The Standards: Divide and Conquer

Clarion University of PA

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Disclaimers

- This process was not supported by any grant.
- The presenters are employees of Clarion University of Pennsylvania, in the United States of America.
- The material used in this study was developed by the presenters.
- The presenters do not have any real or perceived vested interest that relate to this presentation.
Learning Outcomes

At the end of this presentation, participants will be able to:

- Describe the use of the Systematic Evaluation Plan (SEP) as a template for continuous quality improvement within Clarion University’s RN-BSN program

- Describe strategies to involve all nursing faculty in the SEP process
Involving the Faculty!

- External accreditation standards provide the framework for continuous assessment and improvement of the program.
- All members of the Department must be involved in this process and roles of departmental leaders and faculty must be clearly defined (Keating, 2015).
- The use of adjunct faculty has grown and faculty now teach across all programs within the Department of Nursing.
All Faculty Members Must Be Involved

- **Adjunct Faculty:** Encourage participation in the process thereby increasing interaction with the Department thereby improving student outcomes (Kezar, Maxey, & Eaton, 2014).

- **Faculty Mentors**
- **Faculty Development**
Faculty Roles

- Leadership Roles: Tenured and Tenure-Track Faculty
- Teams: Adjunct and junior faculty assigned to teams based on program affiliation, interests, and knowledge.
- Benefits:
  - Leadership Opportunities
  - Involvement of All Faculty
  - Practical framework for division of labor.
The nursing curriculum must support the achievement of end of program student learning outcomes (Accreditation Commission for Education in Nursing [ACEN], 2016).

Continuous assessment of the curriculum must occur to ensure the robustness of the RN-BSN program.

Standard IV of the Accreditation Commission for Education in Nursing (ACEN) guidelines are used as the template for assessment of the curriculum.
Assessment!

- Assessing End of Program Student Learning Outcomes through End of Course Student Learning Outcomes
- Tools for Assessing End of Course Student Learning Outcomes:
  - End of Course Student Evaluations
  - Examples of Student Work with Rubrics
  - Faculty Checklists
## Tools Used To Evaluate Individual Courses: End Of Course Faculty Checklist

<table>
<thead>
<tr>
<th>SEP Criterion</th>
<th>Benchmark Component</th>
<th>Rating of Degree of Use/Integration into Course</th>
<th>Example(s)</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7</td>
<td>Evaluation Methods Measure End of Program Student Learning Outcomes</td>
<td>4.7</td>
<td></td>
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<tr>
<td>4.7</td>
<td>Integrate scholarly inquiry, research, and theory into evidence-based nursing practice</td>
<td>4.7</td>
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<tr>
<td>4.7</td>
<td>Promote health and well-being for individuals, families, and communities including vulnerable and diverse populations:</td>
<td>4.7</td>
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</tbody>
</table>
Telling Our Story

- End of Course Documents Reviewed Each Semester
- Aggregation of Data and Summary
- Save Everything! Emails included
- Faculty Meeting Minutes; Committee Meeting Minutes
- Storage of Documents Clarion’s D2L Online Platform
Telling Our Story (Continued)

- Faculty Evaluation

<table>
<thead>
<tr>
<th>Links end of program/student learning outcomes to course/student learning outcomes</th>
<th>Meets rating 2 and provides additional explanation of how student learning outcomes relate to course content</th>
<th>Links end of program/student learning outcomes to course/student learning outcomes to module/week student learning outcomes</th>
<th>Only provides measurement of end of course student learning outcomes.</th>
<th>Does not link end of program/student learning outcomes to course/student learning outcomes to module/week student learning outcomes</th>
</tr>
</thead>
</table>
Example of an Email to Save!

“I spoke with Dr. M. at the writing center. He stated that we could have all students in a course submit their documents to the online writing center prior to submission to the faculty for review.

Working with the writing center and the English Department contributes to Standard 4: working within an interdisciplinary environment to (improve communication skills). As communication is one of our EOPSLO, this fits in very nicely with Standard 4.”
Systematic Review of the Data

- Compilation of Aggregate Data and Documentation Reviewed
- Strengths and Areas for Improvement Identified and Presented to Level Faculty
- Plans for Change Developed
- Plan Presented to Entire Faculty
And the cycle continues...
References

