

# Teaching Excellence Program

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### Objectives

- To maintain the stabilization of the NCLEX-RN® pass rate
- Increase clinical judgment in preparation for upcoming Next Generation NCLEX-RN® (NGN) questions
- Cultivate a culture of teaching effectiveness
- Develop and implement an innovative professional development initiative to provide support to nurse educators

### Program Development

- Satisfaction surveys indicated that the College performed lower than other peer institutions in areas related to teaching effectiveness.
- Recruitment for the program was completed, which included emailing 16 full-time nurse educators for voluntary participation.
- Six nurse educators volunteered and were enrolled in the innovative program to receive ongoing professional development opportunities and implement a workshop focusing on teaching effectiveness at the end of the academic year.
- The six nurse educators had a variety of experience, varied specialty areas, and academic rank. Academic rank ranged from instructor to associate professor.
- All nurse educators had a minimum of a master's degree, with one holding a doctorate degree.
- The Champions developed a faculty-wide in-service.
- The Champions attended nursing education conferences with a central focus on areas related to teaching effectiveness.
- Nurse educators who were eligible to take the Certified Nurse Educator (CNE) exam.

### Workshop meetings

- Four planning meetings were conducted
- Champion nurse educators received a stipend for each meeting

### First planning meeting

- nurse educators established ground rules for participation
- developed a needs assessment survey for all educators to complete to identify their strengths and weaknesses related to teaching

### Second planning meeting

- nurse educators created an outline schedule
- built activities for the workshop based on key topics that were presented at recent nursing education conferences.

### Third planning meeting

- the needs assessment was evaluated and reviewed with the agenda for the workshop.
- packets containing instructional handouts and material to facilitate the workshop were prepared.

### Fourth planning meeting

- allowed the educators to practice the agenda
- prepare the learning environments
- create a post-education survey.

### Faculty Wide Workshop

A scrambled method was utilized in which each activity was broken into 15-minutes.

Educators were presented with teaching strategies and techniques to utilize and incorporate in their teaching to expand student learning and teaching effectiveness.

The Champion educators rotated through the teaching activities to facilitate learning in their areas of expertise.

These student-centered teaching strategies gave nurse educators new ideas to implement in the classroom to replace frequently used PowerPoint lectures.

Time was allotted for teaching the activity and for educators to demonstrate and practice the techniques.

The primary focus of these activities was on student-centered learning strategies such as active learning.

Classroom management, classroom assessment, and simulation-based techniques to facilitate teaching effectiveness was demonstrated.

Time was also allotted for reflection in small groups to identify how to use the newly introduced teaching styles in the classroom, clinical, and simulation environments.

An evaluation of the workshop was completed electronically through a survey after the day.

### Conclusion

The creation of the program provided professional development and training on teaching effectiveness strategies for nurse educators.

Focusing on nursing education best practices provided a transformation process bringing new and experienced nurse educators together closing the gap on identified professional development needs.

Through this innovative active learning workshop, educators were able to solidify active learning activities that increase student learning and teaching effectiveness.

Overall, the program was successful at increasing teaching effectiveness and will continue on an annual basis.



### References

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Data	Before Implementation of the Teaching Excellence Program	After Implementation of the Teaching Excellence Program
<b>Official Pass Rate</b>	71%	91%
<b>SKYfactor Benchworks™ Teaching Effectiveness Category: Satisfaction in Quality of Nursing Instruction</b>	3.92	4.91
<b>SKYfactor Benchworks™ Teaching Effectiveness Category: Satisfaction in Course Lecture and Interaction</b>	5.01	5.49