

Online Team-Teaching: Sharing Best Practices to Improve Student Learning Outcomes and Increase Student & Faculty Satisfaction

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ABSTRACT

NSG 493 'Transition to Practice' is a final semester course within the LSON BSN Curriculum in the traditional, on campus accelerated, and online accelerated programs. The team of 4 online faculty, in partnership with school leadership and various online site locations. analyzed previous student and faculty feedback and subsequently identified opportunities for improvement which were implemented in the fall 2019 semester. The aim was higher quality content, information, synchronous communication and assignments for students to enhance learning potential and increase student and faculty satisfaction. To achieve this, faculty incorporated feedback to plan, develop, and implement the following: new processes, revised content, re-aligned assignments, updated rubrics, synchronous activities, and innovative team communication strategies. This also helped to ensure consistency with the on-campus course. To help students ascribe value to their NCLEX prep activities, faculty worked with our third party to ensure NCLEX practice test scheduling and delivery was an improved process. In terms of evaluation, faculty plan to evaluate ongoing changes based on student and faculty feedback both qualitatively and quantitatively. To increase overall program alignment, faculty worked with the Progression Outcomes committee to bring in the end of program student satisfaction survey to ensure aggregate program data is collected in the course in addition to individual course analysis. Through this whole experience, a faculty aid was created as a process for handing off the course semester to semester which will be shared.

SITUATION

In following the Learning Experience Framework for Marian University, from The Center for Teaching and Learning, the team of faculty identified opportunities for improvement based on anecdotal faculty feedback.

Goals for Alignment:

Inclusive – We wanted to include students in their learning as well as the faculty teaching the course to have meaningful input.



Impactful – We wanted to ensure this course was value-added in their transition from nursing students to working, practicing, licensed nurses.

Integrated – We wanted to ensure our students experienced an increase in the quality delivery, especially coming from 4 faculty covering over 100 students in 2 states/site locations.

BACKGROUND

NSG 493 'Transition to Practice'

- Taught by multiple faculty (full time and adjunct) over the past 7+ semesters resulting in no consistency
- Importance of NCLEX practice testing not well understood or valued from faculty and students

ASSESSMENT

Quality Improvement Process



- Alignment (campus and online)
 - Opportunities:
 - · Clarify purpose Kaplan testing
 - · Assure assignments meet course objectives consistently
 - Ensure rubrics are consistent and measurable for team teaching approach

Do

- Implement strategies
- · Bi-Weekly WebEx
- · Online Course Support

Study

- Weekly Anecdotal Student Feedback
- Leadership check-ins
- 400 level Faculty collaboration

Act

- Develop faculty aide
- Update live and master courses as needed

RECOMMENDATION

Faculty Aid Example

FOLLOW UP

NSG 493 Objectives	Related Assignments	Methods	Data Sources	Schedule
Evaluate the significance of nurse practice acts and professional licensure on professional nursing practice.	Nurse Practice Act Assignment	Assignment Rubric Midway Student Survey End of Semester Student Survey	Canvas Qualtrics Blue	Each Semester
Integrate available resources into	All scheduled Kaplan Tests & Corresponding Reflection Assignments	Reflection Assignment Rubritz Midway Student Survey End of Samester Student Survey All 400-level Faculty Discussions Cheer Party Discussions (Proctors, DNAS, Course Support)	Canvas Qualtrics Blue Meeting Minutes Meeting Minutes	Each Semeste
Prepare for the process of transition into professional practice that utilizes evidence and best practice to promote patient safety.	Brown Book Discussion, 1 st year assignment, 5,598(assignment	Assignment Rubrics Midway Student Survey End of Semester Student Survey 493 Faculty Discussions Cher Party Discussions (Proctors, DNAS, Course Support)	Cerwas Qualitrics Blue Meeting Minutes Meeting Minutes	Each Semester
Formulate a 5_year professional plan that incorporates professional standards and service to community utilizing at least 1 professional standard, 1 Franciscan value, and 1 QSEN competency.	Syeer assignment	Assignment Rubrics Midway Student Survey End of Semester Student Survey End of Program Survey	Cervas Qualtrics Blue Qualtrics	Each Semester

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