

## STUDENT LEARNING ASSESSMENT REPORT

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**PROGRAM: Bachelor of Science in Nursing**

**SUBMITTED BY: Agnes Burkhard**

**DATE: 9/30/15**

**BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:**

Data collected and submitted as part of the Student Learning Assessment report are stored in the location relevant to their source. Student exam results attributed to Health Education Services, Inc. (HESI) Testing and Remediation are available on a secure Elsevier/Evolve on-line site, with summary copies in the chair's office. Course report data, submitted at the end of each academic semester by course faculty, are stored in a secure location in the chair's office.

### EXECUTIVE SUMMARY

**Program description from the Course Catalog:** Upon review of the 2014-15 catalog it was determined that a 1-2 paragraph program description was not present. This will be developed and added to future catalogs.

**List all of the program's learning outcomes:** *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment
1. Apply the nursing process to provide quality patient-centered care.	2013-14	X	2018-19
2. Communicate, collaborate, and negotiate as a member of an interdisciplinary health care team.	2012-13		2016-17
3. Demonstrate knowledge of professional and ethical standards as they apply to nursing practice.	2013-14		2018-19
4. Utilize evidence-based knowledge from nursing and other disciplines to practice.	2009-10		2015-16
5. Demonstrate the application of psychomotor skills for efficient, safe, and effective patient care.	2005-06		2016-17
6. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing			2015-16

7. Delegate and supervise patient care activities to ensure the delivery of safe, timely and effective nursing care.	2013-14	X	2016-17
8. Participate in population focused health promotion and disease prevention activities.	2012-13		2018-19
9. Participate in professional activities that support improvement in health care services.	2009-10		2015-16
10. Develop a plan for continuous professional development and life-long learning.	2004-05	X	2018-19

**Describe how the program’s outcomes support Marymount’s mission, strategic plan, and relevant school plan:**

The curriculum for baccalaureate nursing program is developed, implemented, and revised to reflect student-learning outcomes that are congruent with the university, school, and program mission and goals. Marymount University (MU) is a student-centered learning community that values diversity and strives to educate the whole person. The hallmarks of a Marymount education are *scholarship, leadership, service, ethics, and a global perspective*. The University’s mission emphasizes academic excellence, a liberal arts foundation, career preparation, and personal and professional development. Congruent with this mission, the aim of the MSHP is to foster the individual development of each student and enable students to become competent health professionals prepared to contribute and respond to society’s changing health needs.

Within the Department of Nursing, there is a commitment to meet the individual learning needs and foster the individual development of each student, while providing a foundation for pre-professional practice and generalist nursing education. Learning outcomes are relevant to the general learning outcomes of the university-wide liberal arts core with an emphasis on the core values of integrity, excellence, professionalism, respect, and service. The baccalaureate program lends direct support in achieving MU’s strategic planning goals by offering a rigorous undergraduate curriculum that produces graduates able to succeed in professional nursing positions in health care organizations, promoting a cohesive academic community, and promoting a high level of awareness of Marymount presence among health care organizations.

**Provide a brief description of the assessment process used including strengths, challenges and planned improvements and provide evidence of the existence of a culture of continuous improvement based on assessment:**

The Department of Nursing recognizes assessment as a continuous process of quality improvement. Of note, in August 2013, the faculty submitted a self-study report to the Commission on Collegiate Nursing Education (CCNE) as part of the re-accreditation process. This self-study process was aimed at evaluating the success of our program in achieving its mission, goals, and expected outcomes. This was followed by an accreditation visit by a CCNE review team in October 2013. As the result of this rigorous assessment process, both the undergraduate and graduate nursing programs were awarded the maximum re-accreditation terms of 10 years.

Throughout the 2014-2015 academic year, continuous quality improvement activities occurred as the department chair(s) led assessment activities in conjunction with the Nursing Assessment Committee. The committee is comprised of six faculty members, and committee activities are reported on a monthly basis at departmental meetings. In the past academic year, faculty have remained actively involved in curricula assessment to ensure that we continue to meet the standards for baccalaureate nursing programs as identified in the American Association of Colleges of Nursing's (AACN) *The Essentials of Baccalaureate Education for Professional Nursing Practice*, and the American Nurses Association (ANA) *Scope and Standards of Practice*, in addition to university requirements. A continuing challenge for the program has been the selection of direct and indirect measures which best reflect the achievement of program outcomes. Updates on planned program improvements for the 2014-15 academic year are detailed in the following table. Specific planned improvements for the 2015-16 academic year are provided later in this document.

**Describe how the program implemented its planned improvements from last year:**

<b>Outcome</b>	<b>Planned Improvement</b>	<b>Update</b> <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
Apply the nursing process to provide quality, patient-centered care.	<p>Aim – improve NCLEX pass rate and utilization of Evolve/Hesi products for program assessment, student evaluation, and student remediation.</p> <ol style="list-style-type: none"> <li>1. Implement a course grading policy for select courses (NU 231, 246, 332, 333, 334, 335, 361, 412, and 425) on Hesi specialty exam scores. Utilize a faculty-approved conversion score guide.</li> <li>2. A course specific improvement (NU 332) was a plan to revise use Evolve/Hesi Patient Reviews to assess and reinforce student understanding of core content in these knowledge-bases scenarios. For this course the number of</li> </ol>	<p>The NCLEX pass rate for first-time exam takers for the first two quarters of 2015 (January 1-June 30) were:            Traditional students (n=21) 90%            Accelerated BSN students (n=83) = 95%            This was an improvement as compared 2013-14 rates. The following offers updates on planned program improvements.</p> <ol style="list-style-type: none"> <li>1. In August 2014, Department of Nursing faculty approved a grading policy for select courses (NU 231, 246, 332, 333, 334, 335, 361, 412, and 425) that allocated 5% of the course grade to Hesi Specialty Exams. A conversion score guide was also approved.</li> </ol>

	<p>required patient reviews would increase from five to eleven for the 2014-15 academic year.</p> <p>3. Implement a structured remediation program “Think Like a Nurse Case Studies” for students who have been identified as being at-risk for not passing the NCLEX-RN exam. This would be a small group seminar facilitated by nursing faculty using an inquiry-based approach.</p>	<p>This policy was implemented in the Fall 2014 semester.</p> <p>2. The number of Evolve/Hesi case studies utilized in NU 332 increased to eleven during the Fall 2014 semester. Course faculty was unable to sustain this number in the Summer 2015 semester due to the abbreviated 11- week semester.</p> <p>3. In both the Fall and Spring semesters (2014-15) any student not earning a score of 850 or greater on the Hesi Exit Comprehensive Exam was required to participate in the “<i>Think Like a Nurse</i>” faculty facilitated structured remediation program. The number of students were (Fall 2014 = 14) and Spring 2015 = 32). Small group remediation meetings were held weekly for 8weeks. There were 8-12 students in each group that was facilitated by a nursing faculty member with expertise in medical-surgical nursing. In the Spring 2015 semester, we added the requirement that students complete the National Council of Boards of Nursing Learning Extension 8-week review course, in addition to mandatory participation the facilitated case study sessions.</p>
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<p>Demonstrate knowledge of professional and ethical standards as they apply to nursing practice.</p>	<ol style="list-style-type: none"> <li>1. Ensure that the BSN Exit Survey is sent to all graduates to ensure adequate representation of students.</li> <li>2. Implement measures to improve communication and collaboration among faculty regarding assessment aims and consensus on the selection of assessment items and departmental reporting practices.</li> </ol>	<ol style="list-style-type: none"> <li>1. The BSN Exit Survey was sent to graduating students in December 2014 (n=69) and May/August 2015 (n= 75). We had 20 responders in December (28% response rate) and 72 (96% response) responders in May. In May, faculty were asked to allow time for students to complete the survey in the classroom.</li> <li>2. Note: RN to BSN students were not included in the exit survey. (n=7)</li> <li>3. In Fall 2014, the Department Assessment Committee presented selected student learning outcomes for 2014-15 and requested that course section faculty collaborate in the selection of assessment measures. The committee also developed a data collection document outlining assessment aims, selected courses, responsible faculty, and data collection tools.</li> </ol>
<p>Delegate and supervise patient care activities to ensure the delivery of safe, timely, and efficient nursing care.</p>	<ol style="list-style-type: none"> <li>1. Utilize a selected Hesi Specialty exam as an outcome measure.</li> <li>2. Examine the content of courses in the final semester (NU 412, NU 425, NU 490) to ensure that they are complimentary and not duplicative, and to continue to place a heavy emphasis on the role of the professional nursing</li> </ol>	<ol style="list-style-type: none"> <li>1. For 2014-2015, faculty selected the Hesi Leadership Specialty Exam as an outcome measure for a reexamination of this outcome.</li> <li>2. In the Fall 2014 and Spring 2015 semesters, NU 412, 425, and 490 faculty conducted meetings to examine course content. A template was completed for each</li> </ol>

	facilitating the delivery of safe, timely, and efficient nursing care.	course that included: course objectives, topics, specific course content, assessment measures, and assignments. Course faculty collaborated in ensuring that this program outcome, course objectives (student learning outcomes) were being met through complimentary, not duplicative, course content and assignments.
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**Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report:**

The 2013-14 Student Learning Assessment Report was accepted as submitted. The overall comment was “This is a clear, detailed report that meets the expectations and standards of the UAC.”

The committee recommendations for 2014-15 included: continue to pursue strategies to increase student response rates and consider use of other measures of student performance (supervisor/employer satisfaction on the outcomes, in addition to the graduate self-assessments. Our Department was successful in improving student response rate on the BSN exit survey for Spring 2015 (96%). The Assessment Committee also considered and selected new measures of student performance for the 2014-15 assessment.

**Outcomes and Past Assessment**

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**Learning Outcome 1:** Apply the nursing process to provide quality patient-centered care.

**Is this outcome being reexamined?** x  Yes  No

*If yes, give a brief summary of previous results (including trends) and any changes made to the program.*

This outcome was last examined in 2013-14. Results and trends were described in the “Update” section of this report.

**Assessment Activity**

<b>Outcome Measures</b> <i>Explain how student learning will be</i>	<b>Performance Standard</b>	<b>Data Collection</b>	<b>Analysis</b> <i>1) Describe the analysis process.</i>
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<i>measured and indicate whether it is direct or indirect.</i>	<i>Define and explain acceptable level of student performance.</i>	<i>Discuss the data collected and student population</i>	<i>2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
<p>NU 231 <i>Principles and Applications of Nursing Technologies</i> (Accelerated BSN) and NU 236 <i>Nursing Fundamentals</i> (Traditional BSN) Students complete a comprehensive health assessment. (Direct course embedded measure).</p>	<p>90% of students will earn a “passing” grade on their first attempt to complete a comprehensive health assessment.</p>	<p>NU 231 and NU 236 are required courses. NU 231 is offered in Semester 1 of the accelerated track, and NU 236 is offered in Semester 4 of the traditional track. Students in both courses are required to demonstrate completion of a comprehensive health assessment in the nursing lab. This evaluation occurs at the end of the semester following lab instruction, formative lab evaluations, and open-lab learning sessions. For these early clinical courses, this <b>is</b> assessment is defined as vital signs and components of a basic health assessment. Clinical lab staff utilize a standardized guide evaluating student performance at the end of the semester for this measure.</p>	<p>The evaluation is rated on a pass/fail scale. Fall 2014 (NU 231) (n=85) – 100% of students earned a passing grade on their first attempt. Spring 2015 (NU 231) (n=43) – 100% of students earned a passing grade on their first attempt. Spring 2015(NU 236) (n=49) – 100% of students earned a passing grade n their first attempt.</p> <p>The performance measure was met for this standard.</p>

<p>NU 490 <i>Nursing Internship</i> (Accelerated BSN and Traditional BSN) students receive a performance rating by their assigned internship preceptor. (Indirect cross course measure)</p>	<p>90% of students will achieve a satisfactory rating by their internship preceptor at midpoint in the semester for the following items: “Assessment” (2 items) and “Planning” (4 items). (The rating scale is Outstanding, Satisfactory, and Unsatisfactory).</p>	<p>NU 490 students are enrolled in an internship course in their final semester of the program. A partial requirement of the course is the completion of a 96- hour precepted clinical practicum.</p> <p>Preceptors are BSN-prepared Registered Nurses employed at local hospitals. The preceptor is required to complete an evaluation of their assigned student at the mid- and end points of this 96-hour clinical learning experience.</p> <p>The <i>assessment</i> items were: (1) Nursing assessments are timely and complete; and (2) Accurately identified nursing diagnosis. The <i>planning</i> items were: (1) Organizes client care tasks efficiently; (2) Includes client/significant</p>	<p>The clinical evaluation tool allows for students to receive and “Outstanding”, “Satisfactory” or “Unsatisfactory” rating by their internship preceptor.</p> <p>Fall 2014 (n=69 students) – 98.5% of students achieved ratings of “Satisfactory” or “Outstanding” on the <i>Planning</i> and <i>Assessment</i> items.</p> <p>Spring 2015 (n=74) - 100% of students received a midpoint rating of “Satisfactory” or “Outstanding” on the <i>Planning</i> and <i>Assessment</i> items.</p> <p>The performance standard was met for this measure.</p>
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		other in planning care; (3) Sets realistic goals; (4) Establishes appropriate priorities of care.	
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**Interpretation of Results**

**Extent this learning outcome has been achieved by students** (*Use both direct and indirect measure results*):

The performance standard "Apply the nursing process to provide quality patient-centered care":

- Was met as evidenced by the direct measure of greater than 90% of students earning a passing grade on their first attempt to complete a comprehensive health assessment.
- Was met as evidenced by greater than 90% of NU 490 students achieving a satisfactory rating by their internship preceptor at the midpoint of the semester on the "assessment" and "planning" items on the student evaluation form.

**Program strengths and opportunities for improvement relative to assessment of outcome:**

The performance standard "Apply the nursing process to provide quality patient-centered care" remains relevant and appropriate for our program. Application of the nursing process - assessment, planning, implementation, and evaluation - is foundational to nursing practice and is integrated throughout our program in the context of the provision of high quality, patient-centered care. Learning activities for all courses are designed to promote critical thinking and clinical reasoning. The *AACN Essentials for Baccalaureate Nursing Education* provides guidance on essential course content. Program faculty also utilizes Hesi/Evolve resources (patient reviews, case studies) to promote the development of clinical reasoning.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

A planned program improvement relates to improved documentation of individual student clinical laboratory competency assessments. Beginning Fall 2015, individual formative and summative student learning assessment data collected in NU 231 and 236 clinical labs will be documented in the Hesi/Evolve learning platform. Another planned program improvement based on the assessment outcomes is the incorporation of SimChart learning activities into NU 332 Illness Management in Adults II simulation labs. SimChart is a web-based electronic health record specifically developed as a learning tool for nursing students. While the

program allows students to gain confidence in electronic health record documentation, its strength lies in its robust capacity as a learning tool. The web-based program includes unfolding case studies and integrates clinical decision support tools to enhance the development of critical thinking and clinical decision-making in the application of the nursing process. SimChart learning activities are also being incorporated in NU 331 Illness Management in Adults I in the Fall 2015 semester. In this course, students will complete an assignment focused on care of the patient with diabetes in SimChart – facilitating application of core knowledge in a web-based clinical scenario. In Spring 2015, all nursing faculty participated in a SimChart training program with the aim of utilizing the program in select courses Fall 2015.

**Learning Outcome 2:** Develop a plan for continuous professional development and lifelong learning.

**Is this outcome being reexamined?**  Yes  No

This outcome was last examined in 2004-2005. As described in the Interpretation section of this report, students have been required since 2009 to develop a professional portfolio that highlights aspects of professional development and plans for lifelong learning.

**Assessment Activity**

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss the data collected and student population</i>	<b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
NU 425 <i>Capstone</i> (Traditional and Accelerated BSN tracks) and NU 427 OL <i>Contemporary Issues in Nursing</i> (RN to BSN track) students complete a professional portfolio assignment that requires the student to develop a	100% of students will achieve a minimum of 90% on the portfolio assignment that requires the student to develop a plan for professional development and lifelong learning.	Senior students are enrolled in NU 425 (N=143) and NU 427 OL (n=8) <i>Capstone</i> courses in their final semester. These are required courses. Each student was required to compile a professional portfolio composed of items such	NU 425: 94% (113 out of 120 students, Fall and Spring semesters) earned a grade of 90% or higher on their assignment focused on the developing a plan for professional development and lifelong learning. <i>Note:</i> Data is missing on an additional 23 students enrolled in a section of the course (Fall 2014). A total of 143 students were enrolled in NU 425 over the course of the academic year.

<p>plan for professional development and lifelong learning. (Direct cross course measure).</p>		<p>as a resume, cover letter, professional development and lifelong learning plan, reflective essays, and “best work” student assignments. The portfolio assignment was evaluated by course faculty using a standard rubric.</p>	<p>NU 427 OL: 100% of students (n=8) earned a grade of 90% or higher on the assignment focused on developing a plan for professional development and lifelong learning.</p> <p>The performance standard was not met for this measure.</p>
<p>NU 230 <i>Theoretical Foundations of Professional Nursing</i> (Accelerated BSN) students will identify 3 separate sources for continuing education post-graduation in the final exam: a short answer. (Direct course-embedded measure).</p>	<p>100% of accelerated BSN students enrolled in NU 230 will identify 3 separate sources for continuing education post-graduation.</p>	<p>NU 230 is a required course in the Accelerated BSN track that is taken in the first semester. Data was collected in the Fall 2014 by way of a short answer item on the final exam. In Spring 2015, faculty opted to assess using a “select all that apply” multiple-choice question on the final exam. Student responses were evaluated by course faculty.</p>	<p>In the Fall 2014, (n= 87), 84% of students identified 3 separate sources for continuing education in a short answer item on the final exam.</p> <p>In the Spring 2015, (n= 62), 70% of students identified 3 separate sources for continuing education in a “select all that apply” multiple-choice item.</p> <p>The performance standard was not met for this measure.</p>

### Interpretation of Results

**Extent this learning outcome has been achieved by students** (*Use both direct and indirect measure results*):  
The performance standard “Develop a plan for continuous professional development and lifelong learning”:

- Was not met as evidenced by less than 100% of students achieving greater than 90% of the portfolio assignment that requires the student to develop a plan for professional development and lifelong learning.
- Was not met as evidenced by less than 100% of students successfully identifying sources of continuing education post-graduation in a final exam item.

**Program strengths and opportunities for improvement relative to assessment of outcome:**

Since this outcome was last assessed in 2004-2005, there have been a number of changes in the curriculum, many of which are related to professional development and life-long learning. In 2009, additional content related to professionalism and lifelong learning was incorporated into NU 425 *Nursing Capstone*. In the final semester, students are required to reflect and develop short and long term professional goals, as well as develop a professional portfolio. Staff from the Career Center present information regarding developing a resume and applying for their first position in nursing. At the same time, some students report feeling overwhelmed with the competing demands of comprehensive exit testing, commencing a job search, and completing didactic and clinical coursework in addition to their 96-hour precepted internship. While the performance standard was not met for this course, the expectation of 100% of all students clearly developing their professional goals is unrealistic. As noted, 94% of all students on which data was collected did develop a plan for professional development which earned a grade of 90% or higher. Faculty will continue to discuss the importance of professional development and meet with students individually as needed.

The concept of the professional role and meeting professional standards is first introduced in NU 230 *Theoretical Foundations of Professional Nursing*, which is offered in the initial semester upon entering the program. Students are often overwhelmed with the educational experience during this early time in the development of their professional nursing identity and often have a difficult time seeing beyond the present time. It is unrealistic to expect 100% of the students in the class to have answered this question correctly. As noted, 70 to 84% of the students were able to identify acceptable sources for continuing education programs. The content will further be emphasized as part of the ethical and legal responsibilities of the health professional.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

The concept of continued professional development and lifelong learning is one that should be addressed in all aspects of the program. It is incorporated in both the American Nurses Association's *Code of Ethics and the Scope and Standards of Professional Nursing Practice*. Students often learn by modeling nursing faculty. A planned improvement would be to encourage faculty to share with their students the many ways in which they maintain professional competency (conferences, seminars, etc.) and present new knowledge to students as appropriate in didactic and clinical learning environments. In addition to classroom activities, opportunities for both on and off-campus professional activities should be posted and distributed to the student body so they can more fully participate and develop the commitment to continued lifelong learning.

**Learning Outcome 3: Delegate and supervise patient care activities to ensure the delivery of safe, timely, and efficient nursing care.**

**Is this outcome being reexamined?** X  Yes  No

This outcome was last examined in 2013-14. Results and trends were described in the “Update” section of this report.

**Assessment Activity**

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss the data collected and student population</i>	<b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
NU 231 <i>Principles and Applications of Nursing Technologies</i> (Accelerated BSN students) and NU 236 <i>Nursing Fundamentals</i> (Traditional BSN students) final exams. (Direct course-embedded measure).	90% of students enrolled in NU 231 and NU 236 will correctly answer 4 out of 5 questions on safety and delegation in the final exam.	NU 231 (Accelerated BSN students) and NU 236 (Traditional BSN students) are required courses. Five multiple-choice questions on safety and delegation were included in the course final exams. The questions were selected and evaluated by course faculty.	Five questions on safety and delegation were included in the final exam. Students’ correct response rates ranged from: NU 231 Fall (n=85) 86.67-100% on each of the five items. NU 231 Spring (n= 43) 84.7-100% on each of the items. Of note, one section of the Spring students (n=23) had only four of the items included in their exam.  NU 236 Spring (n=49). Five questions on safety and delegation were included in the final exam. Students’ correct response rates ranged from 55-83.7% on each of the five items. NU 236 was not offered in the Fall 2014 semester.

			Unable to determine if the performance measure was met, due to the nature of available data. Data was examined in relation to the percentage of students answering each question correctly, rather than the percentage of students responding to 4 out of 5 questions correctly.
NU 412 Hesi Specialty Leadership Exam. (Direct cross-course measure).	80% of students enrolled in NU 412 will score 800 or higher on the specialty exam.	The Hesi Leadership Specialty Exam is administered in NU 412. This course is required of accelerated and traditional track students in their final semester of the program.	There were a total of 145 students enrolled in NU 412 in the Fall and Spring semesters. 67% (98 out of 145 students) earned a score of 800 or higher on the Hesi Leadership Specialty Exam.  The performance standard was not met for this measure.

### Interpretation of Results

**Extent this learning outcome has been achieved by students** (*Use both direct and indirect measure results*):

The performance standard "Delegate and supervise patient care activities to ensure the delivery of safe, timely, and efficient nursing care".

- Unable to assess if 90% of students enrolled in NU 231 and NU 236 students met the criteria of correctly answering four out of five multiple choice answers related to safety and delegation on the final exam.
- Was not met as evidenced by less than 90% of students earning a score of 800 or higher on the Hesi Leadership Specialty Exam.

**Program strengths and opportunities for improvement relative to assessment of outcome:**

The performance standard outcome - "Delegate and supervise patient care activities to ensure the delivery of safe, timely and efficient nursing care" remains relevant and appropriate for our program. Delegation and supervision are difficult legal and leadership concepts for the beginning professional to incorporate into the professional practice. It is introduced early on the program, but not specifically in NU 231 a course that is offered in the first semester. Students are just learning the knowledge and skills related to practice and are



very unsure as to what may or may not be legally able to delegate. It is a bit early for them to understand their legal responsibility for the action of other unlicensed or unlicensed personnel which they will eventually supervise. The percentage of students meeting the standard should be more than 50%, (range was 55-83%) but 90% was unrealistic. This concept should be leveled and assessed in other courses where students are in clinical and could observe delegation and supervision in action. NU 412 *Leadership and Management* is taught in the final semester of the program and course faculty need to include a variety of teaching-learning activities to re-inforce these concepts. It would be beneficial to assess these concepts in measures other than the singular use of the standardized HESI Leadership Exam. Faculty should explore additional direct measure that allow for assessment of the competency later in the semester, for example inclusion of concept application items in the final exam.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

Delegation and supervision are concepts which need to be threaded and leveled throughout the nursing curriculum. While nursing students care for patients in the clinical setting, they do not have the opportunity to delegate and supervise nursing care provided by unlicensed or licensed personnel. There needs to be a variety of teaching-learning activities which incorporate these skills, including additional case scenarios, such as clinical simulation, and videos, where they are able to observe others using those skills. Students have at least one simulation experience in each clinical course. Those scenarios should include at least one aspect of the nurse delegating or supervising others in patient care activities. Students would then have the opportunity to discuss the appropriate level of delegation and/or supervision during debriefing. In an inter-professional practice profession, time management is key to providing safe, timely, and effective nursing care. New graduate nurses need to learn the roles, responsibilities, and skills of other members of the health care team to safely and effectively delegate and supervise nursing care. High and low fidelity simulated learning experiences offer the opportunity to further develop this knowledge and apply the skills.

**Appendices**