

HOW THEY USE DATA

King University



OBJECTIVE

King University is a private, 4-year institution that serves over 1,600 undergraduate and graduate students. The University offers specialization in contemporary degrees and seeks to provide unique academic opportunities. The School of Nursing contributes to this mission through its effort to deliver a competency-based, interdisciplinary education that combines classroom knowledge with hands-on experience. With its goal to promote caring relationships and critical thinking, the Nursing Program at King uses data from AACN/ Benchworks Undergraduate Nursing Exit Assessment to build rigorous academic programming. As such, hands-on nursing practice and field experience are cornerstones for “student to grow into confident and competent registered nurses.”

BENEFITS

Benefit One

Sharpen active learning strategies that engage students

Benefit Two

Inform efforts to support students where they need it most

Benefit Three

Refine expectations and create new benchmarks based on student data

NURSING AWARD



King University is one of three winners to receive Benchworks Assessment and Impact Award for high performance, survey scores related to satisfaction in quality of nursing instruction.

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“We want to include our students in their learning. We utilize student learning outcomes to explore what students say they need and want to know.”

Amy Edmison
Associate Dean of
Undergraduate Programs

King University focuses on student feedback and student outcomes in their Nursing Assessment data. With the goal of gaining insight into the student experience, the School of Nursing executes student-driven initiatives that have high impact and promote success for current students and its alumni.

KEY INITIATIVES AND RESULTS

REVISED REMEDIATION

Students are required to remediate if their exam scores fall below specified benchmarks; however, every student has a different learning style. KU has increased pedagogical strategies to include Cornell templates, white board presentations, and simulations for kinesthetic learners. For example, students can run through simulations that not only allow them calculate orders but also consider how medications are delivered. Unless students have healthcare setting experience it can be difficult for them to put everything together.

BALANCED ENGAGEMENT

The School of Nursing has instituted new learning strategies in the classroom to create a more balanced role between faculty and students. Simulation has been combined with didactic courses so students learn material then immediately put new knowledge and skills into practice. This approach has made instruction more student-centered and interactive. The combined effects of the pandemic and student feedback have shifted the way we use simulation to facilitate student learning.

FACULTY FEEDBACK & MENTORS

Faculty also responded to student need through synchronous meetings, phone calls, and videorecording feedback. This allowed students to hear tone of voice and see visual cues that often get lost with written feedback. "We care about our student and extended grace on a case-by-case basis." Another initiative that has stemmed from student feedback is post-graduate mentorship. Graduates studying for the NCLEX are match with faculty and they touch base weekly. If a student needs help in a specific area that is outside their mentor's primary content area, we match them with faculty who have expertise in that subject matter (ex. pharmacology or OB). This has increased NCLEX scores, help us in touch with students' post-graduation, and enriched our program.

The School of Nursing has also bolstered program success by tracking specific measures based on student data. If, for example, students continue to meet set expectations for two years, King University raises the bar for faculty, students, and the program. Lead measures are updated to reflect new benchmarks and goals are reset.