Georgia Southwestern State University  
School of Nursing  
Annual Assessment Summary  
2012-2013  

Part One: Summary & Analysis of Assessment Results  
A. Results Summary  

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Outcome Measures</th>
<th>Number Assessed</th>
<th>% Not Met</th>
<th>% Met</th>
<th>% Exceed</th>
</tr>
</thead>
</table>
| **SLO #1 Provide patient-centered care with sensitivity & respect for the diversity of human experience.** | One hundred percent (100%) of Senior level nursing students will receive a satisfactory for clinical performance in the areas of Patient Centered Care, Teamwork & Collaboration, Evidence Based Practice, Quality Improvement, Safety, Innovation, Compassion, & Professionalism on the Clinical Evaluation tool (CET) during NURS 4900.  
**Measure #1a: CET**  
One hundred percent (100%) of graduating students will demonstrate competence in the caregiver role at the “meets” or “exceeds” expectations level during their Practicum experience.  
**Measure #1b: Practicum Contract/Compendium** | 55 | 0 | 55 (100%) | 0 |
| **SLO #2 Utilize inter- and intra-professional collaboration skills to provide holistic nursing care.** | As a member of the nursing profession, 100% of graduating seniors will function satisfactorily in the collaborator role during the final Practicum clinical experience.  
**Measure #2a: Practicum Contract/Compendium** | 55 | 0 | 55 (100%) | 0 |
| **Measure #2b: Preceptor Evaluation (Practicum)** | 55 | 0 | 55 (100%) | 0 |
| **SLO #3 Integrate best current evidence with clinical expertise.** | Ninety percent (90%) of graduating students will demonstrate the ability to use medical and nursing |
databases to provide evidence to validate nursing interventions regarding a specific area of nursing practice by achieving a score of 90 or above on an evidence-based nursing practice project.

**Measure #3a: Evidence-based nursing practice project**

<table>
<thead>
<tr>
<th>Semester</th>
<th>RN/BSN 15</th>
<th>Generic 13</th>
<th>RN/BSN 20</th>
<th>Generic 43</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>9 (60%)</td>
<td>2 (13%)</td>
<td>3 (23%)</td>
<td>7 (24%)</td>
</tr>
<tr>
<td>Sp 2013</td>
<td>3 (15%)</td>
<td>3 (15%)</td>
<td>0</td>
<td>14 (70%)</td>
</tr>
</tbody>
</table>

**SLO #4 Create a safe care environment that results in high quality patient outcomes.**

One hundred percent (100%) of graduates will practice safe nursing care at all times during the final, Practicum clinical experience.

**Measure #4a: Preceptor Evaluation Form**

One hundred percent (100%) of all graduating students will score 100% on the Drug Calculation Exam by the 3rd attempt at the beginning of the final Practicum clinical experience.

**Measure #4b: Drug Calculation Exam Scores**

One hundred percent of graduating students will submit a completed skills/competency checklist at the end of the final capstone clinical experience.

**Measure #4c: Skills/Competency Checklist**

| Measure | 55 | 0 | 55 (100%) | 0 |

**SLO #5 Employ emerging technology & information management tools to inform decision-making in the delivery of care.**

One hundred percent of students will demonstrate use of emerging technology & information management tools.

**Measurement #5a: Practicum Contract/Compendium**

**Measurement #5b: Preceptor Evaluation Form**

| Measure | 55 | 0 | 55 (100%) | 0 |
**SLO #6 Utilize critical thinking to provide care for individual & communities.**

One hundred percent (100%) of graduating students will demonstrate a higher critical thinking score on the exit exam than on the entrance exam.

**Measure #6a: Critical Thinking Standardized Exam**

One hundred percent (100%) of students will obtain a proficiency of Level 2 or above on ATI Content Mastery Exams for Individual Courses.

**Measure #6b: ATI Content Mastery Exams**

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RN Fundamentals</td>
<td>55</td>
<td>20 (36%)</td>
<td>5 (9%)</td>
<td>30 (55%)</td>
<td></td>
</tr>
<tr>
<td>RN Maternal Newborn</td>
<td>20</td>
<td>7 (35%)</td>
<td>10 (26%)</td>
<td>24 (61%)</td>
<td>5 (13%)</td>
</tr>
<tr>
<td>RN Nursing Care of Children</td>
<td>17</td>
<td>1 (6%)</td>
<td>9 (53%)</td>
<td>7 (41%)</td>
<td></td>
</tr>
<tr>
<td>RN Leadership</td>
<td>41</td>
<td>8 (20%)</td>
<td>25 (60%)</td>
<td>8 (20%)</td>
<td></td>
</tr>
<tr>
<td>RN Adult Medical Surgical</td>
<td>36</td>
<td>3 (18%)</td>
<td>3 (18%)</td>
<td>11 (64%)</td>
<td></td>
</tr>
<tr>
<td>RN Mental Health</td>
<td>41</td>
<td>16 (39%)</td>
<td>13 (32%)</td>
<td>12 (29%)</td>
<td></td>
</tr>
<tr>
<td>RN Community Health</td>
<td>56</td>
<td>21 (37%)</td>
<td>30 (54%)</td>
<td>5 (9%)</td>
<td></td>
</tr>
<tr>
<td>RN Pharmacology</td>
<td>61</td>
<td>12 (20%)</td>
<td>34 (55%)</td>
<td>15 (25%)</td>
<td></td>
</tr>
<tr>
<td>RN Mental Health</td>
<td>58</td>
<td>5 (9%)</td>
<td>40 (69%)</td>
<td>13 (22%)</td>
<td></td>
</tr>
<tr>
<td>RN Community Health</td>
<td>58</td>
<td>5 (9%)</td>
<td>40 (69%)</td>
<td>13 (22%)</td>
<td></td>
</tr>
<tr>
<td>RN Pharmacology</td>
<td>55</td>
<td>9 (16%)</td>
<td>38 (69%)</td>
<td>8 (15%)</td>
<td></td>
</tr>
</tbody>
</table>
B. Establishment of Expectations

- **Clinical Evaluation Tool** - The Clinical Evaluation Tool (CET) is used to assess clinical competence in the clinical nursing courses at the Junior and Senior nursing levels. A CET is completed on each student at mid-term and at the end of the semester; however, students receive feedback on clinical performance each week. Each clinical instructor determines if a student’s clinical performance is satisfactory or unsatisfactory within the given clinical course. This decision is based on observations of a student’s clinical actions as well as related written work. Each student will be evaluated on the following four areas: Critical Thinking, Professional Responsibility, Therapeutic Nursing Interventions, and the Specialized Nursing Area. While every student should strive to perform satisfactorily in all areas, clinical performance expectations are higher for the Senior level nursing student. Thus, a Senior level student is also required to be satisfactory in all “bolded” areas on the CET to achieve a passing or satisfactory overall grade.
• **Care plans/Concept Maps** — Students are required to develop either a care plan or concept map for each clinical experience. Each clinical instructor determines if a student’s work is satisfactory or unsatisfactory within each clinical course. Each student must receive a satisfactory

• **Preceptor Evaluations of Students** — Preceptors evaluate each student they are assigned. Each student is required to achieve a satisfactory performance in order to progress.

• **Drug Calculation Exams** - Students are required to take a drug calculation exam each semester. The student must score 100% by the 3rd attempt in order to progress.

• **Skills/Competency Checklist** — Each clinical instructor checks off a student that successfully completes a skill each time it is performed in the clinical area. These records are to be filed at the end of the program.

• **Assessment Technology Institute (ATI) Content Mastery Exams for Individual Courses** — ATI’s normed and validated nursing assessments are administered at the end of each nursing content area to identify students’ overall mastery of nursing content prior to taking the NCLEX. Students are expected to obtain a score at Level II or above.

• **Critical Thinking Standardized Entrance & Exit Exam** — This exam is given at the beginning and the end of the nursing program. This non-nursing Critical Thinking Assessment helps faculty document improvement in critical thinking skills as a measureable outcome for accreditation. This assessment is normed exclusively using nursing student population. A higher score is expected on the exit exam.

• **Course Exams** — Successful completion of the all courses requires a “C: (75% of better) average. The student must achieve an overall average of 75% or greater on all exams, including the final exam, before other graded items will be included in the final course grade.

• **NCLEX-Predictor Exam** — This test determines each student’s preparedness for the NCLEX and is highly predictive of NCLEX performance. The benchmark is set for 74% which predicts the student has a 94% chance of passing the NCLEX.

• **Student Self Evaluation of Program Student Learning Objectives (NURS 4900)** — Students are asked to rate the course objectives by circling the number that describes their achievement of each objective on a scale of one to five: (1) Did not achieve; (2) Below Average; (3) Average; (4) Above Average; (5) Excellent. The acceptable benchmark is 3.0.

• **Practicum Contract & Journals** — Students are required to submit a professionally bound compendium that is a compilation of the practicum experience at the end of the semester. This compendium includes a copy of the practicum contract, clinical logs, and reflective journals for each experience, other written assignments and copies of material that support the meeting of all course objectives. The compendium constitutes almost half of the student’s grade for the semester.

• **Patient Safety Policy** — Students are required to demonstrate critical thing in analyzing a policy that directly affects patient safety. A grade of at least 85 is expected using a grading rubric

• **Evidence-Based Nursing Practice Project** — Students are required to use medical and nursing databases to find research articles to provide evidence to validate nursing interventions regarding a specific area of nursing practice. A grade of 90 or above is expected to demonstrate the ability to demonstrate this goal either “meeting” or “exceeding” this expectation for this formal paper.

C. **Analysis Summary**

• What results are of greatest concern and why? A little over one third of students did not improve their critical thinking scores. In addition, from 6-39% of students failed to meet the benchmark of Level II on the Content Mastery Exams for the individual courses.

• What possible changes could be made to improve results?
  (1) The Dean of the SON is requiring every faculty member to complete the Faculty Orientation designed by ATI to facilitate an understanding of ATI products and resources. This includes submitting certificates of completion for file in faculty records.
  (2) The Nurse Integration Specialist for ATI is scheduled to present a workshop for all SON faculty on October 2nd from 11:00AM-1:00PM.
A mid-point ATI Assessment (end of Junior Year) is planned to identify students who are at high risk for additional support and assistance. This will require the testing committee to use the Test Custom Builder as part of the ATI Package.

Graduating Seniors will be required to complete the Advanced Nurse Logic section on ATI before taking the exit ATI exam.

Discussion regarding exploring other standardized testing companies will be held.

Part Two: Action Plans

A. New Action Plans:
   (1) The Dean of the SON is requiring every faculty member to complete the Faculty Orientation designed by ATI to facilitate an understanding of ATI products and resources. This includes submitting certificates of completion for file in faculty records.
   (2) The Nurse Integration Specialist for ATI is scheduled to present a workshop for all SON faculty on October 2nd from 11:00AM-1:00PM.
   (3) A mid-point ATI Assessment (end of Junior Year) is planned to identify students who are at high risk for additional support and assistance. This will require the testing committee to use the Test Custom Builder as part of the ATI Package.
   (4) Graduating Seniors will be required to complete the Advanced Nurse Logic section on ATI before taking the exit ATI exam.
   (5) Discussion regarding exploring other standardized testing companies will be held.

B. Previous Action Plans

Problem #1: Interpretation of Testing Policy (Fall 2010)
Response: A School of Nursing Testing Committee has been established and clear guidelines have been established for the Drug & Calculation Exam. In addition, the Committee is in the process of accessing one test for each course taught for consistency in question types, levels of difficulty, and the nursing process.

Follow Up Response (Fall 2012): New Testing Policy for ATI Exams was developed and implemented.
Follow Up Response (Fall 2013): Scores on ATI Exams have fallen with the removal of high-stakes testing.

Problem #2: Lack of clinical experiences with computerized charting (Fall 2010)
Response: The EMR-EDU software that was purchased has not shown to be conducive to the needs of the students. The plan is to investigate a product that will be a collaboration with Elsevier & Meti that is compatible with our Sim Lab experiences. Students are getting some experiences in their clinical experiences at the various hospitals.

Follow Up Response (Fall 2012): October 31st has been set for an Elsevier representation to provide training for faculty related to collaborating Meti and Simulation Lab Charting.
Follow Up Response (Fall 2013): The Instructional Technology Department at GSW and Phoebe Putney Memorial Hospital have a meeting planned Fall 2013 to implement computer charting in the SON Simulation Lab.

Problem #3: Measures difficult to retrieve (Fall 2011)
Response: Exploration of systems to streamline data collection processes to include Live Text & other s
Responsible party: Dr. Bonnie Simmons
Rationale: To provide a standard method of storing data for retrieval
Improvement: Installation of components of process occurs over several months with faculty education. Plans are to implement Fall 2011.
Follow Up response (Fall 2012): This action plan is still in progress. The assessment committee has settled on Project Nurse as our storing data for evaluation.
Follow Up Response (Fall 2013): Action plan remains in progress. Multiple webinars have been reviewed. The goal is to submit a fee to Business and Finance Committee for a program for data collection in the Fall of 2013.

Problem #4: Revision of Clinical Evaluation Tool
Response: Clearer and objective measures of new SLOs have been developed.
Responsible party: Curriculum Committee
Follow Up Response (Fall 2012): The new Clinical Evaluation Tool is being piloted this Fall 2012. It will be implemented in all clinical courses Spring 2013.
Follow Up Response (Fall 2013): The new Clinical Evaluation Tool was piloted Spring 2013. Several problems with opportunities for measurement of competencies were identified (e.g. Quality Improvement). Revisions were made accordingly. The tool was used Summer 2013. Further evaluation is forthcoming.

Problem #5: Scores on ATI Critical Thinking and Content Mastery Exams (Fall 2012)
Response: Commitment from faculty to utilize available resources from ATI and follow through with remediation plans.
Responsible Party: SON Faculty
Rationale: To meet benchmarks set by School of Nursing for 100% of students.
Follow Up Response (Fall 2013): A representative from ATI reviewed the use of multiple ATI aides for students and faculty in the Fall of 2012. Most faculty attended this session. The introduction of Nurse Logic was started in NURS 2700. Faculty reported that limited students actually reviewed and utilized this material.