

Gordon State College

Office of School of Nursing and Health Sciences

Goals, Outcomes and Evidence of Improvement

2014 - 2015

<http://www.gordonstate.edu/nhs/home>

Mission Statement

The mission of Gordon State College's School of Nursing and Health Sciences is to provide students with the required academic foundation and basic information for completing an associate's degree or transferring to complete the professional degree.

Our objective is to provide the core concepts and knowledge necessary in order to prepare students for careers in Health Services and to provide all students of Gordon State College with the skills and knowledge necessary for a lifetime of health and wellness.

Unit Outcomes Assessment Results Report

2014-2015

Goals

1. To enhance each nursing student's application of critical thinking/clinical judgment
2. To expand access to programs in the School of Nursing and Health Sciences
3. To enhance computer access for students in the School of Nursing and Health Sciences

Outcomes

- 1.a. To increase student exposure to critical thinking/clinical judgment in the safe environment of the simulation lab.
- 1.b. To improve electronic documentation skills of students.
- 2.a. To implement a revised ASN curriculum to provide a building block for development and implementation of a prelicensure BSN program.
- 2.b. To develop and get approval for prelicensure BSN.
- 2.c. To receive initial accreditation from Commission on Accreditation on Health Information and Informatics Management
3. To provide computer testing access for all students in the School.

Review of Outcomes

- 1.a. This is ongoing. Simulation was added to all of the courses in the revised ASN curriculum. However, the courses in which it has currently been implemented is NURS 1910, NURS 1911,

and NURS 1912. All of the students in those courses have successfully completed the simulation lab. The second year courses will institute simulation labs in AY 2015-2016.

- 1.b. This is ongoing. Docucare, an electronic charting system, was purchased for 1 year of students with end-of-year money. Documentation with docucare was required in all clinical courses except the last clinical course, where the students document in the clinical setting. All part-time and full time clinical faculty were trained in the use of the documentation system and the evaluation of the student's documentation. Faculty have observed increased documentation skills with the use of this product in the simulation lab and in the clinical area.
- 2.a. This is ongoing. A Substantive Report was submitted to the Accrediting Commission for Education in Nursing (ACEN) about this curriculum change in March 2014. Formal notification of the acceptance was received on October 15, 2014. The ASN Curriculum Committee has worked on implementing the first year and is now working on the revisions to implement in the second year of the revised curriculum (AY 15-16). Evaluation criteria are being created to investigate effects of the change down the line.
- 2.b. This is ongoing and behind in anticipated deadlines. The nursing department has been working with a consultant in the development of the prelicensure BSN. Anticipation is the prospectus for the new program will be sent to the Board of Regents by the first week in November 2014 and on to the Georgia Board of Nursing once approval has been received.
- 2.c. The application was sent on October 12, 2014. Once this application has been accepted, work on the self-study will begin. This should take from 6 months to 1 year.
3. The additional computer room was not approved in the budget. All nursing courses are using computer testing for at least one test and several are using computer testing for all tests.

Evidence of Improvement

- 1.a. 100% of the students in the two nursing courses that have implemented the revised ASN curriculum have been involved in simulation experiences. Through a grant from USG, a Simulation Lab Coordinator was hired to work extensively with course coordinators for the clinical courses to ensure that the simulation lab is used appropriately and productively. Simulation experiences that require the students to use clinical judgment, as well as meet their course clinical objectives, is being developed and implemented. The process of using the simulation lab has been streamlined so that all faculty are using the same form to outline the simulation and to provide cohesive expectations for the simulation. 90.47% of the students rated the simulation experiences as above average/excellent.
- 1.b. Purchasing the Docucare was good but problematic. Several additional codes had to be purchased as students left the program for various reasons and those codes could no longer be used. All faculty were trained on the system and, once they became accustomed to the product, used it effectively. All of the faculty that use it think that the program has improved documentation of the students. Students are also completing their care mapping on the program and submitting it electronically to the faculty, which makes for ease of grading and faster feedback.
- 2.a. The revised curriculum for the ASN program is being implemented each semester through Fall 2015. The entire revised curriculum will be implemented as of Spring 2016. Course evaluations from the students for the first two semesters of implementation are on par with the course evaluations from the prior semesters of the old curriculum.
- 2.b. Approval for the prelicensure BSN was received from the Board of Regents in May 2015.
- 2.c. The Commission on Accreditation on Health Information and Informatics Management

(CAHIIM) is on hold. The Commission requested that the program change its name prior to submitting for approval status. The School is currently seeking information about how the change in name needs to be addressed through the Board of Regents.

3. The addition of another computer lab in the nursing building was denied. All courses in the ASN program use computer testing. Currently, most of the RN to BSN program testing is done via paper and pencil. All ASN courses are working toward 100% implementation of computerized testing. The issue is that there are so many students in many of the courses in the ASN program that two labs need to be reserved for testing. This is sometimes difficult to accomplish. The Health Services and Informatics Administration program uses the nursing building computer lab as a classroom for the courses that have a technological emphasis. This precludes the use of this lab when the classes are being conducted. However, both students and faculty express desire for and satisfaction with computerized testing.

2013 - 2014

Goals

1. Improve the quality of seminars in all nursing courses.
2. Ensure that at least 70% of students followed by Academic Intervention and Mentoring Coordinator graduate or progress in the program.
3. Track areas of success and deficiency in the nursing program through multiple sources of data.
4. Develop and implement an HSIA bachelor's program.
5. Form a committee to investigate the feasibility of a generic BSN program and begin initial planning for a proposal.

Outcomes

1. Ratings by students on the seminars being above average to excellent being 49.98%. Students indicated seminars as a "waste of time." The declining ratings and the increasing negative comments were considered in the ASN program revision. The seminars will be eliminated from the curriculum in the revised curriculum starting Fall 2014. Other outcomes in this area were met.
2. Greater than 70% of students who successfully completed the course in which they were struggling were successful in the course. 100% of students who returned to the program were required to make at least initial contact with the Coordinator for Academic Intervention and Mentoring. Mentoring has not been reinitiated, but the Coordinator started group tutoring sessions instead, which have various amounts of participation.
3. Both the ASN and the RN to BSN programs have initiated the Assessment and Continuous Improvement form, which incorporates multiple sources of data collection. We also have included multiple sources of collection in our assessment plans for the Georgia Board of Nursing and national accreditation agency.
4. HSIA was initiated in Fall 2013. Two faculty, both Registered Health Information Administrators (RHIA), initiated the program with 51 students in year one of the program. The impetus has been on initiating and tweaking the program, rather than focusing on accreditation.
5. A committee evaluating the feasibility of the prelicensure BSN was formed in Spring 14 and met during the summer of 14. The decision was made to initiate the revision of the ASN curriculum before development of the prelicensure BSN.

Evidence of Improvement

The AIM program has been very successful for those students who take advantage of it. Students who returned to the program after being unsuccessful in one course were not always meeting with the AIM coordinator to identify a plan for success. That initial meeting is now incorporated into the contract the student has with the Dean upon return. The HSIA program is implemented and going well. The initial coordinator of the program left but another RHIA qualified coordinator was hired to carry the program forward.

2011 - 2012

Goals

1. Improve the quality of teaching in Health and Wellness (PHED) and all nursing courses.
2. Increase retention rates by 20%.

Outcomes

- 1.a. At least 70% of students rate these areas as above average or excellent.
- 1.b. Faculty will obtain a 4.0 or greater in the areas of effective teaching methods, well organized, encourages students to think, and encourages discussion on faculty evaluations.
- 1.c. Success in this area will be supported by the rating of EVIDENT in the evaluation tool.
- 2.a. At least 80% of students identified as "at risk" will be successful.
- 2.b. The cohort retention rate will increase from 55-65%.

Evidence of Improvement

- 1.a. Course evaluations for Fall 2011 and Spring 2012 reported that 72.46% of students rated nursing courses as above average or excellent in lecture and discussion.
- 1.b. All these areas in both the Health and Wellness course and nursing courses were ≥ 4.0 .
- 1.c. Only 50% of the peer evaluations were completed. In the Fall, faculty will be encouraged more strongly to complete these evaluations. 100% of those evaluated had EVIDENT marked in the area of the faculty member's ability to relate content to objectives and knowledge of content.
- 2.a. A faculty member was hired in Fall 2011 whose job description is to devote up to 50% of time to working with "at risk" students. In Fall 2011, 64 students enrolled in Academic Intervention and Monitoring program and 70.31% of those passed the respective course. In Spring 2012, 92 students were enrolled and 86.96% passed the course.