MINUTES

October 2019 Educational Effectiveness

9/18/2019 12:00 PM | *Meeting called to order by* Leslie Moore

In Attendance

Sallie Coke, Dean Baker, Debby MacMillan, Leslie Moore, Gail Godwin, Josie Doss

New Business

1. Sallie and Josie provided an update on the application to NLN Center of Excellence designation.

2. Discussion on applying for Teaching Excellence for Department Award:

   o The group is committed to completing the application. The due date is in January 2020. Leslie will take the lead on compiling the application.

3. Update on SMART reports:

   o The SMART reports for all programs are due in TaskStream by October 15. Leslie will work with program coordinators as needed to finish the analysis of outcomes, and Leslie will enter the data for all programs.

   o Cara Smith volunteered to create an Excel spreadsheet with all of our assessment data for ease of future planning and analysis.

4. Changes to EE plan:

   o Our benchmarks for many standards and key elements need revising to better fit how we collect the data. Results in Qualtrics are provided in terms of a mean score, and the EE plan sets the benchmark in terms of a percentage. These need to be in alignment. After discussion, EE voted to bring a motion to NFO that reads: "The Educational Effectiveness Committee recommends a revision to the EE plan in any instance where the verbiage currently reads "80% of faculty/student respondents will agree or strongly agree with [insert standard/key element]" to "the mean faculty/student response with [inert standard/key element] will be a 4 (Agree) or higher on a scale of 1-5". "

5. Analysis of satisfaction survey results:

   o Leslie pulled the raw data from Qualtrics and brought an initial analysis with Debby MacMillan's comments for the committee to review (see below). The committee voted to accept these results and present to NFO.

Analysis of BSN Student Satisfaction Data

Fall 2019

1. BSN students (n=178) were asked to rate the degree to which they agreed with 14 statements related to participation in decision making, academic policies, adequacy of resources, adequacy of campus services, teaching/learning and evaluation practices, and the curriculum (see raw data for details). Ratings could range from 1= Strongly Disagree to 5= Strongly Agree, and faculty set the benchmark for each item at a mean of 4 or higher.

Below is the table of means for all 14 items:

Item	Mean	Meets Benchmark	Action Taken by EE (If Benchmark Not Met)
Students are able to participate in the School of Nursing decision making (i.e. class officers, PPC, Student Government Association). CCNE I-E	4.04	Yes	NA
Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are: 1) fair and equitable; and 2) published and accessible. CCNE I-F	4.21	Yes	NA
Fiscal (money) and physical resources (i.e. equipment, supplies, computer labs, teaching, classrooms) are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. CCNE II-A, B	4.26	Yes	NA
Advising services are sufficient to ensure quality and meet student needs. CCNE II-C	3.90	No	1. Change the question to indicate "Jr/Sr level advising services" to elicit correct data.

Row continued (Advising services, Action Taken column):

I have asked the nursing advisors to draft a policy related to the following issues:

1. Pre-nursing students are required to see advisor each semester, but once in the program are provided with NO advisement.

Questions:

1. Are there times when nursing students should be required to visit the advisor?

2. I also asked the advisors to meet with faculty and discuss uploading clinical contracts, notes about meeting with students to their student files which are kept by the advisor.

There appears to be a gap in how this is handled.

2. We have a new pre-nursing advisor. This may address issues.

3. Refer item to PPC for further clarification (perhaps additional survey for more details).

4. Refer item to the ~~UG APR Committee (perhaps meet with the new pre-nursing academic advisor).~~

Nursing advisors to draft a policy related to the following issues:

1. Pre-nursing students are required to see advisor each semester, but once in the program are provided with NO advisement.

Questions:

1. Are there times when nursing students should be required to visit the advisor?

2. I also asked the advisors to meet with faculty and discuss uploading clinical contracts, notes about meeting with students to their student files which are kept by the advisor. There appears to be a gap in how this is handled.

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			5. Refer item to the BSN Program Coordinator.
Counseling services are sufficient to ensure quality and meet student needs. CCNE II-C	3.98	No	1. This is a concern at the BOR level- await their recommendations.
Career Center services are sufficient to ensure quality and meet student needs. CCNE II-C New director of Career Center has asked to meet with NFO. I suggest getting them involved with the leadership course and also with practicum. They need to be more visible to our students.	3.91	No	1. Refer item to PPC for further clarification (perhaps additional survey for more details). 2. Have the new director of the Career Center to meet with NFO. It is suggested that they are involved with the leadership and practicum courses so they are more visible to our students.
Library services are sufficient to ensure quality and meet student needs. CCNE II-C	4.16	Yes	NA
The curriculum (nursing content) is logically structured to achieve expected student outcomes. Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge. CCNE III-F	4.12	Yes	NA
Teaching-learning practices in the CLASSROOM support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.18	Yes	NA
Teaching-learning practices in the CLINICAL setting support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.36	Yes	NA
Teaching-learning practices in the NURSING LAB support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.22	Yes	NA
Teaching-learning practices in SIMULATION support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.34	Yes	NA
The curriculum includes planned clinical practice experiences that: 1) enable students to integrate new knowledge and demonstrate meeting of program goals; 2) foster interpersonal collaborative practice; and 3) are evaluated by faculty. CCNE III-H	4.38	Yes	NA

Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied. CCNE III-I	4.28	Yes	NA

From the table, the areas of greatest BSN student satisfaction include:

- Evaluation of student performance
- Clinical experiences
- Teaching/learning practices (classroom, clinical, simulation, lab)

From the table, the areas of least BSN student satisfaction include:

- Advising
- Career Center services
- Counseling services

2. Students were asked for comments regarding the above ratings:

Topic of Concern	Action Taken by EE

• Disorganization/communication:
  o Some courses are disorganized- makes learning difficult
  o Team teaching can be disorganized
  o Faculty vs. student workers not on the same page for skills check-offs
  o Communication from faculty to students needs improvement
	1. Refer item to the SON Director.
	
	2. EE recommends that the SON Director address these concerns with individual faculty based on student comments, SRIS scores, etc. rather than address entire NFO. This ensures the message is received by the correct faculty.

• Grading:
  o Clinical journal grading is inconsistent
  o Students want to know more than just the right answer for missed exam items
	1. Refer to the UG Curriculum Committee.

• Resources
  o Lab needs more workers
  o Lectures with PowerPoint are helpful- it does not promote laziness
  o More simulations needed
  o Pre-nursing advisor is not helpful
	1. Refer to the UG Curriculum Committee to address lectures, more simulations.
	2. Refer to the SON Director to address more lab workers, pre-nursing advisor.

• Curriculum change:
  o Frustrated- changes made it harder
  o Family content is too different and is not taught in logical order
  o Constantly changing
	1. Refer to the UG Curriculum Committee.

• Course challenges: o Would be better to make changes during the semester instead of waiting until the next semester so current students can benefit	1. Refer to the UG Curriculum Committee.

o Some class time is scattered, unstructured	

• Students' mental health:
   o The program is hard and does not promote student well-being
   o Counseling services is not user-friendly (hard to make appt, limit on # of appts per year)
   o Some feel that the program is made harder than it has to be
   o Worried the new curriculum and disorganization will prevent them from passing the NCLEX-RN
	1. Refer to the SON Director to facilitate the following recommendations:
	
	2. EE recommends that counseling services interact with nursing students in about the second semester.
	
	2.A. Could be permanently included in the curriculum so all cohorts benefit from content related to stress, anxiety, etc.
	
	2.B. Have a "fact-finding" session with current BSN students and counseling services to determine what students' needs are.

3. Students were asked to comment on the areas that the School of Nursing excels, and the overwhelming areas were:

- Clinical/lab/simulation experiences
- Faculty and their support
- NCLEX-RN preparation

Analysis of MSN Student Satisfaction Data

Fall 2019

1. MSN students (n=45) (all tracks) were asked to rate the degree to which they agreed with 14 statements related to participation in decision making, academic policies, adequacy of resources, adequacy of campus services, teaching/learning and evaluation practices, and the curriculum (see raw data for details). Ratings could range from 1= Strongly Disagree to 5= Strongly Agree, and faculty set the benchmark for each item at a mean of 4 or higher.

Below is the table of means for all 14 items:

Item	Mean	Meets Benchmark	Action Taken by EE (If Benchmark Not Met)
Students are able to participate in the School of Nursing decision making (i.e. class officers, PPC, Student Government Association). CCNE I-E	3.73	No	1. Change the question to include "cohort report" on the next survey (2021) to remind MSN students about that method of participation. 2. Refer item to the Graduate Committee.
Academic policies of the parent institution and the nursing program are congruent and support	4.42	Yes	NA

achievement of the mission, goals, and expected program outcomes. These policies are: 1) fair and equitable; and 2) published and accessible. CCNE I-F			
Fiscal (money) and physical resources (i.e. equipment, supplies, computer labs, teaching, classrooms) are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. CCNE II-A, B	4.36	Yes	NA
Advising services are sufficient to ensure quality and meet student needs. CCNE II-C	4.34	Yes	NA
Counseling services are sufficient to ensure quality and meet student needs. CCNE II-C Students who are in fully online programs do not pay for these services so are not available to them. Should remove this question. I would suggest leaving the question because BSN students will answer it, but add an "NA" option for MSN and DNP students.	3.37	No	1. Refer item to the Graduate Committee to discuss counseling services offered to graduate students. 2. Add an "NA" option on the next survey (2021) to allow MSN students an option that does not affect the mean score.
Career Center services are sufficient to ensure quality and meet student needs. CCNE II-C Suggest that Career Center Services be included during orientation and also perhaps at other on campus face to face experiences. Discuss with Paige Alford and Beverly Waller.	3.65	No	1. Refer item to the Graduate Committee to discuss career counseling services offered to graduate students. 2. Add an "NA" option on the next survey (2021) to allow MSN students an option that does not affect the mean score.
Library services are sufficient to ensure quality and meet student needs. CCNE II-C	4.39	Yes	NA
The curriculum (nursing content) is logically structured to achieve expected student outcomes. Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge. CCNE III-F	4.36	Yes	NA
Teaching-learning practices in the CLASSROOM support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.27	Yes	NA
Teaching-learning practices in the CLINICAL setting support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.18	Yes	NA
Teaching-learning practices in the NURSING LAB support the achievement of expected student outcomes and expose students to	4.19	Yes	NA

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individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G			
Teaching-learning practices in SIMULATION support the achievement of expected student outcomes and expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.29	Yes	NA
The curriculum includes planned clinical practice experiences that: 1) enable students to integrate new knowledge and demonstrate meeting of program goals; 2) foster interpersonal collaborative practice; and 3) are evaluated by faculty. CCNE III-H	4.38	Yes	NA
Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied. CCNE III-I	4.44	Yes	NA

From the table, the areas of greatest MSN student satisfaction include:

- Evaluation of student performance
- Clinical experiences
- Academic policies

From the table, the areas of least MSN student satisfaction include:

- Career Center services
- Counseling services
- Participation in decision-making

2. Students were asked for comments regarding the above ratings:

Topic of Concern	Action Taken by EE

• Some quality of instruction has declined:
     o Some recorded lectures are not good quality or engaging
     o Students need more direction
     o Some courses are disorganized
	1. Refer item to Graduate Committee.

• Some faculty could improve:
     o Some emails are not returned in a timely manner
     o Some faculty are seen as rude
     o Some poor communication from faculty to other faculty (team teaching) and students
	1. Refer item to SON Leadership Team.

• Clinical placement- students need more help	1. We now have a clinical coordinator to help students with clinical placement.

3. Students were asked to comment on the areas that the School of Nursing excels, and the overwhelming areas were:

- Simulation
- Faculty support

Analysis of Faculty Satisfaction Data
Fall 2019

1. Faculty (n=17) were asked to rate the degree to which they agreed with 8 statements related to participation in decision making, academic policies, adequacy of resources, adequacy of campus services, teaching/learning and evaluation practices, and the curriculum (see raw data for details). Ratings could range from 1= Strongly Disagree to 5= Strongly Agree, and faculty set the benchmark for each item at a mean of 4 or higher.

Below is the table of means for all 8 items:

Item	Mean	Meets Benchmark	Action Taken by EE (If Benchmark Not Met)
Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations. CCNE I-D	4.29	Yes	NA
Faculty and students participate in program governance. CCNE I-E	4.35	Yes	NA
Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed. CCNE II-A	3.94	No	1. Refer item to the SON Director: . Currently looking at Navicent Baldwin for additional faculty offices and also for additional larger classroom space. New furniture requested in the 2021 One Time Funding to better utilize the large 2nd floor classroom for active and engaged learning.
Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed. CCNE II-B	3.88	No	1. Refer item to the SON Director and Program Coordinators.

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Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis. CCNE II-C	4.47	Yes	NA
The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes. CCNE II-G	4.35	Yes	NA
The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that: 1) are congruent with the program's mission and goals; 2) are congruent with the roles for which the program is preparing its graduates; and 3) considers the needs of the program-identified community of interest. CCNE III-A	4.65	Yes	NA
Teaching-learning practices and environments: 1) support the achievement of expected student outcomes; 2) 2. consider the needs and expectations of the identified community of interest; and 3) 3. expose students to individuals with diverse life experiences, perspectives, and backgrounds. CCNE III-G	4.59	Yes	NA

From the table, the areas of greatest faculty satisfaction include:

- Academic support services (different than student's perspective)
- Curricula
- Teaching/learning practices

From the table, the areas of least faculty satisfaction include:

- Fiscal resources are not adequate
- Physical resources are not adequate

2. Faculty were asked for comments regarding the SON's opportunities for improvement:

Topic of Concern	Action Taken by EE

• Faculty workload:
   ○ We're always striving for excellence and we don't take time to recognize our accomplishments
   ○ Too many curricular changes at one time
   ○ Need more faculty
   ○ Need equity in workload
	1. Refer item to the SON Director.
	
	Lecturer hours are being reduced to 15 credit hours spring semester 2020. Faculty who are in lecturer lines are encouraged to not take on additional responsibilities (DNP committee work, etc.).
	
	2. Refer item to the SON Faculty Workload Task Force.
	
	Budget request for next academic year will include additional faculty lines and also increased part-time

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	faculty lines. I am hopefully that these request will be granted. Faculty Workload Task Force is reviewing material and will make a recommendation.

• More resources needed:
  o Faculty salaries are low
  o Need more space (larger classrooms, continue building sim center)
  o UG clinical coordinator needed
	1. Refer item to the SON Director.
	Faculty salary study has been completed. It is my understanding that adjustmentsed will be made in January of 2020 for some faculty who are below a certain level. The base starting pay for permanent lecturers was increased from $51,000 to $53,500.
	
	2. We now have an UG Clinical Coordinator. Ask the SON Director to clarify the UG Clinical Coordinator role and duties as a discussion item at the next NFO meeting.

3. Faculty were asked to comment on the areas that the School of Nursing excels, and the most common areas were:

- Excellent faculty
- Success of our students
- Use of technology
- Teaching practices

Summary Table

Actionable Item	Committee Receiving Recommendation
Advising services are sufficient to ensure quality and meet student needs. CCNE II-C (BSN)	PPC Nursing Advisors BSN Program Coordinator
Career Center services are sufficient to ensure quality and meet student needs. CCNE II-C (BSN)	PPC New Director of Career Center
• Grading: (BSN) o Clinical journal grading is inconsistent Students want to know more than just the right answer for missed exam items	UG Curriculum Committee

• Resources (BSN)
  o Lectures with PowerPoint are helpful- it does not promote laziness
  o More simulations needed
	UG Curriculum Committee

• Curriculum change: (BSN)	UG Curriculum Committee

o Frustrated- changes made it harder o Family content is too different and is not taught in logical order Constantly changing	
• Course challenges: (BSN) o Would be better to make changes during the semester instead of waiting until the next semester so current students can benefit Some class time is scattered, unstructured	UG Curriculum Committee
Students are able to participate in the School of Nursing decision making (i.e. class officers, PPC, Student Government Association). CCNE I-E (MSN)	Graduate Committee
Career Center services are sufficient to ensure quality and meet student needs. CCNE II-C (MSN)	Graduate Committee

• Some quality of instruction has declined: (MSN)
      o Some recorded lectures are not good quality or engaging
      o Students need more direction
      o Some courses are disorganized
	Graduate Committee

• Some faculty could improve: (MSN)
      o Some emails are not returned in a timely manner
      o Some faculty are seen as rude
      o Some poor communication from faculty to other faculty (team teaching) and students
	SON Leadership Team

• Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed. CCNE II-B (Faculty)	SON Leadership Team

• Faculty workload:
      o We're always striving for excellence and we don't take time to recognize our accomplishments
      o Too many curricular changes at one time
      o Need more faculty
• Need equity in workload
	SON Faculty Workload Taskforce

Adjourn at 1:00 pm

Next Meeting

November 15, 2019 @ 11:00.