

How to Develop a Systematic Quality Improvement Plan (SQIP)

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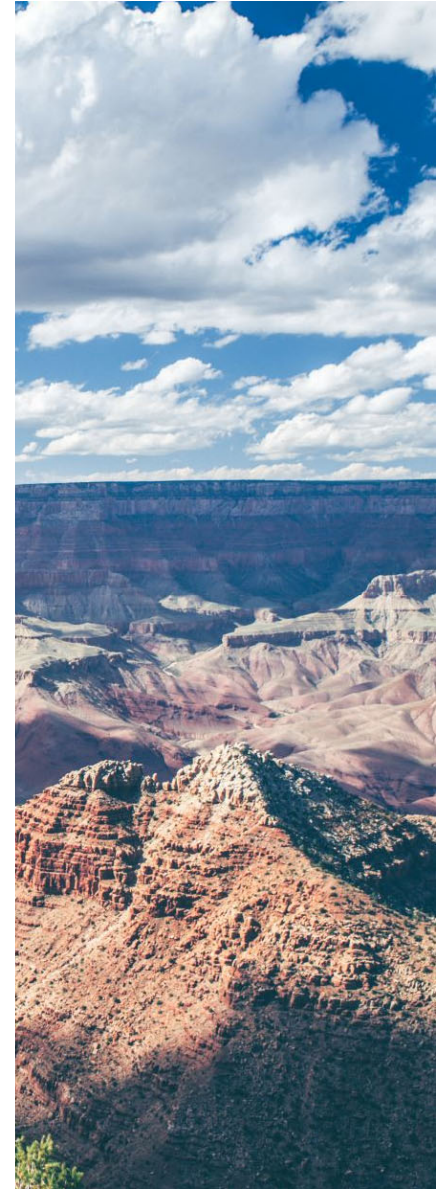


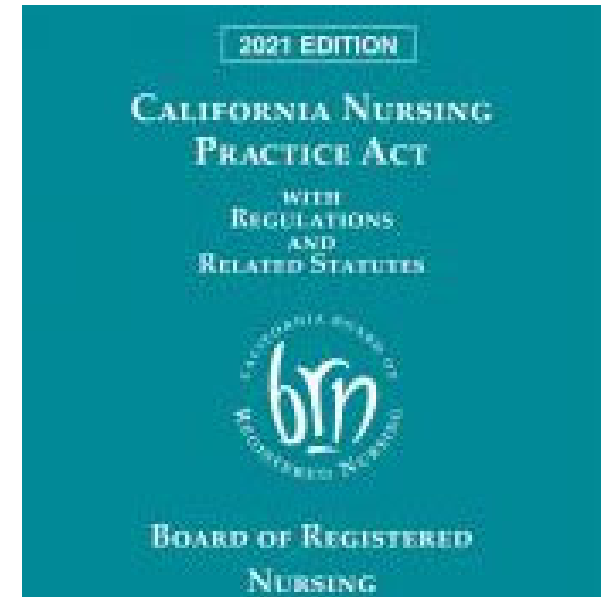
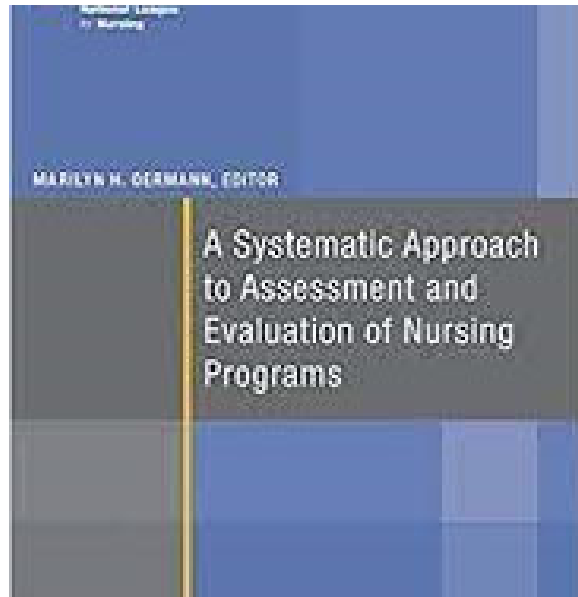
WHY NURSING PROGRAMS ARE DIFFERENT

- Regulations
- Accreditation
- Lack of resources
- Lack of training

NEW KID ON THE BLOCK

- New Position
- Program Effectiveness
- Responsibilities





FIND RESOURCES AND SUPPORT SYSTEMS

- Support Systems include:
 - Colleagues: Dean, Others in similar position
 - Networking
 - University Assessment Coordinators

WHO'S DRIVING?

Internal Drivers

College of Nursing

University Assessment

Make informed decisions to improve student learning outcomes and program quality (Oermann, 2017)

External Drivers

- Board of Registered Nursing (BRN)
- Commission on Collegiate Nursing Education (CCNE)
- Western Association of Schools and Colleges (WASC) Senior College & University Commission



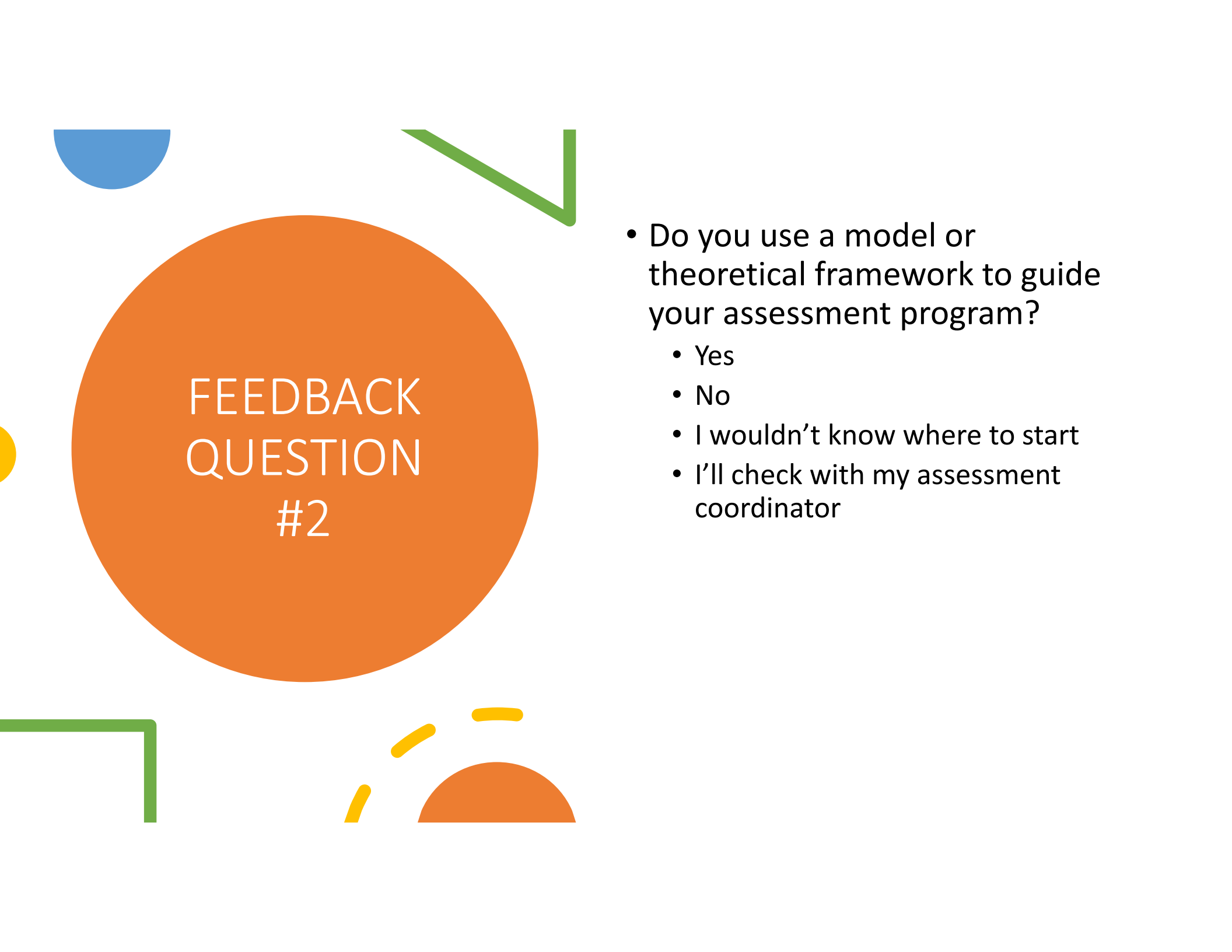
FEEDBACK
QUESTION
#1

- When it comes to program assessment, who do you reach out to for support?
 - Assessment Coordinator
 - Dean
 - Colleagues in same position
 - Accrediting agencies
 - Other
 - All the above
 - None of the above

MODEL FOR PRACTICE



- Established separate nursing assessment committee
- Assessment policies and procedures
- Basics in quality improvement



FEEDBACK
QUESTION
#2

- Do you use a model or theoretical framework to guide your assessment program?
 - Yes
 - No
 - I wouldn't know where to start
 - I'll check with my assessment coordinator

PUTTING THE MODEL INTO PRACTICE

Systematic Quality Improvement Plan includes:

- Criterion
- Method of assessment
- Person or group responsible
- Time frame
- Expected level of achievement (ELA)
- Actual data collected
- Actions taken

***Move from Vertical thinking to
Horizontal thinking***



SQIP

Standard IV-B: Program completion rates demonstrate program effectiveness.

The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) demonstrates achievement of required program outcome regarding completion in any one of the following ways:

- The completion rate for the most recent calendar year (January 1 through December 31; July 1 through June 30) is 70% or higher

Plan								
CCNE Component	BRN Component	Data Element	Data to collect	Person Responsible	Evaluation Frequency	Expected level of Achievement	Data Evaluation Actual Outcome	Action Plan
IV-B-1 Completion rates for BSN students for most recent calendar year	BRN annual report data for completion rates	The % of BSN students who start the program and graduate w/150% of the 3-year program timeframe by cohort. Numerator: # of students graduated from the BSN program by cohort Denominator: # of students who entered the BSN program by cohort census date	Tracking spreadsheet of all with start and end date Analyze % of BSN students completing program by cohort	Data Analyst w/assist from support staff. Report to CON Assessment Committee	Spring for previous calendar year	≥ 70%	2020 = 99.4%; (160 of 162) *Completion rate = On-time Grads + In-progress / Program entrees - Excluded	Maintenance

University Plan

- It is a systematic on-going process to collect evidence suitable for ascertaining to what degree a program/major is meeting its stated student learning outcomes (SLOs). The focus is on student learning.
 - Develop an Overall Plan
 - Each year write an Annual Plan
 - Collect and analyze data (evidence)
 - Use data to make identified adjustments
 - Report assessment actions and results (Yearly Report)
 - Implement improvements
- Complimentary to the SQIP

Curriculum Map & Critical Assignments

Internal	SLO Association	1	2	3	4	5	6
Internal	USO Associations	1	2	3	4	5	6
External	BSN Essentials	I, VIII, IX	I, III, VI, VII, IX	II, III, VI, VII, VIII, IX	IV, V, IX	II, IV, VI, IX	V, VI, VII, VIII, IX
Courses	Critical Assignment	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2024-2025
NUR 201/501 Theoretical Foundation in Nursing	Who Am I-paper and presentation	(1)				(1)	(1)
NUR 255/521 Adult Health 1	Paper-Medical- surgical application to practice	(2)	(2)	(2)			
NUR 451/524 Older Adult Practicum	Senior interview & case study	(3)	(3)	(3)		(3)	
NUR 460 Ethics and Issues in Healthcare	Ethical dilemma/issue paper	(4)	(4)				(4)



FEEDBACK
QUESTION
#3

- What is the most helpful aspect of the SQIP and/or Curriculum Map?
 - Horizontal thinking
 - Identifying specific data to collect
 - Including internal and external driver
 - Alignment of outcomes
 - Action plan
 - It's not really helpful



CONCLUSION

Nursing programs are different

Importance of finding resources
and support systems

Know your internal and external
drivers

Establish a model or framework
for practice

Think horizontally!

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QUESTIONS?

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