### Student Learning Outcome:

**Outcome 1:** Communicate in a variety of mediums to facilitate the exchange of ideas, knowledge, and information.

### Measure 1:

HESI scores indicate communication skills. HESI does not give "cutoff" scores. They evaluate the composite mean score for a given cohort in the following way: Score > 900 labeled as "recommended performance" for success on NCLEX. Score 850 - 899 "acceptable" Score below 749 "needs further preparation" HESI does not give these ratings for individual content areas. We have chosen the benchmark of 900 for our communication scores and set our goal to achieve a student cohort mean of 92% of this number (i.e. 828).

### Person(s) Responsible:

- PE Committee and Faculty

### Completion Date:

05/26/2015

### Analysis of Results for Measure 1.

(include strengths & weaknesses):

Assessed by using 5th semester students' HESI V2 Exit exam communication scores from AACN and QSEN (Effective Communication and Communication) scales. This was a change from previous semesters as NLN no longer has a communication category on the HESI V2. Goal is to meet 92% of benchmark 900 (i.e. 828). Fall 2014 scores: AACN 755 (84%: fell short of goal of 92%) QSEN (pt centered care-effective communication and team work and collaboration-communication averaged) 760 (86%: fell short of goal of 92%) Spring 2015 scores: AACN 752 (84% - fell short of goal of 92%) QSEN 775 (pt centered care-effective communication and team work and collaboration-communication averaged) (86%: fell short of goal of 92%)

### Supporting Document(s):

Future Actions: Describe Program Changes (adding a course, assignment, project, etc.):

Because of the ease of "cheating" through various types of plagiarism via written assignments, Faculty are being highly encouraged to utilize Turnitin mechanism via D2L electronic Dropbox and are being instructed to be on the look-out for plagiarism, including that of copying and...
"modifying" another student's paper instead of doing their own work. This past year several students have received an "F" on assignments due to this offense, which in turn has caused the student's failure in a course. These cases have been and will continue to be reported to Academic Affairs, Office of Academic Misconduct, and students may receive significant sanctions from the University. This has caused a few students to not graduate "on time" and has sent a serious message to our students that academic misconduct is not taken lightly at our University, particularly in a profession such as Nursing that is grounded in
integrity and honesty. All syllabi wording is being tightened up, and these issues are discussed frequently at Faculty meetings.

Future Actions: Describe Assessment Changes (measures such as rubrics, exams, diagnostic instruments, etc.): Program Effectiveness Committee for 2015-16 should consider tracking other indicators of electronic communication in the HESI Exam. For example, Informatics under the QSEN categories and/or Informatics Technology under Nursing Concepts.

Future Actions: Describe any additional
Measure 2: Graduating seniors also evaluate their own competency in communication via 3 questions on the MTSU SON Graduating Senior Evaluation of the Program:
1) Communication/Oral skills (rate as: not prepared, somewhat prepared, prepared, and/or well-prepared) 2) Written/Communication skills 3) Information/Technology skills This is the first year we have been successful in obtaining these data from the RN to BSN graduating seniors. N = 2 in Fall 2014 semester; up to N = 6 for Spring 2015 semester.

Person(s) Responsible: Faculty
Completion Date: 07/08/2015

Analysis of Results for Measure 2: (include strengths & weaknesses):
Fall 2014: Graduating Seniors Scores on how well prepared they felt they were regarding communication. Oral Communication 55% rated that they were prepared, while 31% rated that they were well prepared. Written Communication 56% rated that they were prepared, while 25% rated that they were well prepared. Electronically 53% rated that they were prepared, while 18% rated that they were well prepared.

Spring 2015: Graduating Seniors Scores Oral Communication 57% rated that they were prepared, while 36% rated that they were well prepared. Written Communication 57% rated that they were prepared, while 34% rated that they were well prepared. Electronically 45% rated that they were prepared, while 25% rated that they were well prepared.

RN to BSN Graduating Senior Evaluation of SON Program Fall 2014 Note: The scale = 1) not prepared; 2) somewhat prepared; 3) prepared; 4) well-prepared. It is student perceptions of their own abilities. The results below include only prepared and well-prepared. Competency Fall 2014 N
Use of Prior Results: No changes required. Critical thinking scores on HESI exams and critical thinking progression in clinical remains satisfactory. Continue to refine simulation activities for maximal student outcomes.

| Student Learning Outcome: | Measure 1: Critical thinking skills are measured by HESI critical thinking exam administered during 5th semester. HESI does not give "cutoff" scores. They evaluate the composite mean score for a given cohort in the following way: Score > 900 labeled as "recommended performance" for success on NCLEX Score 850 - 899 "acceptable" Score 750 - 849 "below acceptable" Score below 749 "needs further preparation" HESI does not give these ratings for individual content areas. We have chosen the benchmark of 850 for our critical thinking scores and set our goal to achieve a student cohort mean of 92% of this number (i.e. 782). | Person(s) Responsible: PE Committee and Faculty | Analysis of Results for Measure 1. (Include strengths & weaknesses): Critical thinking score at MTSU SON 5th (final) semester surpasses the benchmark of 850. Spring of 2014 the score was 879. In Fall of 2014 the score was 884 which is 104% of the benchmark of 850. This is an increase from the previous 103%. Spring 2015 score was even higher at 897, which is 106% of the benchmark. HESI Exit Exam Semester Critical thinking Score at MTSU SON 5th semester National Benchmark Goal 92% of benchmark Fall 2014 884 850 104% Spring 2015 897 850 106% | Supporting Document(s): Person(s) Responsible: PE Committee and Faculty | Future Actions: Describe Program Changes (adding a course, assignment, project, etc.): Faculty at the SON is investigating implementation of a concepts-based curriculum. This type of approach is designed to help a student learn to "think like a nurse." |
Future Actions: Describe Assessment Changes (measures such as rubrics, exams, diagnostic instruments, etc.):
Clinical Coordinator (Tracy McCauley) is exploring revision of the clinical evaluation instrument. The SON plans to discontinue the stand-alone HESI critical thinking exam that has been given during 5th semester (expense). Critical thinking can still be tracked using the Clinical judgment/Clinical decision-making/Critical thinking indicator under Nursing Concepts in the Exit exam.

Future Actions: Describe any additional resources needed (Leave blank if no additional resources are needed):
**Measure 2:**
Critical thinking in the clinical area progresses steadily throughout the rotation, as evaluated by the clinical instructor.

**Person(s) Responsible:**
PE Committee

**Completion Date:**
05/26/2015

**Analysis of Results for Measure 2:**
(include strengths & weaknesses):
Clinical behavior is evaluated using a numeric rating scale of 0-12 with 0 being poor and 12 being excellent. An Unsatisfactory performance is indicated by a rating of 0-4; a rating of 5-8 indicates a performance that Needs Improvement; and a Satisfactory performance is indicated by a rating of 9-12. Evaluate clinical evaluation tool results from critical thinking criteria scores by reviewing 40 clinical evaluation tools from 2nd and 4th semester (20 from each). 2nd and 4th semester results indicate that Satisfactory was achieved with Day 6 evaluation, which meets our goal of progression through the clinical rotation.

<table>
<thead>
<tr>
<th>2nd Semester Results</th>
<th>Mean of 20 Random Evaluations (N = 20)</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>6.25</td>
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<tr>
<td>Day 3</td>
<td>7.8</td>
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<tr>
<td>Day 6</td>
<td>10.8</td>
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<tr>
<th>4th Semester Results Mean of 20 Random Evaluations (N = 20)</th>
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<tbody>
<tr>
<td>Day 1</td>
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<td>8</td>
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**Measure 3:**
Simulation sessions are believed to assist students in developing critical thinking skills through "thinking on one's feet" and "thinking like a nurse" in a safe yet realistic clinical environment. Second semester students experience simulation training at the end of the semester as preparation for entering third semester and a hospital setting. A survey is distributed to these students after these sessions. Two questions on the survey are considered highly related to student perceptions of their own critical thinking/clinical judgment abilities. These are: ability to prevent errors and confidence.

**Person(s) Responsible:**
Faculty

**Completion Date:**
07/09/2015

**Analysis of Results for Measure 3:**
(include strengths & weaknesses)
86% of Fall 2014 second semester students surveyed after simulation activities rated the above two queries with perceptions of "agree or strongly agree." See supporting document for detail and complete survey responses, including open comments. Only 69% of Spring 2015 second semester students surveyed after simulation activities rated the above two queries with perceptions of "agree or strongly agree." See supporting document.

**Use of Prior Results:**
Exploration of concepts-based curriculum. 9 faculty members plus Director attended an 8-hour workshop on this on 5/21/2015.

<table>
<thead>
<tr>
<th>Student Learning Outcome:</th>
<th>Measure 1: Monitor QSEN (Quality and Safety Education in Nursing) scores within HESI exams (6)</th>
<th>Person(s) Responsible: PE</th>
<th>Analysis of Results for Measure 1: (include strengths &amp; weaknesses): Acceptable national benchmark is</th>
<th>Supporting Document(s):</th>
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<tr>
<td>Outcome 3: Exhibit personal and professional</td>
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**Future Actions:**
Describe
development, responsive to changes in nursing, healthcare, and society.

Committee and Faculty Completion Date: 05/26/2015

850. Results from HESI V2 Exit exam Fall 2014: 1) Patient centered care: Fall 2014 = 779 (91.6% of benchmark) 2) Teamwork and Collaboration: Fall 2014 = 783 (92% of benchmark) 3) Evidence-based practice: Fall 2014 = 779 (91.6% of benchmark) 4) Quality Improvement: Fall 2014 = 772 (90.8% of benchmark) 5) Safety: Fall 2014 = 781 (91.8% of benchmark) 6) Informatics: Fall 2014 = 728 (85.6% of benchmark) HESI V2 Exit exam - Spring 2015: 1) Patient centered care: Spring 2015 = 773 (90.9% of benchmark) 2) Teamwork and Collaboration: Spring 2015 = 772 (90.9% of benchmark) 3) Evidence-based practice: Spring 2015 = 764 (89.9% of benchmark) 4) Quality Improvement: Spring 2015 = 749 (88% of benchmark) 5) Safety: Spring 2015 = 757 (89.1% of benchmark) 6) Informatics: Spring 2015 = 848 (99.8% of benchmark)

Program Changes (adding a course, assignment, project, etc.): We have increased admission requirements for Science courses and grade. This does not formally affect admission criteria until Fall 2016. We are increasing Capstone Clinical hours starting Spring 2016 semester.

Future Actions: Describe any additional resources needed (Leave blank)
if no additional resources are needed.:

Close