

B.S. Nursing (Residential and Online)

Program Review | 2018-2021

How have the results of assessment directly affected program changes for the future?

For each of the following questions:

- *Place any key documents that you reference in the folder with this document*
 - *Describe who's involved.* Please make reference to faculty, instructional, and other staff members involved in the processes and methodologies to assess student learning
 - *Describe when the activity took place*
1. Since 2016, *how have the results of assessment directly affected program changes for the future?*
- Provide data used to support the need for improvement. Data may come from:
 - i. ORU, program, artifact-rubric, and criterion line scores
 - ii. Professional accreditation reviews, student surveys, alumni and stakeholder feedback, market reports, etc.
 - Changes may have taken place in the following areas:
 - i. Course content, artifacts, and rubrics
 - ii. Instructional strategies, including a change in the use of technology
 - iii. Sequencing or repetition of material in an individual course or as a whole program
 - iv. Updating program outcomes
 - v. Updating a curriculum map
 - vi. Updating the program's master rubric
 - As available, provide data that demonstrates the impact your changes had on meeting program outcomes. See trends in the data tables.

Results of assessment data have directly affected program changes in the School of Nursing throughout the curriculum. Examples of the changes in areas of teaching and learning practices, assessment of student outcomes, and assessment of program learning outcomes are given.

The results of the NCLEX-RN licensure pass rate are an indication of a student's success after graduation. The 2017 NCLEX-RN pass rate was 79.55 (below the national average of 87.12). An analysis of the variables impacting the scores occurred as reflected in the 8.21.17 assessment committee minutes. Several changes ensued.

1. Increased used of clicker technology for exams opposed to scantrons to increase the amount of statistical analysis on exams throughout the entire program.

2. Provision of the Assessment Technology Institute (ATI) testing skills preparation modules to students in the NUR 206 Foundations of Nursing course.
3. Changes to the NCLEX-RN review course were significant. First, instituting ATI content mastery exams throughout the curriculum, use of virtual ATI the last semester of senior year, and the ATI capstone course the last semester increased the student's exposure to nationally normalized exam. Secondly, students began to meet individually with faculty to review their study habits and results in answering NCELX-RN prep questions and in their practice and proctored ATI content mastery exams. Individual appointments were held weekly with faculty throughout the semester.

The results of the changes after 2017, have resulted in increased NCLEX-RN test scores.

| <i>Graduation year</i> | <i>NCLEX-RN score</i> |
|------------------------|-----------------------|
| 2017 | 79.55 |
| 2018 | 94.29 |
| 2019 | 97.30 |
| 2020 | 95.25 |

In 2018, discussion among faculty during the monthly meetings revealed inconsistency in the clinical evaluation of students across the medical-surgical courses. The curriculum committee, comprised of all BSN faculty developed a Clinical Evaluation Rubric with the six Curricular Organizing Themes as a framework. Initially the rubric was used as a baseline determinant in the first clinical course (NUR 206) and re-evaluation in the last clinical course (NUR 406). Feedback from clinical instructors revealed the new rubric gave clearer criteria to assess student knowledge, skills, and attitudes. One in particular verbalized that she thought the rubric allowed for more accurate assessment of the student's in clinical. Since this time, dress code violations, punctuality, and professional behavior in the clinical setting are quickly addressed with objective assessments. Students receive praise for these types of behaviors as evidenced by several letters from patients and staff of the hospitals (see 9.12.19 Student in Rapid Response Doc, 8.24.20 Methodist Manor). The rubric is now used in all medical-surgical courses.

As reflected in the January, 2020 Assessment Day meeting minutes, prior to the fall 2019 semester, faculty noted a gap in assessment data regarding psychomotor skills. The creation and addition of a Skills Lab Survey, which used the seven program learning outcomes as a framework, assists faculty in evaluating student achievement of psychomotor skills. The survey is used during the simulation lab skills test-out held with sophomore and junior students.

Fall 2020 was the School of Nursing (then College of Nursing) CCNE accreditation visit. The accreditation response showed a deficit in the written assessment plan for the school. In response, a 32-page written assessment document was developed for use in the school. Since that time, several assessment meetings and professional development seminars (June 23, 2020; July 7, 2020; August 17, 2020) have been held to orient faculty to changes in the systematic assessment plan. Continued training, implementation and evaluation of the plan is ongoing via the assessment committee comprised of the Associate Dean of the School of Nursing, Assessment Coordinator, Faculty member, and Nurse Educational Expert Consultant.

2. If you use *Senior papers/projects* they often provide rich data on student achievement. How do you tie the results from these artifacts back to changes for specific courses?

Research courses prepare students for lifelong learning as a member of the profession. NUR 498/499 Research/Senior Paper I & II culminates in the students' writing a systematic research review or reporting on an actual research project. Students may work individually or in groups—always with supervision of a faculty mentor. Students present their work to classmates and faculty in a classroom setting and submit digital copies of their work. Faculty submit the best papers for publication on ORU's Digital Showcase. Since 2018, the Showcase has published 12 undergraduate nursing papers with views around the globe. Despite the exemplary work, the WPA artifacts did display areas of weakness in APA formatting, reference list, and written communication overall. After reviewing the weakness, changes were made in the course delivered a semester before the first senior paper course. Increased focus on professional writing skills, APA formatting, and general writing guidelines is implemented in the junior Professional Nursing II: Ethics, Law, and Healthcare Delivery course. There are two papers throughout the one credit course, and the final exam is a paper with strict APA guidelines.

3. As applicable, describe how you've updated the program due to professional accreditation changes or reports, student surveys, alumni and stakeholder feedback, market trends, etc.

- Written assessment plan, please see question #2.

4. Describe any data-driven decisions that faculty members made to *open this program* since 2016. Please provide evidence of data informing the decision to open the program.

RN-BSN:

The online ADN-BSN degree program initially launched fall 2014. External marketing firms repeatedly failed to recruit students. Only one student enrolled and graduated from the program. Essentially, the program was non-functional and lay in limbo for a couple of years. By fall 2017, the faculty voted to revise the curriculum and re-launch the program with a minimum cohort of 10 students.

With internal marketing and scholarship incentives, 16 students enrolled in the first session of the fall 2018 semester.

By summer of 2020 the RN-BSN program graduated the following:

- 2018-2019 academic year: 0 (this is the year the cohort started)
- 2019-2020 academic year: 7
- 2020-2021 academic year: 2
- 2021-2022 academic year: 0 anticipated

Administration determined the numbers to be too low to sustain the program and it was placed on hiatus.

5. Describe your stakeholder participation from alumni, community members, businesses, other organizations, etc.

- Who are they?
- What feedback have you received?
- How have you used the feedback for continuous improvement?

Stakeholders to the School of Nursing include community members who hire our graduates, the alumni, clinical agencies who interact with our students, accreditation bodies (CCNE and Oklahoma Board of Nursing), and patients who interact with our students. Communities of interest is the phrase utilized by the CCNE nursing accrediting body to include the stakeholders who are both internal and external constituents.

Emphasis of clinical nursing courses continue to focus on communities of interest in both acute care and community settings. The communities of interest encountered by ORU students represent diverse patient populations across the lifespan continuum in urban, rural, and Tribal Nations regionally and internationally. Acute and community experiences occur throughout the Tulsa metropolitan area. The three major healthcare



systems welcome our students throughout their facilities. Among comments received about student's performance is one relating the whole person care a senior nursing student provided to a family member in crisis.

Hi Patti,

I wanted to pass on some of the conversation that I had with one of the nursing staff during clinical last night. She took time to let me know how highly the ORU students are viewed at SFH. She specifically expressed that they were such a joy to be around...they were well mannered and it was evident that they respected themselves and other people. She talked about the wholesome spirit that they exuded and she concluded by expressing hope that they would be the nurses taking care of her some day.

I just wanted to share that praise because these young men and women should know that the sweet spirit of Jesus is evident wherever they go. And I also wanted you and all the faculty to know what a special part we all play in the shaping of lives. It is a privilege and a responsibility as well.

Debbie, Clinical Adjunct Instructor

(12.2.2016)

Students are involved in community agencies throughout the curriculum. In NUR 206 Foundations of Nursing, students begin their clinical experiences at various assisted living and nursing home facilities. On one of the initial clinical experiences, near the end of the evening, a fire occurred in the kitchen. With the leadership of the faculty member and coordinated efforts of the staff, the students assisted the evacuation of the entire facility.

Community agencies/organizations- profit and non-profit-provide opportunities for students to embrace the expanded role of the nurse, thereby impacting health in a variety of diverse populations. For example, senior community groups provide individual-specific health education to justice-involved women on their journey to self-sufficiency through the development of an educational brochure. Each year, a forensic nurse at the Tulsa Police Department supervises senior students enrolled in community courses. One year, the students presented a seminar on strangulation arising from a high incidence of domestic violence against women in the city. Students accepted an invitation to present the seminar to Tulsa Police officers as part of the officers' professional development.

Faculty work every year to motivate students to produce projects truly beneficial to the agencies in which they serve.

To promote awareness and educate students about the needs of underserved populations in Oklahoma and Kansas, AVSON established partnerships with a variety of rural healthcare institutions. Clinical encounters involved clinics led by nurse practitioners and physicians, a critical access hospital, specialized physician clinics such as urology, and rural school systems. Students educated clients, assisted practitioners in services, and observed the autonomous role of the nurse in the rural community, especially the school nurse. Post-COVID, re-establishment of strong community partnerships has been an attainable goal. Currently, AVSON has more community agency requests for students than students to attend.

The Creek and Cherokee Nations are well established in the northeastern part of Oklahoma. Through the concerted efforts of faculty, partnerships between AVSON and each Nation allow for clinical experiences in the Indian Hospitals and student projects that meet targeted health education needs of the communities. Health disparities experienced in both the Creek and Cherokee Nations are diabetes mellitus and obesity, which are of epic proportions within this population. Student nursing interventions, such as a health education teaching and in-person health fairs with focus on interactive exercise and nutrition resulted in production of brochures, videos, and story boards which awarded the students positive acclamations from Tribal staff (Creek Nation email). A different project designed for children in the Cherokee Nation during the height of the COVID-19 pandemic, creatively solved the distance-learning barrier. They produced their own television show with several segments targeting the holistic approach to preventative diabetes education (Senior Cherokee Nation T.V. Show).

The community of interest for the international trip to Oaxaca, Mexico is a remote tribal village. An AVSON alumni coordinate the health clinic of the Roca Blanca Mission Base serving the greatest concentration of unreached people groups in the Americas. The following is a student's recounting of her experience.

My time in Mexico was an experience I will never forget. Our contact and the people we were able to meet there were some of the most precious and beautiful people I have ever met. The experiences and memories we made were priceless. I eventually want to be a medical missionary and this trip gave me a glimpse of what that looks like and the logistics behind it. One thing that I absolutely loved about this trip was the project that we implemented while we were there. We identified that a health need there was a disease called dengue fever that was spread by mosquitoes. After speaking with the locals from the rural village we were visiting, we discovered that bug spray was outrageously expensive to buy and no one could really afford it. That is when we started researching how we could help. With our research, we found that not only can you make natural mosquito repellent from Neem trees, but it just so happened that the village was saturated with these trees. The village also had many coconut trees from which coconut oil, the other ingredient we needed, could be

made. Thus, our project was born. We made our natural repellent and taught the locals how to make it during the days we held a mission's clinic at the village. There, we taught and helped the mission's clinic doctors and nurses consult and treat patients. There was a huge need, and it was beautiful and fulfilling to feel like we were actually able to help implement a practical solution to their need. Going on the trips offered by the Anna Vaughn College of Nursing gives you a new and wider perspective on healthcare. It allows you to truly be immersed in a culture and make what you learn in nursing school about community health really click because you're actually putting it into practice. It is a rich and invaluable experience that I would recommend to everyone.

Changes to the curriculum with the communities of interest include the development of an Introduction to Gerontological Nursing course, new learning activities, and new clinical partnerships. The Gerontological Nursing course was developed in response to the aging population. The community has responded positively as evidenced by a recent correspondence from a family member served by this student cohort: There are students from ORU who work with the healthcare patients at Oklahoma Methodist Manor (OMM). Prior to the COVID-19 lock down, they visited OMM weekly and interacted with the residents, including my mother. On multiple occasions, I attended the ORU students' presentations to the OMM residents. They did impromptu acting, singing, stories, and all other activities. Mom and I thoroughly enjoyed their youthfulness, energy and love of serving others. It was remarkable. Now, despite the lack of F2F communication, an ORU student FaceTimes with Mom and they create fun stories based on a visual prompt. It is one of the highlights of Mom's week. Tell the instructor how much the family appreciates the outreach. It has made a difference (8/2020).

6. Describe any open questions that faculty members have concerning the program that they are *waiting on future data* to evaluate for decision-making.

The 2021 graduating class was the first cohort to complete the concept-based curriculum change. Evaluation of this groups NCLEX-RN pass rate, employment rate, and new graduation survey data is ongoing.