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| **School of Nursing: ASN Meeting** | | | | | | | | |
| **March 14, 2025** | | | | | | | | |
| **Meeting 2:30 pm to 4:30 pm** | | | | | | | | |
| X | Crystal Anderson | X | Megan Barry | E | Cheyenne Brown | E | Lorraine Canty |
| X | Jennifer Cittadino | E | Brett Clinton | X | Debra Ebaugh | X | Mariel Goldrick |
| Z | Julissa Gonzalez | X | Valerie Hahn | E | Kathy Hearn | X | Susan Holland |
| E | Jynell Kingsberry | X | Mary Lewis | X | Mary Mondello | X | Sandra Oestrike |
| X | Jennifer Ortiz | X | Samantha Patenaude | X | Monica Pedwell | X | Andrea Rediger |
| X | Michelle Rentas | E | Joanne Sabo | X | Charlene Schwinne | X | Michelle Sherman |
| X | Nora Stadelmann | X | Tiffany Thomas | E | Cristina Walter | X | Arlene Wright |
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| **X** | **Present** | **E** | **Excused** | **Z** | **Zoom** | **U** | **Unexcused** |

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| **Minutes for review and approval** | |
| **Meeting Convened: 8:30 am & 12:45 pm Meeting Minutes: Michelle Sherman** | |
| **Agenda Topic / Presenter** | **Discussion/Minutes** |
| **Welcome** | Dr. Lewis welcomed, Crystal Anderson. She is working on the Charlotte Campus. |
| **Laura Osgood,** Director, Learning Technologies | Dr. Osgood sated she had information needed from the following course:   * NUR 1068 * NUR 2213 * NUR 2420 * NUR 2211 * Reviewed the EPSLO. #3 needs to be updated. Dr. Holland will send to L. Osgood. * Reviewed topic outlines * Items in red can be customized * Changing Learning Objectives to Learning Outcomes   L. Osgood added faculty as Reviewers in the [ASN DEV Template course](https://fsw.instructure.com/courses/1137011).  Created a Hypothes.is group so all provide feedback on the template.  Please follow the directions below and provide your feedback by **Friday, 4/4/25**.   1. Navigate to [Hypothes.is](https://web.hypothes.is/), an open source web-annotation tool. We will use a “Private group” to annotate the content within the platform where it resides (Canvas). *Everyone* will need to have an account to access the reviews. Please review the Hypothes.is [Quick Start Guide](https://web.hypothes.is/help/quick-start-guide/) to learn how to:    1. Sign up for an account    2. Install the Hypothesis browser extension – once installed you open Hypothes.is by clicking on the Hypothes.is icon at the top right of your browser. cid:image004.png@01DB94D1.C4E0BCA0    3. Go forth and annotate! 2. Once you are ready to annotate, please use this link to [join the ASN Template Feedback private annotation group](https://hypothes.is/groups/5Y2NxDXk/asn-template-feedback). This group is for just the ASN department. All comments made for internal purposes should be in this private group so that they are not visible to the public. *All members of the group can see all comments.*   Here's a quick video showing you how to add a comment. (there is no audio)  [ASN Hypothes.is Feedback - Adding a Comment](https://app.screencastify.com/v3/watch/zgELYeSQ4nsE2OCb1iYy) |
| **Dr. Lori Lupe, ACEN Prep** | * Review PPT * Mock Survey on April 11, 2025 |
| **Enhancing Memory Retention Strategies** | |  | | --- | | * discussed strategies to enhance students' memory retention for the upcoming semester. * It was suggested providing students with dates and an email sign-up option to help them remember previous content. * Possibility of using Canvas to keep students engaged over the summer. * Proposed creating crossword puzzles and medical terminology questions to reinforce learning. * Level one instructors to pass on this information to their rising level 2 students so they are prepared more. | |
| **Improving Exam Scheduling and Student Performance** | |  | | --- | | * Discussed challenges with student performance and exam scheduling. * Some students are failing exams and not seeking help, while also struggling with multiple exams on the same day. * The group explores ways to improve exam scheduling and student accountability. * They also discuss issues with course outcomes not transferring properly in the learning management system, requiring manual input. * New AI-powered tools for generating study materials and exam questions are mentioned as potential aids for students and instructors. | |
| **Exam Policies** | |  |  | | --- | --- | | * Discussed exam policies for different credit courses. * It was agreed on having at least two 50-question exams and a 100-question final for 3-credit courses, while 2-credit courses will have at least two exams and a final of at least 50 questions each. * It was decided to set exam settings to shuffle questions and/or answers, depending on the system used. * The group also agreed on giving partial credit for select-all-that-apply questions and not releasing grades without meeting with instructors first. * Discussion was had on the use of concept reviews, with some faculty preferring to provide them and others encouraging students to study independently using learning objectives. * exam policies and procedures, including the use of generic medication names, exam versions, room setup, and student guidelines. They agree to use generic names for medications, with some exceptions for common brand names * The faculty also decides on a 24-hour window for students to schedule a meeting after failing an exam, with faculty following up if students don't respond | | |  |  | |
| **Enforcing Dress Code for Nursing Students** | The group discusses dress code issues for nursing students and clinical assistants (CAs).   * It was decided to enforce stricter adherence to the existing dress code, including banning sweatshirts over scrubs, requiring white leather shoes, and proper sock wear. * Plan to send out announcements about these requirements after spring break, with consequences for non-compliance. * Also addressed the need for instructors to be easily identifiable in clinical settings, suggesting they wear distinct colors or lab coats.   They agree to set a 10-minute grace period for tardiness in both classroom and clinical settings. |
| **Course Material Costs and Options-Tiffany Thomas** | * T. Thomas open discussion with several options for course materials and associated costs. * Presented the possibility of returning to physical textbooks, with pricing options ranging from $624.76 to $780.95 for a complete set. * Alternatively, students could purchase black and white PDF versions for $300, which they would need to print themselves. * The group also considers cutting costs by reevaluating the use of Docucare, ATI fees, and the nursing supply backpacks. * They discuss adopting a new Med Math book and potentially eliminating the skills book, which is seen as unnecessary and costly. The faculty agrees to further consider these options and make decisions in the next meeting |
|  | Next ASN Meeting will be an in-person at Lee campus on 4/11/25. **Adjourned: 215 pm** |