

# 2013 Fall Nursing Faculty SLO Survey

*Fall 2013 - Faculty - Nursing*

### Q3 - What do you think your students liked best about your program?

What do you think your students liked best about your program?

The methods of delivery.

The relationships with their instructors and the smaller class sizes

The extensive clinical experience.

Quality of education they receive. They understand the rigor and commitment of the program to succeed.

Hands-on learning and application of learned skills in clinical setting.

The ability to get a quality education for less money and be taught by instructors with current experience.

Faculty care about them personally and will do whatever possible to help them achieve success. They love their simulation experiences I have heard many positive comments about the 6 weeks and 6 weeks for 2nd semester clinical courses. They like two days in a row, they are able to see progress and changes in their acute care patients.

The hands on learning experiences

Faculty who demonstrate that they care. Sim lab

They can take courses online. Some courses are available on RLCs. Variety of clinical settings.

Contact with a knowledgeable and understanding instructor.

Variety of classroom/course options. Smaller class sizes

#### Q4 - What do you think your students would like to see changed in your program?

What do you think your students would like to see changed in your program?

That when new policies are implemented, the students are made aware of them prior to the start of the semester.

The fact that there are few breaks in between the trimesters and the inability to study on a part time basis.

Tutoring for all of the courses in the program

Decreased number of students per theory course. Large groups make substandard environments for learning.

Smaller clinical group sizes, as students ask for more 1:1 time with faculty in clinical setting. Having F2F/OL-seats for all students requesting a particular section-currently the F2F section quickly fills and students may need to take OL, even though they prefer the F2F section and/or were previously unsuccessful in an OL course. Students not at a 'passing' grade at midterm are not allowed to register and often it is these students who would most benefit from F2F and the only open 'seats' are OL-and further hinders student success.

I have heard students talking about the travel involved to clinical and Simulation Lab sites.

I hear verbalizations about how more simulation would be great although they do not always express joy or satisfaction in driving for their simulation experiences.

consistent instructors

No homework

More courses offered at RLCs. Consistency in expectations from instructors.

Make the program easier for them (probably not a goal that we can accomplish in an RN program)

less travel

## Q5 - How many students will graduate from your program this trimester?

How many students will graduate from your program this trimester?

Hopefully 48.

approx 40?

35

35

Approx 35

35

36 for fall We are admitting 64 in ths spring and many faculty are verbalizing a concern about what the success rate will be and how there will be adequate clinical sites and faculty to achieve the needs of the large class.

35

52

36

35

35

## Q7 - How many graduates are able to use effective communication skills?

How many graduates are able to use effective communication skills?

All of them.

all

35

35

Hopefully all-although I followed a graduating student in her final clinical and the preceptor-identified some communication concerns with 1 student.

hopefully 100% or they would not be graduating

36/36

35

100%

36

35

100%

**Q8 - Provide any comments you have on effective communication skills taught in this program.**

Provide any comments you have on effective communication skills taught in this program.

Covered throughout the program. It is a Program outcomes.

no comments

Some of the students have a difficult time writing a complete sentence using correct grammar.

Although, the content is woven throughout the program is often difficult to evaluate directly, since little opportunity to have 1:1 with students in clinical setting. Communication is a Student Learning Outcome (SLO) for statewide curriculum and evaluated ongoing in clinical courses.

Effective communication skills are threaded into every theory and clinical course throughout the program. In addition, instructors model these behaviors during the program.

The first learning plan in Nursing Fundamentals is on Communication and Documentation. This is where they learn therapeutic communication techniques.

Communications skills are focused on in all of our clinicals; they are especially focused on in the mental health clinical.

emails, papers, verbal with patients and instructor.

introduced in fundamentals and thread throughout

## Q9 - How many graduates are able to apply mathematical concepts?

How many graduates are able to apply mathematical concepts?

All of them.

all

35

35

Hopefully all

hopefully 100% or they would not be eligible to graduate from the Nursing program

36/36

35

100%

34

35

100%

**Q10 - Provide any comments you have on the application of mathematical concepts taught in this program.**

Provide any comments you have on the application of mathematical concepts taught in this program.

Covered throughout program. It is part of a program outcome.

none

Students understand the critically of accurate math calculation being life or death accountability.

Math is taught in first semester and continued testing throughout the entire program with 2 math problems for each exam, in each course. Students are expected to maintain and apply, student's should look at the math questions as easily achievable correct answers on each exam. In addition, Math is a Student Learning Outcome (SLO) for statewide curriculum and evaluated ongoing in clinical courses.

Many students are quite weak in terms of mathematical skills/concepts upon entering the program. I believe we should have stricter guidelines for entering the program. Math is very important in administering correct medication doses! We teach medication math in the first semester and have math questions in every theory exam during the program.

The students need to be successful because they have to calculate for medication administration and nursing assessments.

We have math calculation questions in all of our exams; they have to calculate drip rates in certain situations in simulation. There are a few students that do struggle with math at graduation.

Each exam contains 2 math questions.

incorporated throughout classes/testing/clinical



# Q11 - How many graduates are able to transfer social and natural science theories into practical applications?

How many graduates are able to transfer social and natural science theories into practical applications?

All of them.

all

35

35

Hopefully all

100% or they would not be eligible to graduate from our program!

36

35

100%

30

35

100%

**Q12 - Provide any comments you have on transferring social and natural science theories into practical applications, and how it is taught in this program.**

Provide any comments you have on transferring social and natural science theories into practical applications, and how it is taught in this program.

Covered throughout program. It is part of a program outcome.

none

Students apply these concepts in everyday patient care.

Although, the content is woven throughout the program is often difficult to evaluate directly, since little opportunity to have 1:1 with students in clinical setting; however the required clinical prep and exams do assist to evaluate. Related Student Learning Outcome (SLO) for statewide curriculum and evaluated ongoing in clinical courses, theory course exams and ATI testing.

If a nursing student cannot understand the importance of social sciences and natural sciences in the nursing program, they will not be successful. We have many prerequisite science courses before a student is eligible to begin the nursing program. The research shows that the best predictor of success in a nursing program is successful completion of science courses. The sciences are threaded throughout our program, in every theory and clinical course, as well as lab courses.

They have to make the transfer because this is the science of nursing. It is necessary to integrate pathophysiology with nursing theory to provide nursing interventions.

I think this is an area where some students struggle. They are very focused on skill acquisition that sometimes this isn't a priority.

Students learn this in nursing theory class and practice it at clinicals.

### Q13 - How many graduates are able to use critical thinking skills?

How many graduates are able to use critical thinking skills?

All of them.

all

35

35

Hopefully all are at some level developing critical thinking skills

100%

36

35

100%

35

35

100%

**Q14 - Provide any comments you have on critical thinking skills taught in this program.**

Provide any comments you have on critical thinking skills taught in this program.

Covered throughout program. It is part of a program outcome.

none

Requirement of nursing program success.

Although, critical thinking development is woven throughout the program is often difficult to evaluate directly, since little opportunity to have 1:1 with students in clinical setting; however the required clinical prep and exams do assist to evaluate. Related Student Learning Outcome (SLO) for statewide curriculum and evaluated ongoing in clinical courses, theory course exams and ATI testing.

We talk about critical thinking skills and clinical reasoning skills in every course throughout the 4 semesters of the program. Our statewide curriculum Performance Standards and corresponding Learning Objectives reinforce development of critical thinking skills in each course.

Students are required to assimilate and critically reason in order to make nursing care decisions. The skill set is also necessary for prioritization of nursing care.

My numbers may be arbitrary, but I believe for the most part are students are able to think through clinical situations critically.

Students learn this in nursing theory class and practice it at clinicals.

**Q15 - How many graduates are able to use technology effectively?**

How many graduates are able to use technology effectively?

All of them

all

35

35

All

100%

36

35

100%

36.

35

100%

**Q16 - Provide any comments you have on how using technology effectively is taught in this program.**

Provide any comments you have on how using technology effectively is taught in this program.

Covered throughout program. It is part of a program outcome.

none

Required competency for graduation in nursing.

All students need to be competent in basic computer skills to navigate, Bb, email, sending attachments, internet etc. in the clinical setting, many clinical sites are utilizing EHR and student are expected to take required facility training and be competent in usage during clinical. EHR introduced in skills courses.

We use Blackboard in every course. In addition, we utilize technology skills in our Lab courses (IV pumps, EMRs, Mannequins) and experience practical application of technology in the clinical settings.

The program uses Blackboard and computerized testing all through the program. We also have an Electronic Medical Record that they learn to utilize while administering care during the simulation experience and in the skills lab.

Students have many opportunities to use technology and are comfortable with the use of new technology.

Students gain a variety of experiences with technology in the classroom and at various clinical sites.

**Q17 - How many graduates are able to value themselves and work ethically with others in a diverse population?**

How many graduates are able to value themselves and work ethically with others in a diverse population?

All of them

all

35

35

Hopefully all

100%

36

35

100%

I would like to answer 36, but I'm not sure that all of our graduates work ethically.

35

100%

**Q18 - Provide any comments you have on how valuing one's self and working ethically with others in a diverse population is taught in this program.**

Provide any comments you have on how valuing one's self and working ethically with others in a diverse population is taught in this program.

Covered throughout program. It is part of a program outcome.

none

Same as previous comment

Although, professional behaviors are woven throughout the program; however, is often difficult to evaluate directly, since little opportunity to have 1:1 with students in clinical setting. Related Student Learning Outcome (SLO) for statewide curriculum and evaluated ongoing in clinical courses.

These concepts are evident in the Performance Standards and Learning Objectives associated with our statewide curriculum, used in every course. Our students are evaluated on these concepts in the Clinical setting(s).

Diversity is one of the Learning Plans in Nursing Fundamentals and diversity is also incorporated into learning plans across the lifespan throughout the course work of the state curriculum.

See my above comment.

Students learn this in nursing theory class and practice it at clinicals and with peers.



# Q19 - How many graduates are able to make decisions that incorporate the importance of sustainability?

How many graduates are able to make decisions that incorporate the importance of sustainability?

All of them

unknown

35

35

Uncertain

hopefully 100%

36

35

100%

I don't have a number.

35

100%

**Q20 - Provide any comments you have on how incorporating the importance of sustainability in the decisions one makes is taught in this program.**

Provide any comments you have on how incorporating the importance of sustainability in the decisions one makes is taught in this program.

Covered as part of a program outcome. The outcome addresses being fiscally responsible with the use of resources.

Think we send very mixed messages regarding sustainability when we require our nursing program students to travel 60 miles/ minutes( utilizing fuel ) for simulation that could be offered at the main campus.

Same

, 'fiscal responsibility' is woven throughout the clinical courses Related Student Learning Outcome (SLO) for statewide curriculum and evaluated ongoing in clinical courses.

Sustainability is reinforced in our Lab courses with respect to resources used (supplies, etc.) as well as teaching students to be fiscally responsible in the Clinical environment.

Healthcare in 2013 demands the principles of sustainability. We are practical and reasonable in how the learning environments created throughout our program.

I don't believe sustainability is a priority for our new graduates.

Students learn this in nursing theory class and practice it at clinicals.

incorporated in skills classes, during Simulation and other clinicals

**Q22 - How many graduates are able to implement their role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to caring, advocacy, and quality care while adhering to evidence-based practice?**

How many graduates are able to implement their role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to caring, advocacy, and quality care while adhering to evidence-based practice?

All of them

all

35

Hopefully all

100% of 35 or they would not meet the criteria to graduate.

36

35

100%

Not all our graduates evolve into this nurse. I do believe most of our graduate are this nurse. See my comment below.

35

100%

**Q23 - Provide any comments you have about teaching this program outcome.**

Provide any comments you have about teaching this program outcome.

Although, professional behaviors are woven throughout the program; however, is often difficult to evaluate directly, since little opportunity to have 1:1 with students in clinical setting. Related Student Learning Outcome (SLO) for statewide curriculum and evaluated ongoing in clinical courses.

We evaluate our students regarding these qualities in every Clinical rotation. They must meet and maintain the competencies to be successful in the program.

In order to make it from the beginning to the end of the program the graduate is mandated to perform in accordance with the principles outlined in this question.

I believe we teach to this program outcome; however we cannot always change the basic character of a person.

Students learn this in nursing theory class and practice it at clinicals.

**Q24 - How many graduates are able to demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts?**

How many graduates are able to demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts?

All of them

all

35

Hopefully all

100%

36

35

100%

98%

35

100%

**Q25 - Provide any comments you have about teaching this program outcome.**

Provide any comments you have about teaching this program outcome.

Although, communication is woven throughout the program; however, is often difficult to evaluate directly, since little opportunity to have 1:1 with students in clinical setting. Related Student Learning Outcome (SLO) for statewide curriculum and evaluated ongoing in clinical courses.

I believe we should incorporate more written work (at an appropriate higher level) early in the program. Some written communication skills are weak.

It is not possible to be a nurse if you are unable to communicate.

Our graduates have multiple opportunities to learn these skills in the clinical setting.

**Q26 - How many graduates are able to integrate knowledge of social, mathematical, and physical sciences, pharmacology, and disease processes while participating in clinical decision making?**

How many graduates are able to integrate knowledge of social, mathematical, and physical sciences, pharmacology, and disease processes while participating in clinical decision making?

All of them

all

35

Hopefully all

100%

36

35

100%

95%

35

100%

**Q27 - Provide any comments you have about teaching this program outcome.**

Provide any comments you have about teaching this program outcome.

See previous comment related to this outcome

Again, the students must meet these criteria in order to be successful in the program.

If they are not able to do this they are not eligible for graduation.

Most of our graduates achieve this, but some graduates continue to struggle with these concepts.



**Q28 - How many graduates are able to provide patient centered care under supervision by participating in the nursing process across diverse populations and healthcare settings?**

How many graduates are able to provide patient centered care under supervision by participating in the nursing process across diverse populations and healthcare settings?

- All of them
- all
- 35
- Hopefully all
- 100%
- 36
- 35
- 100%
- 100%
- 35
- 100%

**Q29 - Provide any comments you have about teaching this program outcome.**

Provide any comments you have about teaching this program outcome.

Variations 'Across the Lifespan' is woven throughout the SWC in all courses,

Students who are unable to provide patient-centered care across the lifespan cannot be successful in the program.

If they are unable they would not be eligible for graduation.

We provide these opportunities throughout our curriculum.

Students practice nursing in a variety of healthcare settings.

**Q30 - How many graduates are able to minimize risk of harm to patients, members of the healthcare team and self through safe individual performance and participation in system effectiveness?**

How many graduates are able to minimize risk of harm to patients, members of the healthcare team and self through safe individual performance and participation in system effectiveness?

All of them

all

35

Hopefully all

100%

36

35

100%

100%

35

100%

**Q31 - Provide any comments you have about teaching this program outcome.**

Provide any comments you have about teaching this program outcome.

utilization of Human Patient Simulators is very effective for teaching this outcome

Safety is a priority! evaluated ongoing in clinical courses

Again, this is a competency that is taught initially in the first semester and must be maintained in order to be successful.

Safety always comes first for nurses.

We provide these opportunities throughout our curriculum.

Instructor to student ratio 1:8 or less at clinicals.

**Q32 - How many graduates are able to collaborate as an active member of the multidisciplinary health care team to provide effective patient care throughout the lifespan?**

How many graduates are able to collaborate as an active member of the multidisciplinary health care team to provide effective patient care throughout the lifespan?

All of them

all

35

Hopefully al

100%

36

35

100%

98%

35

100%

**Q33 - Provide any comments you have about teaching this program outcome.**

Provide any comments you have about teaching this program outcome.

Students have the opportunity to experience achievement in a variety of clinical settings throughout the program and are evaluated ongoing in clinical courses as well as theory courses application

This is a competency that is developed and maintained in the latter half of the program, in the Clinical environment.

We focus on the lifespan all through the program.

Not all students get the opportunity to work within a mutidisciplinary team.

**Q34 - How many graduates are able to use information and technology to communicate, manage data, mitigate error, and assist with decision-making?**

How many graduates are able to use information and technology to communicate, manage data, mitigate error, and assist with decision-making?

All of them

all

35

Hopefully all

100%

36

35

100%

100%

35

100%

**Q35 - Provide any comments you have about teaching this program outcome.**

Provide any comments you have about teaching this program outcome.

This is an emerging SLO as EHR is introduced in skills and various clinical settings. Use of professional resources retrieved from appropriate search engines for a variety of assignments

This competency must be met in order to graduate. It is fully evaluated in the last 4 weeks Transition rotation.

Again the students would not be eligible for graduation if they were not able to do this.

Students get multiple opportunities to use technology.



### Q37 - Consider this class of graduating students, what was most challenging for the faculty in your program?

Consider this class of graduating students, what was most challenging for the faculty in your program?

The scheduling of classes on main campus and requirement to travel to remote campuses for clinical teaching. There was little time to meet with students to review course work or exams.

Many students had failed classes several times in several of the classes. Typically after failing 3 courses in the program results in the student being eliminated from the program. Some of these students demanded a lot of extra attention in order to pass courses that they failed twice before. We need to stick to the policies regarding how many times a student can fail one course and how many they can fail in the program. When these students are not successful, they often are not successful on their boards when they finally do make it through which reduces our NCLEX passing rate and reduces our integrity within the WTCS.

Students allowed to exceed the 'policy' (Division-level) identified attempts for course and program re-entry as these students are at risk for not being successful with NCLEX-declining NCLEX pass-rate-as faculty have identified factors to support success; however, are not supported or policies followed that would improve NCLEX pass-rates. Admission standards have not been increased/changed to reflect the identified, increasing difficulty of NCLEX

One of the most challenging issues for me is having course repeat policies and program repeat policies that are written, but not adhered to by our Health and Public Safety administration. Students who repeat courses multiple times are known to be those with a greater probability of failing the NCLEX Board exam. This current graduating class had students with multiple course repeats. Also, the research says we should teach in our area(s) of expertise, but our administration views the faculty as generalists who should all teach everything. It becomes rather difficult to continually prep for new courses (without prep time, per se).

I believe a percentage of our student population has become demanding and have to be reminded of their responsibilities as a student. They may express the desire to have information given to them to avoid reading assignments. This is a small percentage but the small percentage can represent a challenge at times.

I don't understand this question. Workload has increased and moral is not good. It was very challenging making night visits (anytime after 9 p.m.) for students who were in transition from 7p-7a when the instructor has other classes and a family at home this is really nice to see at least once a day. It is even harder to make night visits especially when an instructor needs to be up the next day for clinical at 4 a.m. and to the agency/on the floor by 0530.

Finding clinical sites and consistent faculty supervision.

Not enough time to do everything that needs to be done for a successful program. Keeping a balance between home and work.

change to trimesters and having 1 less week to cover content the calendar with mid week start

**Q38 - Please use this space to share any other feedback, comments, or suggestions about your experience teaching in this program this past trimester.**

Please use this space to share any other feedback, comments, or suggestions about your experience teaching in this program this past trimester.

It is very difficult due to the changes in our work assignments, the low morale of the faculty and the lack of knowledge our leaders possess about our program and the accreditation of this program.

Policies not being followed, no consistency for students or faculty! A different set of 'standards' for students, than that of faculty. Constant teaching schedule changes-for some faculty have semester-to-semester course changes-does not allow for improvement to courses (and better outcomes for our students) because the need to prep for new courses each semester. Workloads not equivalent-some always at full load (consistently) and others consistently under load and have no changes to the courses they teach. Concerns regarding decreasing NCLEX rates

The trimester program as well as other current changes (such as increased workloads) contributes to change fatigue. I am quite saddened not to have enough time off between terms to decompress and prepare for the next term, let alone vacation. Admitting more students should not be the goal if the quality of the education is compromised!

We do not have time allotted to meet all of our responsibilities. We have required activities for our accreditation and we are currently not loaded credit for the responsibilities. The same scenerio is in place for advising. We are professionally accountable but are not recognized accordingly in our work load. There is only so much which can be accomplished in one day. There are times where I feel I have become a volunteer versus a working professional. We are admitting a huge class in the spring and we do not have more faculty or more clinical agencies. I can only explain by saying the cart does not go before the horse in life or in the nursing program. Grants can be wonderful assets but I believe at some point we are not in touch with a plan to create ongong success. I have always been proud to be part of this organization but spirits are low and I do not feel the dean or the associate dean are the right fit for our needs. They do not demonstrate or communicate a plan that has a beginning and an end, instead, it is like a chase; more is not always better. We are not asked we are told and many plans change mid-stream. This is not effective for students and it is very stressful for faculty.

I am not sure what information you are looking for here. I don't like not having a break from students. Students take a lot of time and energy and if an instructor needs to have recovery time.

No other comments.