The University of South Florida, College of Nursing is dedicated to improving health through excellence and innovation in:

- Student centered learning and academic success,
- Scholarly inquiry and research, and
- Partnerships and engagement in communities.

This program is offered in both face-to-face and online/distance learning environments. Studies have shown that students taking on-line/distance learning courses and taking traditional courses have comparable outcomes.

Graduates of this program will be able to demonstrate the following:

**A. Discipline Specific Knowledge and Skills**

**OUTCOME 1:**

- Upon graduation students will be able to utilize the core knowledge base, including liberal arts and science concepts as well as the art and science of nursing, to guide clinical practice. Nursing generalist practice includes both direct and indirect care for patients, which includes individuals, families, groups, communities, and populations. Outcome is congruent with The Essentials of Baccalaureate Education for Professional Nursing Practice (2008) as provided through representative examples below: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice A solid base in liberal education provides the cornerstone for the practice and education of nurses. Essential IV: Information Management and Application of Patient Care Technology Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care. Essential IX: Baccalaureate Generalist Nursing Practice The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

**Methods of Assessment:**

- Students’ ability to utilize the core knowledge base, including liberal
arts and science concepts as well as the art and science of nursing, to
guide clinical practice will be determined by their performance
according to the following methods: 1. NCLEX-RN aggregate summary
report of USF students provided by National Council of State Boards of
Nursing (NCSBN) and pass rates of first time NCLEX-RN test takers
provided by State Board of Nursing. Faculty will review NCLEX reports
at the Annual Undergraduate Program Review and make
recommendations for program improvement based on these data to the
appropriate Faculty Council subcommittee for further research and
development. Committee minutes will reflect receipt of reviewer’s data
and recommendations for program improvement and any motions made
based on this evidence. 2. Faculty and preceptor evaluations of
students’ use of the nursing process in clinical experiences are
evaluated with a clinical evaluation tool. Faculty will review aggregate
reports of clinical evaluation data at the Annual Undergraduate Program
Review meeting and make recommendations for program improvement
based on these data to the appropriate Faculty Council subcommittee
for further research and development. Committee minutes will reflect
receipt of reviewer’s data and recommendations for program
improvement and any motions made based on this evidence. 3. Faculty
will review aggregate reports of student success in on-line/distance
learning and traditional classroom environments data at the Annual
Undergraduate Program Review meeting and make recommendations
for program improvement based on these data to the appropriate
Faculty Council subcommittee for further research and development.
Committee minutes will reflect receipt of reviewer’s data and
recommendations for program improvement and any motions made
based on this evidence. As all data for this outcome are being reviewed
at the Annual Undergraduate Program Review meeting by a large
number faculty in an open forum, recommendations will be made by
faculty consensus; inter-rater reliability is measured by the percentage
of agreement among participants as recorded in the review meeting
minutes. If level of agreement among reviewers is less that 85%, data
will be reviewed by the Assessment Coordinator for inter-rater
reliability and suggestions will be made for evaluation method revision,
or reviewer/rater training. The department Assessment Coordinator will
work with the Office of Institutional Effectiveness and Assessment to
measure and monitor inter-rater reliability.

### Measures/Levels of Achievement :

- 1. Graduates are expected to meet or exceed the national average on
  the National Council Licensure Examination – RN (NCLEX) on their first
  attempt.
- 2. 95% of graduates will achieve satisfactory level in all domains
  components of the final clinical course (NUR 4948L for pre-licensure
  majors, and NUR 4636L for RN to BS majors) on the clinical evaluation
  tool.
- 3. Students will achieve a 95% average success rate in both on-
  line/distance and traditional learning environments during the academic
  year.

### Assessment Results :

- 1. In 2009-2010 274 graduates with a BS degree with a major in
  nursing, of these 189 were in two majors that lead to initial licensure
  as a Registered Nurse. The pass rates of these graduates on taking the
  NCLEX-RN exam (first time test takers) consistently exceeded the
  national pass rates for first time test takers on the same exam.
- 2. In 2009-2010 graduates met this level of achievement in the last
  clinical experience. A common clinical rubric was recommended at the
  2008-2009 Annual Review; however the difference in final clinical
experience for the different majors made this impractical. Faculty recommended a review of non-successful students for commonalities to identify areas for program improvement.

3. In 2009-2010 students achieved above a 95% success rate in live and online/distance experiences.

### Use of Assessment Results:

1. In 2009-2010, the pre-licensure majors switched from using HESI examinations to the Kaplan system for evaluation of success throughout the program and preparation for taking the NCLEX-RN, per recommendation made in 2008-2009.

2. In 2009-2010 students tutoring was systemized under the leadership of Ms. Christopher Garrison.

3. In 2009-2010, the use of human patient simulation was increased to better prepare students for the clinical setting and to increase the number of clinical hours in the laboratory setting to approach the level allowed by the State Board of Nursing.

4. An Instructional Design Committee was approved as a permanent subcommittee of Faculty Council, as recommended at the 2008-2009 Annual Review. The purpose of the committee is to: 1) adopt “Quality Matters” as standard for web course design, 2) design a course template to make it easier for faculty to design web courses, 3) create and post help resources on each web course in Blackboard system, 4) assign Teaching Assistants (TAs) to log in every day and monitor/respond to emails and discussion boards in a timely manner, 5) Hire a writing tutor, and 6) draft and post “netiquette” guidelines per student request.

### OUTCOME 2:

Upon graduation students will be able to demonstrate an understanding of the research process and the use of evidence to guide clinical practice. Outcome is congruent with The Essentials of Baccalaureate Education for Professional Nursing Practice (2008) as provided through representative examples below: Essential III: Scholarship for Evidence Based Practice Professional nursing practice is grounded in the translation of current evidence into one’s practice.

### Methods of Assessment:

Students’ ability to utilize an understanding of the research process and the use of evidence to guide clinical practice will be determined by their performance in meeting the objectives of NUR 4165: Nursing Inquiry as follows: 1. Faculty will review aggregate data of final synthesis paper at the Annual Undergraduate Program Review and make recommendations for program improvement based on these data to the appropriate Faculty Council subcommittee for further research and development. Committee minutes will reflect receipt of reviewer’s data and recommendations for program improvement and any motions made based on this evidence. As all data for this outcome are being reviewed at the Annual Undergraduate Program Review meeting by a large number faculty in an open forum, recommendations will be made by faculty consensus; inter-rater reliability is measured by the percentage of agreement among participants as recorded in the review meeting minutes. If level of agreement among reviewers is less that 85%, data will be reviewed by the Assessment Coordinator and suggestions will be made for evaluation method revision, or reviewer/rater training. The department Assessment Coordinator will work with the Office of Institutional Effectiveness and Assessment to measure and monitor inter-rater reliability.
| Measures/Levels of Achievement : | 95% of students will satisfactorily demonstrate an understanding of the research process through an evaluation of aggregate student success in meeting the objectives of NUR 4165: Nursing Inquiry. |
| Assessment Results : | In 2009-2010, aggregate student success in NUR 4165: Nursing Inquiry was between 96-100% across all sections. However, faculty reviewed NUR 4165: Nursing Inquiry assignments and found that they did not clearly match the rubric for all students. The faculty found the rubric to be invalid based on the findings. |
| Use of Assessment Results : | The rubric was modified so that all students will be assessed appropriately. |

**OUTCOME 3:**

- Upon graduation students will be able to evaluate the impact of health care policy on health care delivery and recognize leadership principles that can be applied within the nursing profession and health care delivery system. Outcome is congruent with The Essentials of Baccalaureate Education for Professional Nursing Practice (2008) as provided through representative examples below: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care. Essential V: Health Care Policy, Finance, and Regulatory Environments Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

**Methods of Assessment :**

- Students ability to evaluate the impact of health care policy on health care delivery and recognize leadership principles that can be applied within the nursing profession and health care delivery system will be determined by their performance according to the following method: 1. Faculty will review aggregate data from the final synthesis project in the NUR 4636: Community/Public Health: Population-focused Nursing course for the respective baccalaureate degree sequence at the Annual Undergraduate Program Review and make recommendations for program improvement based on these data to the appropriate Faculty Council subcommittee for further research and development. Committee minutes will reflect receipt of reviewer’s data and recommendations for program improvement and any motions made based on this evidence. As all data for this outcome are being reviewed at the Annual Undergraduate Program Review meeting by a large number faculty in an open forum, recommendations will be made by faculty consensus; inter-rater reliability is measured by the percentage of agreement among participants as recorded in the review meeting minutes. If level of agreement among reviewers is less that 85%, data will be reviewed by the Assessment Coordinator and suggestions will be made for evaluation method revision or reviewer/rater training. The department Assessment Coordinator will work with the Office of Institutional Effectiveness and Assessment to measure and monitor inter-rater reliability.

| Measures/Levels of Achievement : | 95% of students will satisfactorily demonstrate the ability to evaluate the impact of health policy on health care through an evaluation of |
aggregate student success in meeting the objectives of the NUR 4636: Community/Public Health: Population-focused Nursing course in their respective baccalaureate degree sequence.

**Assessment Results:**

- In 2009-2010, curriculum changes resulted in the synthesis project in health care policy being moved from the NUR 4838: Leadership and Management in Nursing course to the NUR 4636: Community and Public Health Nursing course. This was done per the recommendation for the 2008-2009 Annual Review to make the measure consistent across all majors in the BS program.

**Use of Assessment Results:**

- Although students had a high rate of success in the course, the specific rubric used to evaluate the former project was found to be invalid and a recommendation to develop a new standardized evaluation rubric for the synthesis project was made. The rubric will undergo validity testing during the 2010-2011 academic year.

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### B. Critical Thinking Skills

#### OUTCOME 1:

- Upon graduation students will be able to demonstrate critical thinking in scholarly work. Outcome is congruent with The Essentials of Baccalaureate Education for Professional Nursing Practice (2008) as provided through representative examples below: Essential VII: Clinical Prevention and Population Health Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice. Essential VIII: Professionalism and Professional Values Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing. Essential IX: Baccalaureate Generalist Nursing Practice The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

#### Methods of Assessment:

- Student’s ability to demonstrate critical thinking in scholarly work will be determined by their performance according to the following methods: 1. Faculty will review the summary report of USF student NCLEX exam results provided by National Council of State Boards of Nursing (NCSBN) at the Annual Undergraduate Program Review and make recommendations for program improvement based on these data to the appropriate Faculty Council subcommittee for further research and development. Committee minutes will reflect receipt of reviewer’s data and recommendations for program improvement and any motions made based on this evidence. 2. Faculty will review aggregate data of the final synthesis project in NUR 4636: Community/Public Health: Population-focused Nursing at the Annual Undergraduate Program Review meeting and make recommendations for program improvement based on these data to the appropriate Faculty Council subcommittee for further research and development. Committee minutes will reflect receipt of reviewer’s data and recommendations for program improvement and any motions made based on this evidence. As all data for this outcome are being reviewed at the Annual Undergraduate Program Review meeting by a large number faculty in an open forum, recommendations will be made by faculty consensus; inter-rater reliability is measured by the percentage of agreement among
participants as recorded in the review meeting minutes. If level of agreement among reviewers is less that 85%, data will be reviewed by the Assessment Coordinator and suggestions will be made for evaluation method revision or reviewer/rater training. The department Assessment Coordinator will work with the Office of Institutional Effectiveness and Assessment to measure and monitor inter-rater reliability. A review of the detailed NCLEX-RN test plan is a component of all cognitive and content areas in the test plan. The percentage of questions from each component is weighed so that it is not possible for students to satisfactorily pass NCLEX examination without demonstrating satisfactory critical thinking.

| Measures/Levels of Achievement : | • 1. Graduates are expected to meet or exceed the national average on the National Council Licensure Examination – RN (NCLEX) on their first attempt, and in all areas of the exam per the NCSBN NCLEX summary reports.  
• 95% of students will satisfactorily demonstrate success in NUR 4636: Community/Public Health: Population-focused Nursing (designated a capstone learning experience). |
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| Assessment Results : | • 1. Graduates of the pre-licensure majors within the BS program in nursing, performed above the national average on the NCLEX exam at first time test talking, and on all subsections of the examination according to the NCSBN summary report for the same period.  
• 2. During 2009-2010, faculty replaced the 10-minute assessment measure as well as the medication and pediatric/women’s simulation measures recommended in 2008-2009 with the final synthesis project in NUR 4636: Community Public Health Nursing as a better measure of critical thinking across all majors in the program. |
| Use of Assessment Results : | • 1. Although students had a high success rate in NUR 4636: Community and Public Health Nursing, a recommendation to develop a standardized rubric for the final synthesis project was made. The rubric will undergo validity testing during the 2010-2011 academic year. |

C. Communication Skills

**OUTCOME 1:**

• Upon graduation students from this program will be able to communicate effectively in oral and written formats to patients and families (clients), the interdisciplinary health care team, other populations including policy makers/legislators, and to the public. Outcome is congruent with The Essentials of Baccalaureate Education for Professional Nursing Practice (2008) as provided through representative examples below: Essential IV: Information Management and Application of Patient Care Technology Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care. Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

**Methods of Assessment :**

• Students ability to communicate effectively in oral and written formats to patients and families (clients), the interdisciplinary health care team, other populations including policy makers/legislators, and to the public
will be determined by their performance according to the following methods: 1. Faculty will review aggregate data of student clinical communication skills by collaborative partners from clinical evaluation tool in last clinical experience in undergraduate sequence (NUR 4948L) at the Annual Undergraduate Program Review meeting and make recommendations for program improvement based on these data to the appropriate Faculty Council subcommittee for further research and development. Committee minutes will reflect receipt of reviewer's data and recommendations for program improvement and any motions made based on this evidence. 2. Faculty will review aggregate data of performance in the final synthesis project in NUR 4636: Community/Public Health: Population-focused Nursing at the Annual Undergraduate Program Review meeting and make recommendations for program improvement based on these data to the appropriate Faculty Council subcommittee for further research and development. Committee minutes will reflect receipt of reviewer's data and recommendations for program improvement and any motions made based on this evidence. As all data for this outcome are being reviewed at the Annual Undergraduate Program Review meeting by a large number faculty in an open forum, recommendations will be made by faculty consensus; inter-rater reliability is measured by the percentage of agreement among participants as recorded in the review meeting minutes. If level of agreement among reviewers is less that 85%, data will be reviewed by the Assessment Coordinator and suggestions will be made for evaluation method revision, or reviewer/rater training. The department Assessment Coordinator will work with the Office of Institutional Effectiveness and Assessment to measure and monitor inter-rater reliability.

Measures/Levels of Achievement:

- 95% of students will satisfactorily demonstrate the ability to effectively dialogue, advocate and collaborate with inter and intra-professionals as well as patients, families, and the community as evaluated by faculty at the Annual Undergraduate Program Review meeting.

Assessment Results:

- 1. Based on recommendations of the 2008-2009 Annual Review, the level of expectation was raised to make it consistent with other measures in the BS Program. In addition, during 2009-2010 curriculum changes, the faculty changed the methods of assessment to better capture data on communication skills in the 1) pre-licensure majors and 2) RN to BS major students in the BS program.
- 2. During the 2009-2010 academic year, faculty review of graduates clinical communication skills by collaborative partners from clinical evaluation tool in last clinical experience in undergraduate sequence (NUR 4948L) determined 99% of graduates effectively demonstrated this ability.
- 3. Faculty found a high success rate in the NUR 4636 course, but did not have a standard rubric for the final synthesis project.

Use of Assessment Results:

- 1. Faculty recommended a systematic method of aggregating data from the clinical evaluation tool be developed for program evaluation use at the Annual Review meetings.
- 2. Although students had a high success rate in NUR 4636: Community and Public Health Nursing, a recommendation to develop a standardized rubric for the final synthesis project was made. The rubric will undergo validity testing during the 2010-2011 academic year.
For further inquiries and/or suggestions regarding ALC at USF, please contact Felix Wao, Assistant Director of Assessment, Office of Institutional Effectiveness and Assessment.