as best undergraduate poster presentation. 2. Faculty conducted a study to examine the impact of a student-centered assessment strategy on engagement among accelerated nursing students enrolled in a Nursing Research and Evidence-Based Practice course (NU 403). The overall student engagement score (3.75) was found to be higher than those in previous studies of traditional courses. However, the study was conducted with a small sample, thus further research required before making curricular changes.
<p>Learning Outcome 2: Demonstrate professional leadership by advocating for a culture of patient safety</p>	<p>In order to improve the student's achievement of the program outcomes and in the classroom, faculty suggested that the students submit an outline and the introduction part of the paper prior to the final submission to ensure that all criteria are addressed. This will be implemented in the NU 230 classes with the aim of supporting the students in their first scholarly paper assignment. The NU 412 course has been revised and is now NU 430 (Leadership in Nursing Practice). Additionally, faculty voted in 2017 to begin using the ATI rather than the HESI product line. The ATI product line provides incremental remediation activities that will be very helpful for all students, especially those enrolled in the traditional program. Faculty will track the results of the ATI leadership specialty exams in future semesters as it is being used for the first time in Fall 2019 for accelerated students. The former curriculum will be finished for the traditional cohorts in spring</p>	<ol style="list-style-type: none"> 1. Due to the COVID-19 pandemic, many plans changed in spring 2020. Students converted to online learning, clinical experiences were cancelled, and the ATI leadership specialty exam was not administered. To address professional leadership and promoting a culture of safety, faculty pivoted and developed the <i>Disaster Nursing and You</i> course. This online course was designed to prepare students to enter a disaster situation, such as the COVID pandemic, in a safe and professional manner. In addition, faculty launched over 80 hours of clinical simulation to replace direct care opportunities. These simulations stressed leading and advocating for a culture of safety. Finally, students were re-

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
	<p>2020. After that time traditional students will begin using the ATI products for the leadership course.</p> <hr/>	<p>trained in donning and doffing personal protective equipment. No specialty exams were administered during the spring semester due to the changing needs of environment and the student learners.</p> <p>2. Students enrolled in NU 230 now submit a draft scholarly paper for review and comment by a faculty member. Previously, faculty reported that many students did not address the rubric criteria. Specifically, they did not: explain why safety goal is relevant to nursing practice (-5); explain how evidence based nursing knowledge influences nursing practice and patient (-15); or explain the impact of information upon personal future nursing practice (-5). The rubric was discussed in class with directions to closely follow it. Examples of assigned articles were used during class to illustrate how the NU 230 rubric serves as a framework for scholarly writing (e.g. significance & statistics, relevance, purpose of the paper, how intervention promotes/enhances high quality nursing practice and patient outcomes and insights/conclusion).</p>

Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report:

Comment: The University Assessment Committee requested that an executive summary be included in the report.

Response: As requested, an executive summary is included in the report.

Outcomes Assessment 2019-2020

Learning Outcome 3: Synthesize knowledge from the humanities and sciences into professional nursing practice, scholarship, and service to others.

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define the acceptable level of student performance.</i>	Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i>	Result <i>Did you meet your target? What was the result?</i>
NU 335 Analysis of student examination Direct	85% of students will answer the Health Promotion and Maintenance questions correctly on the ATI proctored pediatric specialty examination.	This course is offered in semester 2 and 3 of the nursing program. The ATI is a proctored specialty exam that assesses the student's mastery of material. This proctored, standardized exam is given in class towards the end of the semester. The Health Promotion and Maintenance section of the exam consist of 5 questions. Faculty have access to the student's scores and aggregated the mean.	FA 2019: NOT MET n= 44 76.8% of students met the performance standard SP20: n=49 Unable to assess Students were unable to complete the ATI specialty exam due to COVID-19. Students are completing the exam in Fall 2020.
NU 412/430 Analysis of student written assignment Direct	80% of students will achieve an 85% (B) or better on the Lewin's stages of change written assignment. A copy of the grading rubric is attached in the appendix. (Appendix A)	This course is taught during the last semester of the program. Faculty grade this written assignment. Course faculty conducted the assessment using the final grades on this assignment as the metric.	FA 2019: MET n = 39 100% of students met this performance standard SP 2020: MET n=71 (41 traditional students and 30 accelerated students) 100% of students met this performance standard

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

The performance standard measured in NU 335 that 85% of students will answer the Health Promotion and Maintenance questions correctly on the ATI proctored pediatric specialty examination was not met. The ATI pediatric specialty exam provides a sub-scale of Health Promotion and Maintenance that consists of 5 questions. This was identified as an area of weakness by faculty and thus was selected for assessment in AY 19-20. Students scored 76.8% on these questions. The data supported faculty perceptions.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Planned improvements for this year based on the assessment of this outcome are at the programmatic and course level. While MU nursing students did not meet this learning objective, they did score higher than the national average (60.5%) in the category of Health Promotion and Maintenance on the ATI specialty exam. The program recently adopted ATI learning materials which offer a variety of teaching and learning methods focused in this content area. A program strength is that faculty quickly adopted the ATI product line that provides incremental remediation activities that will be very helpful for all students, especially those enrolled in the traditional program. In order to improve the student’s achievement of the program outcomes and in the classroom, faculty will continue to emphasize ATI supplemental learning materials and exercises in this content area. Faculty will track the results of the ATI pediatric specialty exams in future semesters as it was being used for the first time in Fall 2019 for accelerated students.

Learning Outcome 5: Utilize effective inter- and intra-professional communication and collaboration to optimize health outcomes.

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
<p>NU 489/490 Internship supervisor evaluation Direct</p>	<p>95% of students will achieve a “satisfactory or better” on communication and collaboration items at the midpoint evaluation in nursing internship.</p>	<p>This course is taught the last semester of the program. With the launch of the new curriculum, NU 490 was revised during the curricular revision process and is now NU 489. Preceptors supervise student internships at clinical sites. Preceptors evaluate student performance at midpoint and endpoint of the internship experience. Supervisor evaluation at midpoint serves as the metric.</p>	<p>FA 2019: MET n= 38 100% of students met the performance standard</p> <p>SP 2020: MET n=73 Of the 73 students, 22 midpoint evaluations were received prior to clinical shutdown due to COVID-19. At this point in time, the measure was met at 100%Y for the 22 students. All students completed a virtual hospital simulation experience with</p>

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define the acceptable level of student performance.</i>	Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i>	Result <i>Did you meet your target? What was the result?</i>
			faculty and received a satisfactory rating.
NU 308 Analysis of student examination Direct	85% of students will answer the collaboration/communication questions correctly on the ATI Fundamentals proctored exam.	This course is taught in semester 2 of the nursing program. The ATI is a proctored specialty exam that assesses the student's mastery of material. This proctored, standardized exam is given in class towards the end of the semester. Faculty have access to the student's scores and aggregated the mean.	FA 2019 n/a SP 2020 NOT MET n=94 Due to courses moving online as a result of COVID-19, the proctored exam was not given in SP 2020. The exam will be administered in FA 2020.

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

The performance standard, 95% of students will achieve a "satisfactory or better" on communication and collaboration items at the midpoint evaluation in nursing internship was met. Due to the pandemic disrupting the spring 2020 semester, the performance standard, 85% of students will answer the collaboration/communication questions correctly on the ATI Fundamentals proctored exam was not able to be assessed. A strength of the program and curriculum is that the concepts of inter- and intra-professional communication and collaboration is threaded throughout the nursing program. In NU 308 *Nursing Care of Adults with Acute/Complex Health Problems*, characteristics of inter- and intra-professional communication are stressed. These concepts are reinforced each semester in the specialty courses and during the last semester in the capstone course.

NU 490, was revised during the curricular revision process and is now NU 489, the internship course. The concepts of inter- and intra-professional communication and collaboration continue to be emphasized in the new course. During the spring 2020, Marymount University followed mandates from the Governor of Virginia, policies of our clinical partners, and guidance from our accrediting bodies to remove students from clinical experiences and reduce health risks due to COVID-19. As a result, students and faculty successfully shifted to virtual clinical simulation experiences. All students completed a virtual hospital simulation experience with faculty and received a satisfactory rating.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Planned improvements for this year based on the assessment of this outcome are at the programmatic and course level. The Fundamentals proctored exam will be administered in fall 2020. It will be essential as faculty move ahead with evaluating the new curriculum, that this program and learning outcome be measured again in 20221-2023. Faculty will also monitor the responses to this program outcome using data sources such as the ATI standardized exams to assure this SLO continues to be met.

Learning Outcome 8: Utilize informatics and patient care technologies to promote health across the life course.

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
<p>NU 234 Analysis of student paper Direct</p>	<p>85% of students will achieve 85% (B) or better on the Healthy People assignment. A copy of the grading rubric is attached in the appendix. (Appendix B)</p>	<p>This course is taught during the spring semester. The final grades on the paper are assigned, analyzed, collected and aggregated by the faculty teaching the course. Course faculty conducted the assessment using the final grades on this assignment as the metric.</p>	<p>SP 2019: MET n = 68 68 of 68 (100%) of students met or exceeded the performance standard</p>
<p>NU 307 Clinical Evaluation Direct</p>	<p>90% of students will achieve a rating of “meets competency or better” on section 2B & 6A on the clinical evaluation tool by the end of the semester.</p>	<p>This course is taught in the first semester of the program in spring and fall. Adjunct faculty grade the student’s clinical performance. Clinical evaluation scores on sections 2B and 6A were analyzed, collected, and aggregated by the faculty teaching the course.</p>	<p>FA 2019: MET n= 94 100% of students met or exceeded this performance standard</p> <p>SP 2020: MET n= 24 Due to the COVID-19 pandemic, clinical experiences were cancelled. Students were unable to complete clinical experiences and obtain clinical evaluation scores. Instead, students were shifted to virtual simulation. 100% of students successfully passed simulation.</p>

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

The SLO “Utilize informatics and patient care technologies to promote health across the life course” is required for successful completion of the program and is particularly important given the advances in health care and technology. This SLO was revised in 2018 to be more consistent with the *Essentials of Baccalaureate Education* (AACN, 2008) as well as to provide more opportunities for measurement across the curriculum. During the spring 2020, Marymount University followed mandates from the Governor of Virginia, policies of our clinical partners, and guidance from our accrediting bodies to remove students from clinical experiences and reduce health risks due to COVID-19. As a result, students and faculty successfully shifted to virtual clinical simulation experiences. These virtual clinical experiences simulated “real life” direct care experiences. The Virginia Board of Nursing normally allows for 25% of student clinical experiences to be gained from simulation and provided waivers to schools of nursing through December 2020 to increase simulation hours as a replacement for direct care experiences. The implications for the program are to next evaluate this SLO in 2022-2023 using different outcomes measures as these were all met.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Planned improvements for this year based on the assessment of this outcome are at the programmatic and course level. The Director of Simulation is working with other simulation leaders across the region on a research study to evaluate student outcomes. Faculty are receiving additional training to support virtual simulation, and the Interim Associate Dean is serving on the Governor’s state-wide committee exploring the challenge of clinical experiences for health professions students.

Appendices (please include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)

- Appendix A NU 430 Rubric for Student Written Assignment for Lewin’s Stages of Change
- Appendix B NU 234 Rubric for Student Written Assignment Healthy People

**Appendix A: Twelve Angry Men Paper Grading Rubric
NU 430**

	Excellent	Good	Needs Improvement	Poor
Overall Impression	Author directly addresses main questions and adds new insight to the subject not provided in lectures, readings, or class discussions or the film. The author has retained nearly all of the knowledge presented in class about Lewin’s Theory of Change. He/She is able to synthesize this knowledge in new ways and relate to material not covered in the course. (45)	Author competently addresses main questions but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal from the film and in class about Lewin’s Theory of Change and is able to communicate this knowledge to others. (40)	Author attempts to address main questions but does not adequately address the topic. The author has retained some information from the course about Lewin’s Theory of Change, but does not fully understand its meaning or context and cannot clearly convey it to others. (35)	Essay does NOT address main question about Lewin’s Theory of change. (0)
Development of Leadership Learning	Essay contains at least three examples of how the film has served to instruct the author about maturing his/her leadership skills—i.e., lets the reader know exactly what has been learned. (25)	Essay contains at least two examples of how the film has served to instruct the author about maturing his/her leadership skills—i.e., lets the reader know what has been learned. (20)	Essay contains at least one example of how the film has served to instruct the author about maturing his/her leadership skills—uses rhetoric and anecdotes rather than specific examples that the reader can easily understand. (15)	No examples of how the film instructed the author’s leadership skills maturation.(0)
Evidence	Provides compelling and accurate evidence about at least three of the following: Looking Up and Out Nudging Toward a Better Choice Empathy Provides Context Tone Matters The Influence of Social Network There are no gaps in reasoning—i.e., the reader does not need to assume anything or do additional research to	Provides some evidence about at least three of the following: Looking Up and Out Nudging Toward a Better Choice Empathy Provides Context Tone Matters The Influence of Social Network Reader must make a few mental leaps or do some additional research to fully understand these concepts in relationship to the film. (20)	Provides no evidence about at least three of the following: Looking Up and Out Nudging Toward a Better Choice Empathy Provides Context Tone Matters The Influence of Social Network Not enough evidence is provided or evidence is incomplete, incorrect, or oversimplified to fully	Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications about at least three of the following: Looking Up and Out Nudging Toward a Better Choice Empathy Provides Context Tone Matters The Influence of Social Network (0)

	understand these points in relationship to the film. (25)		understand these concepts in relationship to the film. (15)	
APA Format	No more than 2 APA Format errors (5)	No more than 4 APA format errors (4)	No more than 5 APA errors (3)	More than 5 APA format errors (0)

Organization	Essay contains an intro, main body, and conclusion. Introduction lays out main argument and gives an outline of what the reader can expect in the essay. The conclusion brings everything together, acknowledges potential shortcomings of the paper, and gives the reader a sense of what further work might be done to advance the subject matter described in the paper.	Essay contains an intro, main body, and conclusion. The introduction lays out the main argument but gives the reader little idea of what to expect in the essay. The conclusion nicely summarizes the main argument and evidence, but does not move beyond what has already been presented in the paper.	Essay contains an intro, main body, and conclusion. The introduction gives the reader an idea of what to expect in the paper, but does not effectively lay out the main argument. It may begin with a set of rhetorical questions, or an anecdote that is never fully explained. The conclusion does little more than restate the problematic introduction. Intro and/or conclusion may be too wordy or short.	Essay has no clear organizational pattern.
Clarity and Style	All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are always explained. All information is accurate and up-to-date. Paper has been spell-checked AND proofread (ideally by you and somebody else), and contains no errors.	All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are usually, but not always, explained. All information is accurate and up-to-date. Paper has been spell-checked AND proofread, and contains no more than a few minor errors, which do not adversely affect the reader's ability to understand the essay.	A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has been spell-checked AND proofread, but still contains several errors. Reader's ability to understand essay may be compromised by these errors.	Paper is full of grammatical errors and bad writing. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has not been spell-checked or proofread, and contains numerous errors. Reader has a difficult time understanding essay because of errors.

Appendix B: NU 234 - Healthy People Paper Evaluation Rubric

Student name _____

Sections of Paper	Points	Points earned
1. Introduction & Background a. States the purpose of the paper in the introductory paragraph b. Name and describe the HP topic area, objective/s and significance of the topic c. Present data trends at national level d. Present data trends at state/community level e. Describe the target population (age, race/ethnicity, rural/urban, disabilities, risk factors, disparities)	20	
2. Literature Review a. Using a minimum of three to four peer-reviewed references examines at least one recommended intervention relevant to the HP topic. b. Discusses how this intervention/s promotes health promotion. c. Explains the influence of information on nursing practice	60	
3. Conclusions a. States solid and insightful conclusions connected to the peer reviewed references	15	
4. Communication of written paper a. APA format including grammar and writing style is followed b. Paper is organized into distinctive sections c. Appropriate reference list and citation of sources with APA format	5	
Total Points		Grade =