HOW THEY USE DATA

Thomas Jefferson University College of Nursing

ABOUT

Thomas Jefferson University is a private, doctoral university that serves over 8,200 undergraduate and graduate students. The institution seeks to offer award-winning, 21st century curriculum and prepare students with the skills and competencies they need to succeed. The College of Nursing contributes to this mission through their efforts to prepare nurses for future and yet-to-be-known roles in healthcare as they push the frontier of knowledge. With its goal to improve lives through academic excellence, service, and solution-oriented thinking, the Jefferson College of Nursing uses data from AACN/ Benchworks Undergraduate Nursing Exit Assessment to create a two-year action plan, track

WHY USE BENCHWORKS?

Benefit One
Glean a better understanding of the nursing student experience and learning

Benefit Two
Inform effort that drives initiatives and creates continuous improvement

Benefit Three
Build forward momentum by disrupting the status quo and lead the way for innovation

NURSING AWARD 🏅

Jefferson College of Nursing is one of three winners to receive a Benchworks Assessment and Impact Award for high survey scores in improvement related to overall program effectiveness and overall program satisfaction.

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"We know where we are, have a plan, and track live goals. A new faculty process was put into place and the students, faculty, and program are reaping the rewards from it."

Kim Packer
Director of Academic Outcomes and Evaluation

Jefferson College of Nursing uses Skyfactor Data to determine what areas will have the greatest impact on its students through intentional programming. With survey results to prioritized efforts, the College of Nursing went to work with the aim of improving two main factors: Faculty responsiveness to student concerns and faculty feedback on assignments.

KEY INITIATIVES AND RESULTS

DEDICATED TIME

Nursing faculty now dedicate time at the beginning and end of each course to address student's questions, comments, or concerns. The College points out, "if one student has a question others probably do too." This change created a new opportunity for faculty to connect with and support students while simultaneously addressing potential issues before they turn into roadblocks. Faculty use discussion boards to provide a mechanism for answering students' questions as well as meet with them in person outside the classroom to facilitate learner engagement.

RESULTS

- Pre-intervention mean 3.66
- Post-intervention mean 4.4

FACULTY FEEDBACK

To address faculty feedback on assignments beyond grades, the College implemented interventions such as revised grading rubrics to establish clear expectations for assignments. New, individualized processes for students not meeting expectations have been put into place that include timeframes for faculty grading and providing feedback to students. Because this activity does not happen in a vacuum, Jefferson has examined faculty effort related to course workload across the program. This supports faculty so they can, in turn, support the needs of nursing students.

RESULTS

- Pre-intervention mean 3.86
- Post-intervention mean 4.57

ADDITIONAL MEASURES

Other data the College monitors to support its efforts is the number of student visits to discussion boards as well as course evaluation results. Redesigned course evaluations now reflect programmatic changes from the two-year assessment cycle and its use of technology has been revamped to provided greater anonymity for students.

macmillan learning

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