

NURSING FAST TEAM MEETING

The purpose of the FAST team is to improve communication between students and faculty. The FAST Team consists of two students representing the freshman level and two students representing the senior level and the nursing faculty. Student representatives shall present student concerns on behalf of each level with regard to the nursing program and also present possible solutions to the nursing faculty. The FAST Team will meet for 30 minutes on the 2nd Monday of each month.

Meeting template must be submitted one week prior to the meeting date to the level coordinator (freshman level coordinator and senior level coordinator). Student concerns must be on the template in order to be addressed. Concerns will be brought forward by FAST Team student representatives and presented to faculty for review. Freshman students will have 15 minutes to present concerns and solutions and senior students will have 15 minutes to present concerns.

Meeting Date: 2/28/19 from 1:30 – 2:30

Attendance:

STUDENT CONCERNS	STUDENT PROPOSED SOLUTION	FACULTY Comments
<p>FRESHMAN LEVEL: One student approached me with concern about the clinical groups “missing out” on what is taught within the other group. Depending on the day, the two groups can have vastly different experiences which sometimes spark really interesting/educational discussions. Ideally, there would be a mechanism in place whereby each group can share what they spoke about with the other group, so that all can benefit.</p>	<p>Two proposed solutions:</p> <ol style="list-style-type: none"> 1. Each clinical instructor write up a brief summary of what was taught and post to canvas so that all can benefit 2. Create a shared doc posted to canvas and assign one student each clinical day (2/week) to write up “debrief minutes” that can be shared with the class. 	<p>Create a shared document; link shared to all the class on Canvas;</p> <p>Each week students will contribute to their post conference learning on this document</p> <p>This is an on-going running document, similar to a journal</p> <p>Faculty will review weekly posts and clarify if necessary</p>

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Meeting Date: 11/18

Attendance: Erin Beck, Cathy Allen, Tyler Waite, Lisa Gray **Freshmen Reps:** Taysia Boyson and Carol Lake

STUDENT CONCERNS	STUDENT PROPOSED SOLUTION	FACULTY Comments
Students are responsible for a lot of reading and material, and only tested on a small portion. Doesn't allow us to go in-depth of each topic.	Unit outlines focused on test material and key points. Differentiation between what topics need to have general knowledge or in-depth knowledge.	Unit Outlines are set per curriculum. Extra emphasis to material is presented in lecture as well as during any voluntary review sessions made by lecturer.
Questions asked in class are not always answered clearly or consistently between professors.	Office hours or recitation hours to go over questions and topics that need more clarification.	See Posted Professor Hours outside of Nursing Office Window AND/OR use NCC Navigate to see hours of your freshman advisor
Test questions are often confusing, and have spelling and grammatical errors when they are made up by professors	Standardized test questions from text, ATI, and NCLEX	Testing development is based upon the material given. Testing on standardized testing, as made by ATI or NCLEX testing banks would likely be irreflective of proper understanding of the learning being given during that period of the program. The same confusion could be equally as applicable to the standardized test questions.

Email response time. Sometimes questions via go unanswered or are not answered in what students think is a timely manner.	Office hours of each professor posted. Use “debrief” of lab time to ask questions, go over any unclear material.	See office hours posted and email response time: 24-72 hours per student handbook. Many questions answered in person vs. original email or on Canvas Announcements.
Individual meeting time availability.	Office hours. New system for scheduling individual meetings.	See above
Students need more opportunity to show proper learning and understanding of material.	More assignments eligible for grades instead of relying on exams.	The examination breakdown is reflective of industry guidelines/standards.
Feedback on journals, projects, and clinical documentation is not prompt enough or inadequate for improvement.	Feedback based on rubrics. Finding at least one area / suggestion for improvement. Establish / include grading window in handbook.	Feedback based on submission date and given 3 to 7 business dates. Submission dates have been changed for better efficiency with grading.