**Continuous Improvement Plan**

**Date:** 1-12-2024 **Name of Program/Unit: BSN Nursing**

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**Table 1:** **CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

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| **A. Expected Outcome(s)**Results expected in this unit(e.g., Authorization requests will be completed more quickly, Increasing client satisfaction with our services) |  **B. Measure(s)**Instrument(s)/process(es) used to measure results(E.g. Survey results, exam questions, etc.)Include Course Information and the Semester in which the assessment will occur | **C. Target(s)**Level of success expected(e.g., 80% approval rating, 10-day faster request turn-around time, etc.) |
| Ensure prompt and constructive feedback on both discussion board and written assignments. Aim for a reduction in the turnaround time for grading, providing students with timely insights for improvement | The end-of-semester student survey includes questions that address the quality and timeliness of feedback. This data from the student survey will also be used to evaluate the instructors' use of providing constructive, specific, and actionable feedback to students | Target: 80% of the responding students agree that the instructor provided timely constructive feedback |
| Establish and communicate clear guidelines for both discussions and written assignments. This includes expectations, assessment criteria, and any specific formatting or submission requirements | End-of-semester survey of students that includes questions that specifically address the quality and timeliness of the feedback as it relates to grade improvement. Instructor to monitor/analyze the correlation between the timeliness of feedback and subsequent student performance. Determine if students who receive timely feedback show improvements in their subsequent assignments | Target: 80% of the responding students agree the instructor provided clear guidelines |
| Provide a training session for faculty on effective course mapping techniques. Ensure access to resources and tools that support course design | During the first faculty meeting of the semester, the Director of the BSN Program and the BSN faculty will review the mapping for each course.100% of the BSN courses will be mapped showing the relationship between learning objectives, learning activities, and assessments | By the end of the first faculty meeting of the semester, achieve 100% course mapping for all BSN courses, illustrating clear relationships between learning objectives, activities, and assessments. |

**Description of Fields in the Following CIP Tables:**

**A. Outcome(s)** -Results expected in this program (e.g., Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in the Nursing Program).

**B. Measure(s)** -Instrument(s)/process(es) used to measure results

(e.g., results of surveys, test item questions 6 & 7 from the final exam, end-of-term retention rates, etc.)

**C. Target(s)** -Degree of success expected (e.g., 80% approval rating, 25 graduates per year, increase retention by 2%, etc.).

**D. Action Plan** -Based on analysis, identify actions to be taken to accomplish the outcome. What will you do?

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data have impacted the expected outcome and program success.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make improvements.

**Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)**

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| 1. **Outcome #1**

Timeliness: Ensure prompt and constructive feedback on both discussion board and written assignments |
| 1. **Measure (Outcome #1)**

End-of-semester student survey to evaluate the timeliness and quality of feedback | 1. **Target (Outcome #1)**

80% of the students agree the instructor provided clear guidelines  |
| 1. **Action Plan (Outcome #1)**

Convey the survey's purpose and significance to students, underscoring that their feedback is crucial in improving the learning experience. Incorporate insights from the in-service session on "Tips to Increase Student Response Rates" to effectively communicate the importance of their participation. |
| 1. **Results Summary (Outcome #1)**

The survey findings reveal that student responses fall short of our target, with less than 80% participation across all courses. Consequently, we have not achieved our intended outcome. To address this shortfall, it is imperative to enhance student engagement and encourage greater participation in the evaluation survey. |
| 1. **Findings (Outcome #1)**

The survey results indicated a subpar student response rate, prompting the need for a solution to enhance survey participation. To meet our goals and foster program success, it is imperative to boost students' engagement with surveys. Introducing a faculty in-service on "Tips to Increase Student Response Rates" is expected to contribute significantly to improving the overall student survey response rate. |
| 1. **Implementation of Findings**

We need a precise record of students' responses to the survey question, specifically addressing whether they receive timely and constructive feedback on their assignments. This information is vital for ensuring student success. The survey has highlighted the need for improvement in capturing accurate insights into student responses, particularly regarding the prompt and constructive feedback they should be receiving.  |

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| Term | Fall 2021 | Spring 2021 | Fall 2022 | Spring 2022 | Fall 2023 | Spring 2023 |  |  |  |  |  |
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| Respondents | 47 | 44 | 141 | 75 | 198 | 235 |  |  |  |  |  |
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| Enrollment | 50 | 72 | 269 | 91 | 366 | 394 |  |  |  |  |  |
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| Response Rate | 94% | 61% | 52% | 82% | 54% | 59% |  |  |  |  |  |
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**CIP STUDENT SURVEY RESPONSE**

**Program Assessment Data Report**

 **Program: RN-to-BSN Terms Data Collected: 2020-2023**

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| Program-Level Learning Outcome- (From Assessment Plan) | Assessment Measure(s) and Were Implemented in Curriculum – (From Assessment Plan) | Targets- Level of Success Expected- (From Assessment Plan) | Assessment Results – (Provide Data in a form related to targeted levels of success to the left. Indicate if the Targeted level of success was met, partially met, or not met.) |
| PLO #1The student (s) will use clinical reasoning and knowledge based on the nursing program of study, evidence-based practice outcomes, and research studies as the basis for decision-making and comprehensive safe patient and population care | NURS 3350Comprehensive components of the health assessment capstone.  The Capstone Assessment demonstrates the student’s ability to perform and document a complete comprehensive assessment of a patient as a culmination of course content acquired over the semester. The demonstration of the head-to-toe physical assessment reflects evidence-based practice in nursing assessment techniques to obtain accurate patient health data. Based on the objective and subjective patient data obtained, the student formulates a prioritized list of patient problems and decides on a plan to address each health concern reflecting primary, secondary and tertiary levels of care.  NURS 4355: Research and Evidence Based Practice Individual Research Project.  Students are introduced to research in sections (Research Problem and Literature Review, Framework and Hypothesis, Design and Methodology, Recommendations and Limitations and Professional Presentation). Upon review and feedback for each section, the students present their projects individually demonstrating evidence-based practice research that provides comprehensive safe care for their given population.  Revised curriculum courses to develop NURS 4354 – Project course to start Spring 2024 along with assessments.  | 80% of the students will earn a score of 80% or higher on the comprehensive physical assessment component of the health assessment capstone.   80 % of the students will earn a score of 80% or higher on the individual research project. |

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| 2020 Spring  | 20/20 =100% |
| 2021 Spring | 14/14 = 100% |
| 2022 Fall | 20/22 = 91% |
| 2023 Fall | 41/45 = 91 % |

Targeted level of success - met

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| --- | --- |
| 2020 Fall  | 29/29= 100% |
| 2021 Fall | Schedule Change-moved to Spring schedule to meet student needs |
| 2022 Spring | 18/18 = 100% |
| 2023 Spring  | 39/39 = 100% |

 Targeted level of success - met  |
| PLO # 2The student (s) will demonstrate inquiry and analysis in applying patient care technologies and information systems to support safe nursing practice and population risk reduction.   | NURS 4225: Nursing Informatics Final Project.  The Nursing Informatics Final Project allows the student to inform peers about the technology they chose to examine. The project is a combination of research on the chosen technology to examine how the technology is currently developed to improve patient outcomes as well as how the technology can be enhanced in the future to be a great benefit to the public at large.  | 80 % of the students will earn a score of 80% or higher on the nursing informatics final project. |

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| 2020 Fall  | 31/31=100% |
| Spring 2021 | Schedule change to meet student needs |
| Fall 2021  |
| 2022 Spring  | 17/17 = 100% |
| 2023 Spring  | 55/55=100% |

Targeted level of success - met |
| PLO # 3The student(s) will lead safety and quality improvement activities as part of the interdisciplinary team and as an advocate and manager of nursing care. | NURS 4235: Health Care Quality Management /Improvement Program Strategy Project.  Quality Improvement project pertaining to a healthcare entity. Students will develop teams and discuss the project with the instructor. Students will form teams and select topics. Students will develop a Quality Improvement Project and discuss it. The project will make use of quality improvement principles and information presented during the course. The project will be presented to the class. Each team member will be required to author a paper and present it to the class. Describe the basic steps used in managing change.  | 80% of the students will earn a score of 80% or higher on the quality management /improvement program strategy project.   |

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| 2020 Fall  | 30/33 =91% |
| 2021 Fall | Schedule change to meet the needs of student |
| 2022 Spring | 17/18 = 94% |
| 2023 Spring | 51/56 = 91% |

Targeted level of success - met |
| PLO #4 The student (s) will manage care transitions and promote population risk reduction with diverse communities in collaboration with members of the interdisciplinary health care team.  |   NURS 3340 Population-Focused Community Health I Community Assessment Project.  The students develop a community health project focusing on a plan to improve or maintain the  health of a targeted population. The project involved identifying the problem and population,  analyzing data, formulating a community health diagnosis, plans for implementation, and evaluation of the project.  NURS 4345: Population -Focused Community Health II Vulnerable Populations Community Assessment Project   The students select a family in the community that is approved to foster children. The students complete an interview and nursing assessment that identifies risks and limitations and develop an evidence-based health promotion teaching plan for the family.  Revised curriculum courses to develop NURS 4354 – Project course to start Spring 2024 along with assessments. | 80% of students will earn a score of 80% or higher on the vulnerable population's assessment project.  80% of students will earn a score of 80% or higher on the vulnerable population's assessment project.   |

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| 2020 Fall  | 20/20= 100% |
| 2021 Spring  | 11/11 = 100% |
| 2021 Fall  | 12/12 = 100% |
| 2022 Fall  | 29/31 = 94% |
| 2023 Fall  | 59/64= 92% |

Targeted level of success – met

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| --- | --- |
| 2020 Fall | 20/20 =100% |
| 2021 Spring | 11/11=100% |
| 2021 Fall | 12/12 =100% |
| 2022 Fall | 29/31= 94% |

Targeted level of success - metThis course will not start until Spring 2024. Therefore, no data to report. |
| PLO #5The student (s) will participate in monitoring institutional, professional, and public policy to maintain adherence to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.   | NURS 3330: Ethics Professional Paper  The students are required to do online searches regarding a specific ethic topic and answer the following: 1. Why is the topic significant in the community /nation /world?
2. What ethical principles are involved?
3. What are the issues to be considered in resolving the ethical question?
4. Why is the topic important to the nursing profession and our service?

The research helps the student to learn how to analyze and resolve ethical dilemmas and increases their knowledge of the many ethical dilemmas in the health profession.  NURS 4115 Health Organization Final project.   Students are assigned to identify a Health Policy initiative in which a nursing leader could further the cause by: * Discussing how it could be used in the clinical setting by completing a literature review
* Application and how a leader might propose to use it.
* Researching health policy initiatives broadens your perspective of the different issues in the health profession, workable solutions, and items still under investigation.
 | 80% of the students will earn a score of 80% or higher on the ethic professional paper.  80% of the students will earn a score of 80% or higher on the health organization final project |

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| 2020 Spring  | 20/20= 100% |
| 2021 Spring | 13/13 = 100% |
| 2021 Fall  | 7/8 = 87.5% |
| 2022 Fall  | 20/32=62.5%  |

Targeted level of success met 2020 Spring, 2021 Spring, 2021 FallTargeted level of success not met – Assignment instructions and rubric revised for clarity.

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| 2023 Fall  | 54/58= 93% |

Targeted level of success for 2023 Fall - met

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| 2020 Spring | 30/30= 100% |
| 2020 Fall | 12/12 = 100% |
| 2021 Fall | Schedule change met student needs |
| 2022 Spring | 13/18= 72.7% |
| 2023 Spring | 54/54 = 100% |

Targeted level of success met 2020 Spring, 2020 Fall and 2023 SpringTargeted level of success not met 2022 Spring 72.2% |
| PLO #6The student (s) will demonstrate leadership skills related to financial, human resources, clinical, and professional issues in providing and evaluating care.  | Sigma Theta Tau Nurse Managers Certificate.  The Sigma Theta Tau Nurse Manger Certificate provides students with supporting evidence of completing the 18 leadership modules. The modules are assigned in 7 of the 12 NURS courses, and compliance monitored in each course and data reported in NURS 4354. * Nurse Manager Pre-Assessment 2021
* Introduction to Administrative, Management, and Organizational Theories 2021
* Nursing Liability 2021
* Ethical Principles for Nurse Managers 2021
* Legal Documentation and Defenses 2021
* Project Management 2021
* Creating Budgets and Business Plans 2021
* Managing the Team 2021
* Human Resources: Issues and Strategies 2021
* Using Evidence to Guide Decision Making and Management Practices 2021
* The Art of Leading 2021
* Patient Satisfaction 2021
* Facilitating Staff Development 2021
* Patient Safety in the Health Care Workplace 2021
* Safety for the Health Care Worker 2021
* Life Balance for Nurse Managers 2021
* Using Evidence to Guide Strategic Planning 2021
* Nurse Manager Program Post Assessment 2021

Revised curriculum courses to develop NURS 4354 – Project course to start Spring 2024 along with assessments. | 80% of students will earn the Sigma Theta Tau Nurse Manager Certificate.  |

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| --- | --- |
| 2020 Fall  | 16/19= 94% |
| 2021 Spring | 10/11 = 91% |
| 2021 Fall  | Schedule change to meet student needs |
|  2022 Spring | 17/19 = 89% |
| 2023 Spring | 40/41 = 98% |

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| PLO # 7The student(s) will demonstrate leadership and advocacy that reflects the values and ethics of the nursing profession.   | NURS 4365 Leadership and Management Leadership Analysis Paper.   Students provided evidence-based research on different leadership style characteristics and how they reflect the profession's value. Application of AONL (American Organization for Nursing Leadership) leadership competencies into day-to-day operations.   | 80% of students will earn a score of 80% or higher on the leadership analysis paper.       |

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| 2020 Fall  | 16/17= 94% |
| 2021 Spring | 10/11 = 90.9% |
| 2021 Fall  | Schedule change to meet student needs |
|  2022 Spring | 17/19 = 89% |
| 2023 Spring | 40/41 = 98% |

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