STANDARD I – MISSION & ADMINISTRATIVE CAPACITY

M: Maintenance, D: Development, R: Revision

1.1 Mission/philosophy and outcomes of the Nursing education unit are congruent with those of the governing organization.					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including Actual Levels of Achievement**	**Action for Program Development, Maintenance, or Revisions**
SUNY Delhi • Mission of SUNY Delhi • Institutional goals • Organizational values Nursing Program • Philosophy • Mission • Student learning outcomes • Program outcomes	• The mission, philosophy, and outcomes of the nursing program are 100% congruent with SUNY Delhi • 100% of the faculty agree that the nursing education unit is congruent with those of the governing organization	Annually (June) and as needed	• Compare philosophy/ mission of program as stated in nursing website & Nursing Student Handbook with the mission/purpose of the college as stated on the SUNY Delhi website • Evaluate nursing program's outcomes for congruency with program's mission/ philosophy statement • Examine philosophy, mission, and outcomes of nursing program for relevance to current trends in nursing practice, health care delivery, and education as evidenced in policy statements issued by: NYS Education Department, National League for Nursing, National League for Nursing Accrediting Commission	• Philosophy and mission congruency with mission of SUNY Delhi (revised fall 2011) • Outcomes and competencies revised (NLN 2010); website and course syllabi will reflect new competencies and outcomes	Continue to monitor (M)

1.2	The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.				
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance Or Revisions**
Students • Participation on Student Board • Course evaluations • Vancko Hall ADN Student Resource and Communication Forum • NSNA • Nursing Recognition Committee Faculty and Associate Dean • Participation in faculty meetings • Participation on nursing committees/TF • Participation on College, SUNY Committees and/or Task Forces • Representation on Student Board: rotation among faculty	Students • Student Board meetings held monthly • 75% of Student Board Representatives will attend & participate in meetings • Course evaluations obtained for all courses each session • Student are enrolled in the ADN Vancko Hall Resource Site • NSNA meetings held bi-weekly; attendance to exceed 10 students Faculty and Associate Dean • 90% of the faculty will participate in faculty meetings • 75 % of full and part time faculty	Annually (June) and as needed	Students • Student Board minutes • VH activity logs • NSNA minutes • Recognition Committee documents Faculty and Administrators • Faculty meeting minutes • Faculty annual reports • Committee minutes • Student Board minutes	Students • Freshman and senior students both represented at Student Board meetings • Minutes reflect participation in problem-solving, planning, and decision-making • NSNA membership 20 students, meeting participation ranged from 10-15 students; senior members to receive NSNA pin at recognition • Vancko Hall site regularly visited by over 90 % of students Faculty and Associate Dean • 90% of faculty participate in faculty meetings • 75 % of full and part time faculty participate in full faculty meetings • 100% of the faculty participate on College committees and/or task forces o Senate, Curriculum, ADA, Child Care Center, Assessment, 100 anniversary, IRB, Scholastic Standing, Student Health Advisory Committee, Dean's Council, search committees, Staff Development, Student Success	Students • Continue to monitor (M) Faculty and Associate Dean • Continue to monitor (M)

	participate in full faculty meetings • 100% of the full time faculty will participate on College Committees and/or task forces • Student Board representation will be Associate Dean and freshman and senior faculty representation				

1.3	Communities of interest have input into program processes and decision making.					
	PLAN				**Implementation**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**		**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• External Advisory Council • Clinical agencies • Employers	• External Advisory Council offers guidance regarding program development • External Advisory Council members and clinical agencies indicate graduates are prepared to enter the workplace as an entry level registered nurse. • 75% completion of graduate survey • 75% completion of employer survey	Annually (June) and as needed	• External Advisory Council meeting minutes • End of semester agency meetings and meeting minutes • Employer survey		• External Advisory (March 2012 meeting): addressed agency staff in the role of co-assign, students at times experience non-supportive co-assigns, Bassett interested in scheduling grand rounds to address issue • Response rate for graduate survey 65% • Response rate for employer survey 75%	• Continue to monitor (M) • Faculty will assess request for evaluations to improve response rate (D)

1.4	Partnerships exist that promote excellence in nursing education, enhance the professions and benefit the community.					
	PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**		**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Agency contracts	• Agency contracts maintained and initiated to allow students to meet clinical objectives • Partnership Program for Nursing Opportunities implemented between Bassett Hospital and SUNY Delhi, transition LPNs to RN	Annual or as required.	• Agency contracts • Clinical agency meeting minutes • Department meeting minutes		• Agency contracts required renewal; all contracts renewed fall 2011 • Agency contracts are enabling students to meet clinical and course objectives • Creekside Residential added as additional mental	Continue to monitor (M)

				health clinical site	

1.5	The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.
1.6	The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.

PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
Associate Dean's credentials	• Academic credentials of the associate dean are a graduate degree with a major in nursing • The nursing associate dean has knowledge of the nursing program as reflected in his/her experience in nursing education • The associate dean's position description indicates that the he/she has the authority and the administrative responsibilities necessary to administer the program • The associate dean is evaluated annually • The associate dean has adequate time to fulfill the responsibilities of the role	Annually	• CV and personnel folder of the Associate Dean • Unit plan • Management confidential evaluation process	• The associate dean holds a PhD in Nursing • The position description and unit plan indicate authority and responsibility to fulfill responsibilities • Provost to complete associate dean evaluation this summer	Continue to monitor (M) MC evaluation (D)

1.7	With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity within the unit and among other units of the governing organization.					
	PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Program budget Capital budget	• Program budget is prepared and administered by associate dean • Nursing Department makes capital budget requests to advocate for equity and maximize support for the program	Annual and on-going.	• Annual report • Unit plan • Faculty meeting minutes • OTPS reports • IFR, foundation accounts • Replacement equipment requests • Business plan • Perkins funding	Program budget and capital requests are prepared by associate dean Perkins funding supported purchase of scenarios and training Additional beds purchased from summer revenue Received approval to fill FT faculty FTE vacated by retirement	Continue to monitor (M) Search for faculty position in progress Additional equipment requests to be submitted for Perkins funding

1.8	Policies of the nursing education are comprehensive, provide for welfare of faculty and staff, and are consistent with those of governing organization; differences are justified by the goals, and outcomes of the nursing education unit.					
PLAN					**IMPLEMENTATION**	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
Nursing program policies	Nursing policies are consistent with the policies of the college and where there is a difference, justification is noted	Annually	Examination of documents • SUNY Delhi Faculty and Staff Handbook • Agreement United University Professions	Faculty policies dealing with following are congruent between those of College and nursing department • Nondiscrimination • Faculty appointment/hiring • Academic rank • Grievance • Promotion • Salary and benefits • Tenure • Rights and responsibilities	Continue to monitor (M)

1.9	Records reflect that program complaints and grievances receive due process and include evidence of resolution.				
PLAN				**IMPLEMENTATION**	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
Student complaints and/or grievances.	100% of alleged violations, and complaints are investigated and/or reported to a higher administrative authority and/or are addressed	Annually and as needed	• Formal student complaints • Complaints are documented indicating number, type, and resolution • Academic Policy and Procedure Manual • Student Handbook	• No complaints were filed	Continue to monitor and review all complaints (M)

STANDARD II – FACULTY & STAFF

SYSTEMATIC EVALUATION

2.1 Faculty members (full and part-time) at SUNY DELHI are academically and experientially qualified, and maintain expertise in their areas of responsibility.
2.1.1 The majority of part-time faculty are credentialed with a minimum of a master's degree with a major in nursing; the remaining part-time faculty hold a minimum of a baccalaureate degree with a major in nursing.
2.1.2 Rationale is provided for utilization of faculty who do not meet the minimum credential.
2.2 Faculty (full- and part-time) credentials meet governing organization and state requirements.
2.3 Credentials of practice laboratory personnel are commensurate with their level of responsibility

PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
Faculty and lab personnel credentials	• Full time nursing faculty are credentialed with a minimum of a master's degree or are matriculated in a master's program with a major in nursing, and are registered in NYS as a Registered Professional nurse. Rationale for acceptance of other than the minimum of a master's degree with a major in nursing is documented • Academic and experiential preparation and variety of faculty backgrounds (full- and part-time) are appropriate for responsibilities of the nursing education unit • Expertise of non-nurse faculty is appropriate to the area of responsibility • Maintenance of faculty expertise in their areas of responsibility, such as: teaching, service, clinical practice, and/or	Prior to appointment, during search and interview process, annually and as needed	• Examination of personnel files • Faculty data forms • Faculty annual report • Faculty licensing • Review of credentials of non-nursing faculty as needed via college catalogs • IST annual performance program	• Given the nursing faculty shortage and the rural location of the College, Masters and Baccalaureate preparation is a challenge particularly for clinical adjuncts • FT faculty are Masters prepared or matriculated in an MSN program • The majority of PT faculty are prepared at the BSN level or matriculated in a BSN program • Faculty without MSN or BSN credentials are assigned FT	NLNAC site visit: noncompliant with standard 2 • Aggressive recruitment for FT and PT faculty with MSN (D) • Offering free tuition to BSN program to agencies if sharing program of MSN prepared faculty can be developed (D) Continue with mentorship program and extensive orientation program for faculty (M) Continue with scheduling of teaching responsibilities to accommodate faculty school schedule (M)

	scholarship • Laboratory personnel are credentialed with a minimum of a bachelor's degree or are matriculated in a bachelor's program with a major in nursing, with a minimum of 2 years experience, and are registered in NYS as a Registered Professional nurse • Laboratory personnel function under the supervision of full-time faculty			faculty mentors • Lab personnel (ISTs) are matriculated in a BSN program • Lab personnel are supervised by FT faculty	

2.4	The number and utilization of faculty (full and part-time) ensure that program outcomes are achieved.					
PLAN					**IMPLEMENTATION**	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
• Faculty utilization • Faculty/student ratios • Full/part time ratio	• Faculty/student ratios in the classroom and supervised clinical practice are sufficient to insure adequate teaching, supervision, and evaluation • Utilization of full-time and part-time faculty is consistent with the mission/philosophy of the governing institution and purposes of the nursing education unit (teaching, scholarship, service, practice, administration) • Number and type of faculty are adequate to carry out the purposes and objectives of the program • FT faculty workload is 18 credit hours per semester • PT faculty average 12 (clinical) hours per semester • Student-faculty ratios in the classroom will average 20-60 students • Clinical 1:8 acute care, 1:10 SNF 1:4 psychiatry 1:6 peds/OB • Ratio of FT vs PT faculty averages 1:1	Each Semester	• Faculty contracts and review master schedule • Academic Policy and Procedures Manual • College Faculty Handbook • Personnel folders • Faculty Workload • Annual Program Evaluation completed by faculty	• FT faculty workload 18 hours/semester; faculty contracted for extra service for additional course assignments • PT faculty numbers sufficient; workload averages 12 semester • Class, lab, clinical enrollment adheres to faculty/student ratio • FT versus PT faculty is currently 4:3 • Part-time faculty stable	• Continue to monitor workload and classroom ratios through registrar reports (M) • Search in process for FT MSN prepared faculty member to meet criteria 2.1

2.5 Faculty (full- and part-time) performance reflects scholarship and evidence-based teaching and clinical practices.

	PLAN			IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
Faculty scholarship and evidenced-based practice	•All faculty will demonstrate evidence of enhancement of expertise and achievement of program goals which include application of knowledge, teaching, service, practice, and research •Faculty demonstrate actions, processes, or methodologies that are grounded in and flow from the translation of substantive and current research	Annually	•Faculty annual reports •Academic faculty data forms •Annual classroom evaluations •Faculty meeting minutes •Part-time clinical faculty evaluation	• FT faculty annual reports reflect scholarly activities (e.g., publications, presentations, engaged in excellence in teaching activities, community service, and professional development) • Faculty meeting and end of year meeting minutes reflect evidence of currency of course content • Continue Journal Club, faculty present journal article for discussion among faculty	• Faculty expertise and scholarship by monitoring assessment methods (M) • Evidenced-based practice by monitoring assessment methods (M)

2.6	The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.					
	PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
Non-nurse faculty utilization and credentials	• The Staff Assistants are able to manage the clerical responsibilities of the ADN and BSN program	Ongoing	• Enrollment reports for both ADN and BSN program • BSN faculty growth • BSN preceptor program growth	• Added additional staff assistant to provide support for the BSN program	• Continue to monitor (M)

2.7 Faculty (full and part-time) are oriented and mentored in their areas of responsibilities.					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
Faculty (full and part-time) orientation and mentoring	• All new faculty (full- and part-time) are oriented to College, curriculum, electronic systems, course, are mentored by full time senior faculty • All new clinical adjunct faculty members participate in orientation, and are assigned senior faculty member as mentor in clinical setting. Student evaluations and performance evaluation confirm adjunct instructor is functioning at highest level in clinical setting • New faculty feedback express satisfaction with preparation • High satisfaction with orientation evaluation by new faculty	Ongoing as new faculty are hired and prior to the start of fall semester	• New faculty participate in Human Resources orientation • Documentation that new faculty have participated and completed orientation, and have been partnered with a mentor • End of semester adjunct faculty meetings • Documentation that adjunct clinical faculty have participated in orientation and have been partnered with a mentor • Student evaluations • Evaluation of orientation by new faculty • Faculty meeting minutes	• All faculty (full and part-time) receive orientation and mentorship • Student evaluations indicate high level of satisfaction with instruction	• All new faculty will be participated and evaluated orientation (M) • Documentation placed in personnel files (M) • Faculty education regarding mentor role, establishing goals, and meeting schedule (M)

2.8	Systematic assessment of faculty (full and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Faculty: competence that includes measurable behaviors, knowledge, actions, and skills	• There is a process in place for faculty performance evaluation • Annual faculty evaluations demonstrate competent teaching abilities in the classroom and clinical setting • Evaluation of faculty is in keeping with the mission/philosophy of the nursing education unit and includes areas such as: teaching, scholarship, service, and practice	Annually and as needed	• Faculty are evaluated based upon guidelines published in the Academic Policy and Procedure Book, are consistent with UUP policies • Student evaluations of course completed at the end of semester in each course. Results are analyzed by faculty • Annual faculty academic information forms reflect that all faculty members demonstrate effectiveness and/or growth in teaching, scholarship, service, and practice • FT faculty annual report, continuing appointment, renewals, and promotion portfolios • Classroom evaluations • Faculty meeting minutes	• All faculty develop annual report and receive evaluation from associate dean • Faculty records include classroom evaluation and annual report • Classroom evaluations completed, all faculty showing use of innovative teaching strategies • Course evaluation by students indicate satisfaction with instruction	• Continue to monitor (M)

2.9	All Non-nursing faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods/***	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Non-nurse faculty and staff evaluations	All non-nurse full time faculty and staff are regularly reviewed annually in accordance with the contractual agreement of the college	Annually	• Staff Assistants: in accordance with classified service employee criteria	• Non-nursing staff have met level of achievement	• Continue to monitor (M)

2.10	Faculty (full and part-time) engages in ongoing development and receives support in distance education modalities including instructional methods and evaluation.					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Department of SUNY Delhi online education • Faculty Education and Development	• Faculty who use Vancko Hall for communication or posting of class material will participate in Moodle training session through CIS and/or faculty	Annually	• Faculty annual reports, renewal and continuing appointment, promotion portfolios	• All full and part time faculty have met the level of achievement	• Continue to monitor (M)

STANDARD III – STUDENTS

SYSTEMATIC EVALUATION

3.1	Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.				
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Students: SUNY Delhi academic policies • Nursing program policies	• 80% of the RN-to-BSN program's policies are congruent with those of SUNY Delhi, are made accessible to students, are non-discriminatory, and are consistently applied • Differences in polices (selection, progression, general education requirements) are justified	Annually and as needed	• Nursing program website • SUNY Delhi website • SUNY Delhi Student Handbook • Course syllabi • Academic policy and procedure manual • Vancko Hall ADN Site • Program evaluation	• Policies and procedures are available and accessible via the SUNY Delhi website • Nursing specific policies are available via the Vancko Hall ADN Communication site • Differences in polices are justified based on progression and the ability to master student learning outcomes	• Associate dean, faculty will continue to monitor and evaluate policies (M)

3.2	Student services are commensurate with the needs of students pursuing or completing the associate program, including those receiving instruction using alternative methods of delivery.				
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Student support services • Enrollment services • Advisement and retention • Financial aid • Records and registration • Services for students with disabilities • Campus bookstore • Technology services • Learning Center • Library Academic/experiential qualifications of individuals for student services	• 75% or more of students will indicate that student support services are adequate • Student Board meeting minutes indicate that tutoring services are sufficient • Credentials of staff in student health, counseling, career services, and financial aid office as found in the College Catalog reflect academic and experiential qualification necessary to provide said services	By semester and annually	• Course evaluation • Advisor feedback documented in faculty meeting minutes	Data analysis of satisfaction revealed: • 93% of students indicated that services on campus were adequate to meet their educational needs	• Continue to monitor (M)

3.3   Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.

PLAN				IMPLEMENTATION	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Financial Aid Office • Registrar's Office • Student record maintained by advisor	Educational and financial records are in accordance with state and federal guidelines	Annually	Publicly accessible policies and procedures are available which address the maintenance of educational records • College Student Handbook • Academic Policy/Procedure manual • Registrars office	• All financial records are maintained and reviewed by the Financial Aid office • All student educational files are reviewed and maintained by the advisor	Continue to monitor (M)

3.4   Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.
3.4.1   A written, comprehensive student loan repayment program addressing student loan information, counseling monitoring, and cooperation with lenders is available.
3.4.2   Students are informed of their ethical responsibilities regarding financial assistance.

PLAN				IMPLEMENTATION	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Communication regarding loan information, counseling, monitoring, and ethical responsibility	Students receiving Title IV assistance compliance with Higher Ed Reauthorization Act, and are informed of their responsibility regarding financial assistance	Annually	• Review of the students' financial aid records • Review published electronic (website) materials	• Compliance is achieved, reviewed with Director of Financial Aid • Financial aid information is current and posted on the SUNY Delhi website	Continue to monitor (M)

3.5	Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance Or Revisions**
Integrity and consistency of public information	All information is of integrity and consistent, and available to the public, including the program's accreditation status and NLNAC contact information	Annually and as needed	SUNY Delhi Nursing program website	Program information on website update and reviewed, ongoing revisions • Accreditation status • Program highlights • Admission criteria • Mission, philosophy, SLO • Contact information	Continue to monitor (M)

3.6	Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.				
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Communication of revised policies and procedures	• Nursing policies/procedures posted on VH Communication Site • All students enrolled in site • Announcement posted on site if any change in policy/procedure • Each student automatically receives email when announcement posted • Revision in College policy communicate to students via Webmail	Annually and as needed	• View participant list in Vancko Hall Communication site • Nursing website • Student Board minutes • Faculty meeting minutes • Advisement records	All revised policies and procedures (including new lab policies) communicated to students in a timely manner	Continue to monitor (M)

3.7	Orientation of technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.				
PLAN				**ORIENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Orientation: VH, SUNY Delhi Webmail, BroncoWeb Technical support availability	100% of students are oriented to Vancko Hall, Delhi WebMail, and BroncoWeb	Annually and each session	• Accepted Student Day, Nursing Orientation • Student Board minutes • Faculty meeting minutes • Student evaluation of course	• Helpdesk hours 6 days/week • Students indicate they have received sufficient orientation as evidenced by faculty query • Vancko Hall activity logs indicate students are accessing course and activities • Students participate in Vancko Hall orientation • 100% enrolled in NURS 100 and NURS 230 participation in library workshop • Evaluation by students indicates 97% are satisfied with technology orientation.	Continue to monitor (M)

STANDARD IV – CURRICULUM & INSTRUCTION

SYSTEMATIC EVALUATION

Curriculum: **The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.**

4.1 The curriculum incorporates established professional standards, guidelines, competencies, and has clearly articulated students learning and program outcomes.

4.2 The curriculum is developed by faculty and regularly reviewed for rigor and currency

4.3 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions

• Curriculum
• Mission
• Philosophy
• Course objectives
• Student learning outcomes
• Program outcomes
• Learning activities
	• Faculty agree standards, student learning outcomes are clearly stated
	• The Nursing faculty participates in curriculum development to review and revise the philosophy, mission, student learning outcomes, course progression of objectives
	• Nursing education program objectives are derived from the nursing education unit's mission/philosophy
	• Faculty agree student learning outcomes are used to organize curriculum
	• There is regular review of the rigor, currency, and cohesiveness of
		Annually and as needed	• Faculty meeting minutes
			• External Advisory Committee minutes
			• Mission, philosophy, SLOs, program outcomes
			• Course objectives & learning activities
			• Systematic review
			• Course evaluations
			• Graduate and employer surveys
			• VH Communication site
			• Nursing website
			• NLN ADN competencies
			• NSBN test plan
				• Faculty agrees in integrity of curriculum congruence in philosophy, organizing framework, program objectives, curriculum design, course progression, and outcome measures
				• Faculty agrees logical, sequential curriculum plan where course content increases in difficulty and complexity
				• NLN outcomes and competencies adopted
				• Review course objectives with revisions
				   o Course assessment tables attached
				• Predictor data indicate a need for more emphasis on:
				   o Advocacy, ethical practice, supervision, emergency response plan, health & wellness, self care,
					• Course objectives and course SLOs reviewed to include measurable terms (M)
					• Mission, philosophy, program SLOs consistent with newly adopted NLN ADN competencies and outcomes. All are congruent (M)
					• Constructivist framework as part of philosophy (M)
					• Course syllabi includes table that represents relationship between program SLOs, course objectives, and course SLOs (M)
					• Will collect

	nursing courses by faculty		• Exit exams	behavioral interventions, crisis intervention, end of life care, blood and blood products	employer evaluation data this summer (D)
	• Assess integration of NLN ADN competencies into course manuals/syllabi				• Test plan components incorporated
	• Each nursing course has stated program objectives and student learning outcomes				• Deficiencies in performance on predictor exams reviewed and changes made as necessary, see attached course assessments (R)
	• Each stated nursing course objective and student learning outcome is derived from the nursing education unit's program objectives				
	• A logical, sequential curriculum plan where course content increases in difficulty and complexity				
	• LPN and RN predictor exam: 80% of students will achieve a predictability score of 80% or greater				
	• Predictor exam: subgroups of major category scores that average 65% or less will be reviewed by faculty				
	• Curriculum reflects all component of NSBN test plan 2010				
	• Courses in liberal arts and sciences provide a foundation for the curriculum				

4.4	The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Student learning outcomes • Course objectives • Learning activities	• The SUNY Delhi nursing curriculum flows from the philosophy through an organized framework into a logical progression of course objectives and learning experiences that include cultural, ethnic, and socially diverse concepts of the client • 85% of graduates and employers indicate students have met the student learning outcomes	Annually	• Course syllabi: examine relationship between objectives and student learning outcome; examine relationships where the concepts and experiences are compared to examples of cultural objectives • Graduate and employer survey • Course evaluations	• Graduate surveys and employers indicate that graduates have met student learning outcome • Evaluation of course objectives and learning assignments indicate curriculum is meeting this standard	Continue to monitor (M)

4.5	Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.				
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
• Use of education theory in evaluating students, courses, and program • Formative and summative evaluation • Academic integrity	• Program grounded in constructivism; evaluation of students, courses, and programs a fundamental way to ensure learners are achieving SLO, course objectives, and program outcomes • Formative and summative evaluation yield satisfaction with learning activities, satisfactory analysis of exams (item analysis) and written assignments • 85% of graduates and employers are satisfied with program and graduate performance	Annually and as needed	• Faculty meeting minutes • Course evaluations and item analysis • Written assignments • Graduate and employer surveys	Program student centered and grounded in constructivism. Formative evaluation • Emails between student and faculty as needed for issues identified in courses • Communication arranged between faculty, student, and advisor when issues affecting progression • Grading comments made on exams, course assignments (grading rubric for each assignment/course), clinical paperwork (grading rubric), clinical performance • Early Warning Notices generated when student performance is below a passing grade • Reviewed exit exam results, content less than 60 % accuracy to be emphasized and reinforced in curriculum (clinical, theory, and lab/seminar) • Introduced simulations, presentations, journals as varied types of evaluation • Skill competency pass rate Summative evaluation • Analysis of exams, assignments, and clinical evaluation for student at end of course meet SLO • Aggregate student course evals, course eval of satisfaction • Graduate surveys show SLO met and satisfaction with program	• Continue to monitor (M)

				- Employer surveys show SLO met and satisfaction with performance 83% of students agreed exams were consistent with what was presented in class	

4.6	The curriculum and instructional process reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.				
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Constructivist theory • Evidenced based nursing practice paradigm • Collaboration • Research • Best practice standards	• Evidence that learner is pivotal in taking control of learning • Constructivism is utilized as programmatic educational theory that allows and encourages the learner to be an active part of the learning process and not simply have knowledge passively delivered to the learner • Students learn to solve real life issues in the classroom by grounding them in theory and evidence-based research • Students actively participate in acquiring their education and knowledge through various means • Reflection on learned knowledge through course assignments • All courses assignments grounded in EBR • All courses build upon the prior weeks so that knowledge builds upon itself; building on knowledge is also seen on a larger scale in this program with direct ties from course-to-course • Evidence of collaboration with library and experts in clinical areas to collaborate in instruction of students	Annually and as needed	• Course syllabi • Learning assignments • Evaluate constructivist concepts within and between courses, and for assignments grounded in evidence • Guest lectures and evaluation of learning on exams	• Constructivist concepts present within and between all courses • Assignments reflect real life issues and grounded in EBR (e.g., NURS 210) • Active participation by student in acquiring knowledge, (e.g. NURS 110, NURS 200) • Students demonstrate ability to reflect on learned knowledge and apply to subsequent assignments, e.g. NURS 101, NURS 210 seminar, NURS 255 • Courses build upon knowledge from week-to-week (e.g., NURS 110, NURS 115), course-to-course, (e.g., NURS 200-NURS 210) • Faculty-developed scenarios introduced NURS 115 lab and NURS 210 seminar	• Continue to monitor (M) • Vital-Sim scenario package and training purchased through Perkins funding (D); to be integrated into curriculum as learning activity and evaluation component

4.7	Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organizations, state and national standards, and best practice.				
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
•Program objectives •Student learning outcomes •SUNY •NYS Dept of Ed •NYS Board for Nursing	• Students can achieve the objectives in the established and published program length. • Total credits provide a balanced distribution of credits with no more than 70% (SED) of the total credits allocated to nursing courses • Total credits in the curriculum are within the generally accepted limits of 60-72 semester credits • Student will complete program in 3 years	Annually	• College website • Nursing website • SED regulations • Graduation rate	• Program length (credits) adheres to regulatory requirements • Review of curriculum design reflects subjective evaluation tools (course evaluations) and objective evaluation tools (clinical evaluations and examinations) • Review of curriculum plan demonstrates 64% of total credits are in nursing	Continue to monitor (M)

4.8   Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations' from all parties and ensure the protection of students.

4.8.1   Student clinical experiences reflect current best practices and nationally established patient health and safety goals.

PLAN				IMPLEMENTATION	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Course Objectives • Agency contacts • Student learning outcomes	100% of the clinical contracts are current. 90% of the faculty and student evaluations of clinical agencies reveal the clinical agency provides adequate learning opportunities. When combined in total, the clinical agencies provide a wide breadth of experiences appropriate to the associate degree nursing student	Annually	• Faculty meeting minutes • Agency contracts • Agency meeting minutes • Full faculty end of year meeting minutes • Student evaluations of clinical course	• Clinical contracts on file in the Vice President of Business and Finance's office are current and updated on an annual basis • Clinical contracts display evidence outlying the expectations of the university and clinical agency • Review of meeting minutes and student evaluations reveals that facilities utilized for clinical experiences are adequate to meet the course objectives and SLOs	• Continue to monitor (M)

STANDARD V – RESOURCES

SYSTEMATIC EVALUATION

5.1 Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Fiscal resources • Involvement, responsibility, and authority of the associate dean in budget preparation	• 100% of the nursing program's fiscal needs are met by the college budget allocation. The associate dean shall be included in the budget process • The program's fiscal needs are met by the college budget allocation and system funding • Professional development funds have been used by faculty to support individual development	Annually and as needed	• SUNY Delhi Budget – VP for Budget and Finance's office • SUNY Delhi School of Nursing Budget – VP for Budget and Finance	• Faculty development has involved workshops offered at SUNY Delhi, however, funds are available through the budget and Professional Development Funds for external programs • Associate dean is involved in budget development and implementation (annual unit and business plan) • Salaries/budgets are comparable to other departments within College	Continue to monitor (M)

5.2 Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs f the faculty, staff, and students.					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Physical resources	90% of the student and faculty evaluations indicate physical resources are adequate	Annually and as needed	• Analysis of nursing department meeting minutes • Physical visits to classrooms, labs, and offices • Student Board meeting minutes	• The current physical space is adequate to meet the needs of the program, however South Hall is dated with mechanical issues • Faculty office locations are decentralized throughout campus	• Continue to monitor (M) • Plans to renovate Sanford Hall, 2nd floor beginning summer 2012 with move of nursing labs from South to Sanford Hall 2013 (D) • Faculty office space to be centralized 2nd floor Sanford Hall (D) • Temporary relocation of department office to North Hall (D)

| 5.3 | Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery |
| 5.4 | Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes |

PLAN				IMPLEMENTATION	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
• Learning management system: Moodle • Individual course resources: electronic, textbooks • Library resources • Confluence • Technical support	• Faculty agree that learning resources and technology are sufficient • Performance measures of Vancko Hall are satisfactory as measured by IT staff • Satisfactory technical support as evidenced by course evaluations • Confluence: has sufficient functionality as evidenced by faculty meeting minutes • Technical support is satisfactory as evidenced by course evaluations and faculty meeting minutes • Satisfactory library resources as evidenced by course evaluations	Annually and as needed	• Information technology performance measures • Course evaluations • Library resources • Faculty meeting minutes	• Performance measures: service has continued to fall within the service level agreement specifications for 99.75% accessibility or better and 3.0 second page load or better • Faculty are involved in selecting additional library resources • See Standard 4 and 6 for analysis of student satisfaction with technology • Vancko Hall hosts clinical requirements, videos, links to resources, announcements • Helpdesk is available to help students and faculty with technical issues • Computer labs centralized in library; student satisfaction low, comments relate to lack of available stations • Scenarios and increased use of manikins implemented with first-year students (see standard 4)	Continue to monitor (M).

STANDARD VI – OUTCOMES

SYSTEMATIC EVALUATION

6.1   The systemic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards.

PLAN				IMPLEMENTATION	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Systematic evaluation plan	• All faculty participate in the review process • All standards and criteria are addressed in the plan • Maintenance, development, and revision of nursing program policies are based on the assessment results of the nursing program using the systematic review process	Annually	• Faculty meeting minutes • NYSED annual report • NLNAC annual report	• Program evaluation of the nursing education unit, as defined by the governing organization and the unit, demonstrates how and to what extent the program is attaining all NLNAC standards and criteria • The systematic program evaluation contains minimally expected levels of achievement, time frames, and assessment methods • Data and information are collected, analyzed, aggregated, and trended • Evaluation findings are used for decision making for program improvement • Strategies are taken or will be taken to address the area(s) identified as needing improvement	Continue to monitor (M)

6.2 Aggregated evaluation findings inform program decision making and are used to maintain or improve student learning outcomes.					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Data collection and analysis	• Faculty will utilize course evaluations findings, program exit exam, clinical agency feedback, and employer evaluations to maintain or improve student learning outcomes • Measurement of student evaluations that course objectives were met • Program evaluations indicate 85% of students have met the SLOs and are satisfied with the program • Clinical agencies indicate satisfaction with program • Clinical agency representatives indicate students are meeting clinical objectives • Predictor exams demonstrate 80% of students will achieve a predictability score of 80% or greater • Measurement by employers that graduates are meeting professional practice standards	Annually	• Course evaluations: instruction, instructor, support services • Graduate survey • Employer survey • Item analysis • Analyze response rate for evaluations • Minutes from clinical agency meetings • Exit exam reports both individual student and aggregate • NCLEX pass rates	• All data collected analyzed, findings make a contribution toward program decision making • Student evaluation response rate improved significantly • 88 % of students indicated satisfaction (excellent, good) with the program • 100% of students (graduates) indicate they have met the program student learning outcomes. • 100% of employers stated 2011 graduates met the program student learning outcomes. • 72% achieve an 80% predictor score on exit exam. • Increased acute care experiences improved transition/performance to acute care in spring semester, increased student satisfaction with diversity of experiences. • Minutes from clinical meetings with agencies indicate students are meeting expectations for transition into practice. • NCLEX pass rate 88.57%., NYS 84.05%, national 87.90%	• Employer survey spring 2013 (D) • Predictor scores do not meet our standards; faculty to review results and document revisions according to course assessments (R)

6.3	Evaluation findings are shared with communities of interest.				
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Communities of Interest: • Regulatory agencies • External advisory council • Healthcare agencies • Community • Center for Health Workforce Studies, U Albany School of PH • ADN/BSN Councils of NYS • NLN	Faculty participates in sharing evaluation findings with communities of interest	Annually	• Annual reports • External Advisory Board Meeting Minutes • Press releases • Funding proposals and annual reports • NYS Associate Council of Degree Nursing Meetings • Paper presentations • NLNAC annual report • SED annual report • Minutes from clinical agency meetings • Nursing faculty minutes	• Outcome evaluation findings are shared with communities of interest including NLNAC, SED, clinical agencies, External Advisory	• Maintenance (M)

6.4 Graduates demonstrate achievement of competencies appropriate to role preparation.					
PLAN				**IMPLEMENTATION**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis Including actual levels of achievement**	**Action for Program Development, Maintenance or Revisions**
Student learning outcomes	• 90% of graduates agree they have achieved student learning outcomes • 90% of graduates indicate program satisfaction • 90% of employers will indicate graduates demonstrate achievement of competencies appropriate to role preparation	Annually	• Graduate Survey • Employer Surveys	• Graduate survey results are positive. Our graduates indicate that their student learning outcomes have been met; program satisfaction 88% • Employer evaluation: 100% of respondents agree or strongly agrees graduates have met program student learning outcomes; 100% of employers are satisfied with our graduates; response rate 75%.	Graduate survey SLO results (M) Employer survey to be completed spring 2013 (M)

Criteria 6.5: The program demonstrates evidence of achievement in meeting the following program outcomes: performance on licensure exam, program completion, program satisfaction, job placement.

Criteria 6.5.1: The licensure exam pass rates will be at or above the national mean.

Criteria 6.5.2: Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history.

Criteria 6.5.3: Program satisfaction measures (qualitative and quantitative) address graduates and their employers.

Criteria 6.5.4: Job placement rates are addressed through quantified measures that reflect program demographics and history

PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection & Analysis Including actual levels of achievement	Action for Program Development, Maintenance or Revisions
Retention rate and program completion Program Satisfaction Employer satisfaction Job placement	• Retention rate – 50% • Graduation rate - 45%. • NCLEX-RN pass rate exceeds or equivalent to NYS rate for Associate Degree Nursing Programs. • Job placement rate – 90% • Program Satisfaction rate: 85% • Employer satisfaction: 85%	Annually	• NYSED NCLEX-RN Quarterly Reports • Employer Surveys • Graduate Surveys • Student Progression Data	• Retention rate is averaging 53% • Graduation rate 46% • NCLEX pass rate 88.57%., NYS 84.05%, national 87.90% • Job placement 100% • Program satisfaction: 88% • Employer satisfaction: 100% agree graduates demonstrate all competencies.	• Continue to monitor (M) • Employer survey spring 2013 (D) • Continue to offer NCLEX-RN live review spring 2013 (M)

Delhi
STATE UNIVERSITY of NEW YORK

Course Assessment

Course: Clinical Calculations ALHT105, Wehner

Semester/Year: Fall 2011

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source (List assignments, exercises, exams, and/or questions, etc. that measure this outcome)	Assessment Measure (Describe how the data source(s) are measured, e.g., grading scales, rubrics, etc.)	Performance Criteria (Describe criteria for categorizing performances as Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome)
Adherence to evidence based practice standard of professional practice, demonstrating accountability, and practices nursing within the legal, ethical, regulatory frameworks with diverse populations.	1. Memorize conversion factors 2. Identify aspects of dosage calculation problems. 3. Accurately calculate dosage problems of different drug routes.	1. Memorize conversion factors 2. Identify aspects of dosage calculation problems. 3. Accurately calculate dosage problems of different drug routes.	ATI modules Worksheets Student created math problems In class practice of math problems Online (Vancko Hall) resources	ATI modules Worksheets 1, 2, and 3 Quiz 1 Final exam	Greater or equal to 90% on a cumulative math exam within 2 attempts	Not meeting: Less than 90% on final exam Meeting: 90% or greater on final exam

Results

Number of Students Assessed: 67

Three students challenged out of the course (via exam) at the beginning of the semester

Five students withdrew from this course

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
90% or greater on final exam	N/A	65/67 (97%)	N/A	2/67 (3%)	
Measure conversion factors	46.4%	52.2%		1.4%	
Identify aspects of dosage calculation problems to set up correctly	39.1%	56.5%		2.9%; 1.4% (disagree and strongly disagree)	
Accurately calculate dosage problems for different types of types of drugs	42%	53.6% (agree)		2.9%; 1.4%	

Changes to be Made Based on Results

Learning Outcome	Proposed Action
Greater or equal to 90% on a cumulative math exam within 2 attempts	None-However, course will be absorbed within the theory/lab/clinical components of freshman first semester course beginning in fall 2012.
Accurately calculate dosage problems	Contradictory information regarding class too long or too short depending upon students confidence in math. This hopefully will be addressed better after reincorporated into other courses.

School of Nursing Course Assessment and Summary
Course: Introduction to Nursing and Mental Health NURS 101, Palmer
Semester/Year: Fall 2011

Enrollment	Withdrawals	Reason
66	3	2 Personal reasons, 1withdrew from college
	2	1 Failing Fundamentals lab, 1 Failing clinical

Program Student Learning Outcomes	Course Objectives	Course Student Learning Outcome	Learning Activity	Data Source (List assignments, exercises, exams, and/or questions, etc. that measure this outcome)	Assessment Measure (Describe how the data source(s) are measured, e.g., grading scales, rubrics, etc.)	Performance Criteria (Describe criteria for categorizing performances as Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome)
1. Identify the role of the nurse as advocate, liaison, coordinator, and colleague within the healthcare team to meet the needs of the individuals', family, and diverse populations as well as organizational	1,2,5,6	1,2,3,4,5,6,7	Case Studies Lecture Discussion ATI practice exam and remediation Library assignment/paper	Exams Quizzes ATI exam Paper	3 Exam (20% of grade) 60% Final Exam 25% ATI Exam and remediation 5% 2 Quizzes 5% Paper assignment 5% (rubric)	Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%):

outcomes. Recognize, implement, and refer care management including human, physical, financial, and technological resources in collaboration with the healthcare team.						
2. Understand and utilize communication directed toward promoting positive outcomes and establishing trusting relationships with diverse populations.	3,4,5,6	1,2,3,4,5,6,7	Case Studies Lecture Discussion ATI practice exam and remediation Group work Peer teaching Library assignment/paper	Exams Quizzes ATI exam Paper	3 Exam (20% of grade) 60% Final Exam 25% ATI Exam and remediation 5% 2 Quizzes 5% Paper assignment 5% Paper rubric: See addendum	Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%):
3. Adheres to evidence-base standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks.	1,2,3,4	1,2,3,4,5,6,7	Case Studies Lecture Discussion ATI practice exam and remediation Library assignment/paper	Exams Quizzes ATI exam Paper	3 Exam (20% of grade) 60% Final Exam 25% ATI Exam and remediation 5% 2 Quizzes 5% Paper assignment 5% Paper rubric: See addendum	3 Exam: Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%): Final Exam: Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%): 2 Quizzes: Exceeding (80-

						100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%): Paper assignment 5%: Exceeding: (3.75-5) Not meeting: (<3.75): Paper rubric: See addendum
4. Demonstrate caring behaviors and actions that assist individuals, families, and diverse populations in meeting their healthcare goals.	1,3,4,5,6	1,2,3,4,5,6,7	Case Studies Lecture Discussion ATI practice exam and remediation Group work Peer teaching Library assignment/paper	Exams Quizzes ATI exam Paper	3 Exam (20% of grade) 60% Final Exam 25% ATI Exam and remediation 5% 2 Quizzes 5% Paper assignment 5% Paper rubric: See addendum	3 Exam: Final Exam: Exceeding (90-100%): Meeting (80-89%): Approaching (70-79%): Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%): 2 Quizzes: Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%): Paper assignment 5%: Exceeding: (3.75-5) Not meeting: (<3.75): Paper rubric: See addendum
5. Understand and utilize communication directed toward	1,3,4,6	1,2,3,4,5,6,7	Case Studies Lecture Discussion ATI practice		3 Exam (20% of grade) 60% Final Exam 25% ATI Exam and	3 Exam: Exceeding (80-100%): Meeting (75-79%):

promoting positive outcomes and establishing trusting relationships with diverse populations.			exam and remediation Group work Peer teaching Library assignment/paper		remediation 5% 2 Quizzes 5% Paper assignment 5% Paper rubric: See addendum	Approaching (70-74%): Not meeting (<70%): Final Exam: Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%): 2 Quizzes: Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%): Paper assignment 5%: Exceeding: (3.75-5) Not meeting: (<3.75): Paper rubric: See addendum
6. Collaborate with the registered nurse or other member of the healthcare team to organize and incorporate assessment data to plan/revise patient care and the actions based on established nursing diagnosis and nursing protocols.	1,5,6	1,2,3,4,5,6,7	Case Studies Lecture Discussion Group work Peer teaching	Exams Quizzes ATI exam	3 Exam (20% of grade) 60% Final Exam 25% ATI Exam and remediation 5% 2 Quizzes 5%	3 Exam: Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%): Final Exam: Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%):

7. Collects and communicates assessment data from multiple sources, communicates the data to appropriate healthcare providers and evaluates client responses to interventions.	1,2,5,6	1,2,3,4,5,6,7	Case Studies Lecture Discussion ATI practice exam and remediation	Exams Quizzes ATI exam	3 Exam (20% of grade) 60% Final Exam 25% ATI Exam and remediation 5% 2 Quizzes 5%	3 Exam: Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%): Final Exam: Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%):

Course Objectives

1. This course will introduce the student to healthcare using the program framework which is modeled through the concepts of client, environment, health, and nursing.

2. Current healthcare trends will be explored, including ethical and legal issues.

3. The impact of culture, spiritual, ethnic and social diversity in health care will be presented.

4. Therapeutic communication principles are integral and emphasized.

5. Concepts of mental health and illness are taught through the basic application of the nursing process.

6. Health promotion concepts universal to health care will be discussed, incorporating the wellness/illness continuum, and using Maslow's Hierarchy of Needs.

Student Learning Outcomes

1. Describe the concept of health and current trends in the healthcare delivery system.

2. Apply principles of therapeutic communication to various ages and illnesses.

3. Understand ethical and legal issues related to healthcare and psychiatric care of clients.

4. Recognize the impact of culture, ethnic and social diversity on health beliefs, health behaviors and health teaching.

5. Demonstrate understanding of various theorists with emphasis on their relationship to healthcare across the lifespan.

6. Describe the concepts of care, safety and health promotion for various clients incorporating evidence based practice.

7. Apply the nursing process including data collection and pharmacological interventions for the psychiatric client.

Summary of Student Evaluations of Course and Instruction:

N 101 Intro Nursing and Mental Health Palmer Fall 2011

- 100% of the students reported satisfaction with the course and felt they met course objectives. Over 95% felt they are able to describe the concepts of care, safety and health promotion for various clients incorporating evidence based practice and are able to apply principles of therapeutic communication to various ages and illnesses. 99% reported ability to recognize the impact of culture, ethnic and social diversity on health beliefs, health behaviors and health teaching. Students also stated that they were learning about the technical aspects of nursing class, and were able to view health care from several different aspects and relate it to the world around us; the modern, past and future world.

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):

Results

Number of Students Assessed: 63

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
Overall course	66%	22%	4%	6%	85% passed
ATI PN Mental Health Exam (Section 1)	16.1% (level 3)	74.2% (level 2)	9.7% (level 1)	0% (below level1)	90.3%
Overall course	75%	12.5%	0%	12.5%	87.5%
ATI PN Mental Health Exam (Section 2)	16.1%	64.5%	16.1%	3.2%	80.6%

ATI exams demonstrated that as a group they were 65% above the National group individual average for the PN Mental Health Nursing test. These results met and exceeded expectations.

- ATI PN Mental Health Exam (Section 1)   Adjusted Group Score: 74.8%   Group Mean National 65.4%   Group Percent National Mean: 97

- ATI PN Mental Health (Section 2)   Adjusted Group Score: 74%   Group Mean National 65.4% Group Percent National Mean 96%

ATI exams correlated with the students' performance on course exams as well as other courses within their nursing curriculum. Expectation is that the group would score at a level 2 or above. The above results met expectations.

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Timeline
6 (care and safety)	Increase instruction time	Fall 2012
7 (psychiatric client)	Introduction to Mental Health Care to be moved to Mental Health Nursing as a second year level course	Fall 2012

Other: Assessment of this course for Fall 2011 demonstrates that more in depth and comprehensive focus on Mental Health Nursing is needed. Plan will be to move the Introduction of Mental Health to the second year level course, which is dedicated strictly to Mental Health Nursing. Also noted, there is a need for a more comprehensive approach with a focus on nursing issues, theorists, healthcare team interactions, and legal, ethical, spiritual, social diversity, and cultural issues.

School of Nursing Course Assessment and Summary
Course: NURS 110 001 – Fundamentals in Nursing
Instructor: Sivers
Semester/Year: Fall 2011

Enrollment: 36	Withdrawals: 2	Reason(s): 1 for personal reasons 1 for poor academic perfomance

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source (List assignments, exercises, exams, and/or questions, etc. that measure this outcome)	Assessment Measure (Describe how the data source(s) are measured, e.g., grading scales, rubrics, etc.)	Performance Criteria (Describe criteria for categorizing performances as Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome)
1- Collect and communicate assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.	2,3,4,5	1, 4	Lecture Discussion Case Studies Reading Assignments Audio/Visuals	Exams Final Exam Case Studies Lab Component	*5 Exams (each 9% of grade) 45% *Final Exam 25% *Case Studies (each 1% of grade) 10% *Lab Component 20%	*Exceeding (80-100%):* *Exams: 17 *Final Exam: 23 *Case Studies: 18 *Lab Component: 25 *Meeting (75-79%):* *Exams: 7 *Final Exam: 3 *Case Studies: 3 *Lab Component: 3 *Approaching (70-74%):*

						*Exams: 3 *Final Exam: 3 *Case Studies: 4 *Lab Component: 3 *Not Meeting (<70%):* *Exams: 4 *Final Exam: 2 *Case Studies: 6 *Lab Component: 0
2-Adhere to evidence-based standards of professional practice, demonstrate accountability, and practice nursing within the legal, ethical, and regulatory frameworks with diverse populations.	1,2,4	1,3	Lecture Discussion Case Studies Reading Assignments Audio/Visuals	Exams Final Exam Case Studies Lab Component	*5 Exams (each 9% of grade) 45% *Final Exam 25% *Case Studies (each 1% of grade) 10% *Lab Component 20%	*Exceeding (80-100%):* *Exams: 17 *Final Exam: 23 *Case Studies: 18 *Lab Component: 25 *Meeting (75-79%):* *Exams: 7 *Final Exam: 3 *Case Studies: 3 *Lab Component: 3 *Approaching (70-74%):* *Exams: 3 *Final Exam: 3 *Case Studies: 4 *Lab Component: 3 *Not Meeting (<70%):* *Exams: 4 *Final Exam: 2 *Case Studies: 6 *Lab Component: 0
3-Understand and utilize communication directed toward promoting positive outcomes and establishing trusting relationships with	1,3,4	1	Lecture Discussion Case Studies Reading Assignments Audio/Visuals	Exams Final Exam Case Studies Lab Component	*5 Exams (each 9% of grade) 45% *Final Exam 25% *Case Studies (each 1% of grade) 10% *Lab Component 20%	*Exceeding (80-100%):* *Exams: 17 *Final Exam: 23 *Case Studies: 18 *Lab Component: 25 *Meeting (75-79%):* *Exams: 7

diverse populations.						*Final Exam: 3 *Case Studies: 3 *Lab Component: 3 *Approaching (70-74%):* *Exams: 3 *Final Exam: 3 *Case Studies: 4 *Lab Component: 3 *Not Meeting (<70%):* *Exams: 4 *Final Exam: 2 *Case Studies: 6 *Lab Component: 0
4-Collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses and nursing protocols.	1,2,3,4,5	2	Lecture Discussion Case Studies	Exams Final Exam Case Studies Lab Component	*5 Exams (each 9% of grade) 45% *Final Exam 25% *Case Studies (each 1% of grade) 10% *Lab Component 20%	*Exceeding (80-100%):* *Exams: 17 *Final Exam: 23 *Case Studies: 18 *Lab Component: 25 *Meeting (75-79%):* *Exams: 7 *Final Exam: 3 *Case Studies: 3 *Lab Component: 3 *Approaching (70-74%):* *Exams: 3 *Final Exam: 3 *Case Studies: 4 *Lab Component: 3 *Not Meeting (<70%):* *Exams: 4 *Final Exam: 2 *Case Studies: 6 *Lab Component: 0
5-Identify needed health education to	1,2,3,4	3	Lecture Discussion	Exams Final Exam	*5 Exams (each 9% of grade) 45%	*Exceeding (80-100%):* *Exams: 17

promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities with diverse populations.			Reading Assignments	Case Studies Lab Component	*Final Exam 25% *Case Studies (each 1% of grade) 10% *Lab Component 20%	*Final Exam: 23 *Case Studies: 18 *Lab Component: 25 *Meeting (75-79%):* *Exams: 7 *Final Exam: 3 *Case Studies: 3 *Lab Component: 3 *Approaching (70-74%):* *Exams: 3 *Final Exam: 3 *Case Studies: 4 *Lab Component: 3 *Not Meeting (<70%):* *Exams: 4 *Final Exam: 2 *Case Studies: 6 *Lab Component: 0

Course Objectives:

1. This course will focus on principles and techniques used to meet the basic physical and psychosocial needs of the adult and geriatric population while recognizing the role of the nurse.

2. The nursing process will be introduced as the foundation of nursing practice.

3. Collection of data regarding client needs and care will be explored and will relate to Maslow's Hierarchy of Needs in order to assist the client to progress from illness to wellness.

4. This course will introduce evidence based therapeutic interventions designed to promote, maintain, and restore basic physical and psychosocial health.

5. Safety, prevention, and recognition of alterations in normal functioning of these processes will be key concepts of this course.

Student Learning Outcomes:

1. The student will apply basic nursing principles, procedures, and techniques to meet the diverse needs of the adult and geriatric client.

2. The student will understand the nursing process and its function in guiding the delivery of care for the adult and geriatric client.

3. The student will identify measures to promote and protect clients and healthcare personnel from health and environmental hazards.

4. The student will identify normal physiologic processes of body systems and recognize deviations from normal.

Summary of Student Evaluations of Course and Instruction:

- 100% of students agree or strongly agree that they have met the course objectives.

  Student comments:
- Asking questions in lecture to keep the classes attention and make sure we understand.
- The case study questions at the end of lecture were VERY helpful. And the case studies we had to do on evolve were also very helpful.
- Had experiences to share that tied into what we were talking about and made things easier to understand.
- Uses different pictures and videos in power points
- I like having notes to follow during class which she always had. I also like how for some chapters there were review questions, I found that helpful.
- She incorporates stories and experiences in with the lectures and explains things well.
- Able to discuss examples to provide evidence
- Consistent notes available during class or online. Teaching methods were consistent - but provided case studies, questions, and videos to help class connect to real life.
- Really think that case studies should be done after the lecture on the material. I did what I could do to look up and read the information but still did not do well on all of the studies. I feel this has dropped my grade and i have really worked hard to keep it high.
- More different activities
- Not enough detailing in certain topics
- More in class case studies would be helpful.

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):

The textbook(s) helped me to learn and synthesize nursing knowledge in this course.

- 83.4% of students agree & strongly agree to this & 16.7% disagree.
  - Student written responses
    - ATI was a very helpful resource; Have only used 2 of the textbooks assigned for the courses. ATI book is helpful; The ATI Fundamentals textbook helped but Potter and Perry was not as much of a help; Textbooks don't have the most up to date info sometimes; The ATI was very helpful, but the Fundamentals textbook was way too much.

Results

Number of Students Assessed:

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
Exams:	58.8%	20.6%	17.6%	3%	79.4%
Final Exam:	73.5%	21.1%	5.9%	0%	94.6%
Case Studies:	58.8%	8.8%	20.6%	11.8%	67.6%
Lab Component:	70.6%	17.6%	8.8%	3%	88.2%
Overall Course:	70.6%	20.6%	5.9%	2.9%	91.2%

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Timeline
1	Place an increased focus on Assistive Devices (crutches, cane) in lab scenarios.	Incorporate in Fall 2012 to course & re-evaluate performance on ATI exam for improvement.
2	Increase focus in theory on restraints & security plans.	Incorporate in Fall 2012 to course & re-evaluate performance on ATI exam for improvement.
4	Incorporate case studies in theory that concentrate on ostomy care. Also, add hands on simulation scenario in lab for ostomy care.	Incorporate in Fall 2012 to course & re-evaluate performance on ATI exam for improvement.
5	Incorporate more teaching in theory on nutrition & add more scenario based learning to lab focusing on enteral feedings.	Incorporate into course Fall 2012 & re-evaluate performance on ATI exam for improvement.

Other:

- Students continue to score low on PN Comprehensive Predictor on assistive devices down to 57.0% from 59.9% which is under 65% so flagged for review according to our SEP. Also scored low on PN Fundamentals exam at 36.4%. This is tied to LO 1 in above table (see changes to be made in above table).
- Students continue to score low in the areas of restraints (52.0%) & security plans (28.0%) on PN Comprehensive Predictor. This is tied to LO 2 above.
- PN Comprehensive predictor indicated that planning care for Ileostomy had decreased greatly from 72.4% to 56.0% from last year. This is tied to LO #4 above.
- ATI Fundamentals exam (lab component) students scored 57.0% in category of nutrition & oral hydration down from 60.3% Fall 2010 with 65% and below being our stated criteria for re-evaluating a topic. This is tied to LO 5
- Re-evaluate difficulty of final exam since percent exceeding/meeting was significantly higher than other areas and reconsider how case studies are incorporated/assessed to address the significantly lower scores in this area.

School of Nursing Course Assessment and Summary
Course: NURS 110 Fundamentals of Nursing Theory, Krzyston
Semester/Year: Fall 2011

Enrollment	Withdrawals	Reason
35	**4**	1- **Personal reasons withdrew from college** 2- **Doing poorly in all course work so reduced their course load** 1- **Unsuccessful in lab competency & therefore not passing the course**

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source (List assignments, exercises, exams, and/or questions, etc. that measure this outcome)	Assessment Measure (Describe how the data source(s) are measured, e.g., grading scales, rubrics, etc.)	Performance Criteria (Describe criteria for categorizing performances as Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome)
1- Collect and communicate assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.	2,3,4,5	1, 4	Lecture Discussion Case Studies Reading Assignments Audio/Visuals	Exams Final Exam Case Studies Lab Component	*5 Exams (each 9% of grade) 45% *Final Exam 25% *Case Studies (each 1% of grade) 10% *Lab Component 20% *Final Course Grade 100%	*Exceeding (80-100%):* *Exams: 17 *Final Exam: 23 *Case Studies: 18 *Lab Component: 25 *Final Course Grade: 21 *Meeting (75-79%):* *Exams: 7 *Final Exam: 3 *Case Studies: 3 *Lab Component: 3 *Final Course Grade: 6

Outcome			Methods				Assessment
							Approaching (70-74%): *Exams: 3 *Final Exam: 3 *Case Studies: 4 *Lab Component: 3 *Final Course Grade: 3 *Not Meeting (<70%):* *Exams: 4 *Final Exam: 2 *Case Studies: 6 *Lab Component: 0 *Final Course Grade: 1
2-Understand and utilize communication directed toward promoting positive outcomes and establishing trusting relationships with diverse populations.	1,3,4	1	*Same as above	*Same as above	*Same as above		*Same as above
3-Adhere to evidence-based standards of professional practice, demonstrate accountability, and practice nursing within the legal, ethical, and regulatory frameworks with diverse populations.	1,2,4	1,3	*Same as above	*Same as above	*Same as above		*Same as above
4-Collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses and nursing protocols.	1,2,3,4,5	2	Lecture Discussion Case Studies	*Same as above	*Same as above		*Same as above
5- Identify needed health education to promote and facilitate informed decision	1,2,3,4	3	Lecture Discussion Reading	*Same as above	*Same as above		*Same as above

			Assignments			
making, achieve positive outcomes, and support self-care activities with diverse populations.						

Course Objectives:

1. This course will focus on principles and techniques used to meet the basic physical and psychosocial needs of the adult and geriatric population while recognizing the role of the nurse.

2. The nursing process will be introduced as the foundation of nursing practice.

3. Collection of data regarding client needs and care will be explored and will relate to Maslow's Hierarchy of Needs in order to assist the client to progress from illness to wellness.

4. This course will introduce evidence based therapeutic interventions designed to promote, maintain, and restore basic physical and psychosocial health.

5. Safety, prevention, and recognition of alterations in normal functioning of these processes will be key concepts of this course.

Student Learning Outcomes:

1. The student will apply basic nursing principles, procedures, and techniques to meet the diverse needs of the adult and geriatric client.

2. The student will understand the nursing process and its function in guiding the delivery of care for the adult and geriatric client.

3. The student will identify measures to promote and protect clients and healthcare personnel from health and environmental hazards.

4. The student will identify normal physiologic processes of body systems and recognize deviations from normal.

Summary of Student Evaluations of Course and Instruction:

- Students report that they 100% agree or strongly agree that they have met the course objectives. They responded that adding review questions and case studies into lecture was very helpful. They also felt that sharing life experiences helped them better understand concepts. Some stated that they felt the evolve case studies were very helpful. Some request more variety activities and feel that more detailing is needed for some topics.

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):

The textbook(s) helped me to learn and synthesize nursing knowledge in this course.

- 83.4% of students agree and strongly agree that the textbooks helped them learn and synthesize nursing knowledge in this course and 16.7% disagree. They expressed that ATI was a very helpful resource. Some felt that the Potter and Perry text was not as much help. Also expressed that textbooks don't have the most up to date info sometimes.

Results

Number of Students Assessed: 31

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
1,2,3,4	Exams: 54.8%	22.6%	9.7%	12.9%	77.4%
	Final Exam: 74.2%	9.7%	9.7%	6.4%	83.9%
	Case Studies: 58.1%	9.7%	12.9%	19.4%	67.8%
	Lab Component: 80.6%	9.7%	9.7%	0.0%	90.3%
	Final Course Grade: 67.7%	19.3%	9.6%	3.2%	87%

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Timeline
2	Increase focus in theory on restraints & security plans.	Incorporate in Fall 2012 to course & re-evaluate performance on ATI exam for improvement.
3	Incorporate more teaching in theory on nutrition & add more scenario based learning to lab focusing on enteral feedings.	Incorporate into course Fall 2012 & re-evaluate performance on ATI exam for improvement.
4	Incorporate case studies in theory that concentrate on ostomy care. Also, add hands on simulation scenario in lab for ostomy care.	Incorporate in Fall 2012 to course & re-evaluate performance on ATI exam for improvement.

Other:

*Students continue to score low in the areas of restraints (52.0%) & security plans (28.0%) on PN Comprehensive Predictor. This is tied to LO 2 above.

**ATI Fundamentals exam (lab component) students scored 57.0% in category of nutrition, enteral feedings & oral hydration down from 60.3% Fall 2010 with 65% and below being our stated criteria for re-evaluating a topic. This is tied to LO 3

*PN Comprehensive predictor indicated that planning care for Ileostomy had decreased greatly from 72.4% to 56.0% from last year. This is tied to LO 4 above.

Delhi

School of Nursing Course Assessment and Summary
Course: NURS 110 Fundamentals Lab
Semester/Year: Fall 2011

Enrollment	Withdrawals	Reason
71	**8**	**1- personal reasons** **1- doing poorly in course** **2- change of major**

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source (List assignments, exercises, exams, and/or questions, etc. that measure this outcome)	Assessment Measure (Describe how the data source(s) are measured, e.g., grading scales, rubrics, etc.)	Performance Criteria (Describe criteria for categorizing performances as Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome)
1- Collect and communicate assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.	1	1	*Facilitated discussion *Simulation *Audio/visuals *Skill demonstrations *Online skill modules	*Skill proficiency evaluations *Quizzes	*Skill Proficiencies: *Pass / Not Pass* *6 Quizzes 10% (lowest grade dropped)	Skill Proficiencies: *Meeting (Pass):* 66 *Not Meeting (Not Pass):* 1 Quizzes: *Exceeding (80-100%):* 64 *Meeting (75-79%):* 1 *Approaching (70-74%):* 0

			*ATI Exam	* ATI Exam 10%	*Not Meeting (<70%):* 0 ATI Exam: *Exceeding (Level 3):* 10 *Meeting (Level 2):* 33 *Approaching (Level 1):* 17 *Not Meeting (Below Level 1):* 6	
2- Understand and utilize communication directed toward promoting positive outcomes and establishing trusting relationships with diverse populations.	2	1	*Same as above	*Same as above	*Same as above	*Same as above
3- Adhere to evidence-based standards of professional practice, demonstrates accountability, and practices nursing within the legal, ethical, and regulatory frameworks with diverse populations.	1, 4	2	*Same as above	*Same as above	*Same as above	*Same as above

Course Objectives:

1. This lab course will introduce basic theoretical concepts, build on knowledge obtained in concurrent nursing and allied health courses, and incorporate relevant clinical skills.
2. This course will focus on principles, procedures, and techniques used to provide basic physical and psychosocial care for the adult and geriatric population.
3. This course will integrate data collection and explore recognition of alterations in normal physiological processes.
4. Key concepts of this course will focus on safety, prevention, and technical skills.

Student Learning Outcomes:

1. Integrate basic physical and psychosocial data collection techniques that result in recognition of alterations in normal processes.
2. Safely and accurately perform technical nursing skills and procedures.

Summary of Student Evaluations of Course and Instruction:

Based on 60 student responses 98.4% agree or strongly agree that they have met the objectives for this course. The overall satisfaction with the instruction of the course had a response rate of 71.7% for very good to excellent and 25.0% felt it was good. 91.7% stated overall satisfaction with the course as being good or excellent. A common theme in student comments was requesting live demonstrations for the skills instead of just watching the videos. Many stated that they enjoyed the hands on experience working with their peers and guidance of their instructors.

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):

88.3% of students felt that the textbooks helped them learn and synthesize the information of the course and felt that the ATI books were very helpful.

Results

Number of Students Assessed: 65

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
Learning Outcomes 1, 2, & 3		Skill Proficiencies: 98.5%		Skill Proficiencies: 1%	98.5%
	Quizzes: 98.5%	1.5%	0%	0%	100%
	ATI Exam: 15.2%	50.0%	25.8%	9.1%	65.2%

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Timeline
1	Place an increased focus on Assistive Devices (crutches, cane) in lab scenarios.	Incorporate in Fall 2012 to course & re-evaluate performance on ATI exam for improvement.
1	Add more scenario based learning to lab focusing on enteral feedings & nutrition.	Incorporate into course Fall 2012 & re-evaluate performance on ATI exam for improvement.
3	We more scenarios that are focused on the application & monitoring of restraints & security plans.	Incorporate in Fall 2012 to course & re-evaluate performance on ATI exam for improvement.
3	Add hands on simulation scenario in lab for ostomy care.	Incorporate in Fall 2012 to course & re-evaluate performance on ATI exam for improvement.
1,2,3,4,5	Make quizzes more challenging d/t 98.5% of classes exceeding performance on these.	Incorporate into course Fall 2012 & re-evaluate performance on ATI exam for improvement.

Other:

* Students continue to score low on PN Comprehensive Predictor on assistive devices down to 57.0% from 59.9% which is under 65% so flagged for review according to our SEP. Also scored low on PN Fundamentals exam at 36.4%. This is tied to LO 1 in above table (see changes to be made in above table).

*ATI Fundamentals exam (lab component) students scored 57.0% in category of nutrition, enteral feedings & oral hydration down from 60.3% Fall 2010 with 65% and below being our stated criteria for re-evaluating a topic. This is tied to LO 1

*Students continue to score low in the areas of restraints (52.0%) & security plans (28.0%) on PN Comprehensive Predictor. This is tied to LO 3 above.

*PN Comprehensive predictor indicated that planning care for Ileostomy had decreased greatly from 72.4% to 56.0% from last year. This is tied to LO 3 above.

School of Nursing Course Assessment and Summary
Course: NURS 120 / Nursing Clinical I

Semester/Year: Fall 2011

Enrollment	Withdrawals	Reason
71	**8**	**1- personal reasons** **1- doing poorly in course** **2- change of major**

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source (List assignments, exercises, exams, and/or questions, etc. that measure this outcome)	Assessment Measure (Describe how the data source(s) are measured, e.g., grading scales, rubrics, etc.)	Performance Criteria (Describe criteria for categorizing performances as Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome)
1-Adhere to evidence-based standards of professional practice, demonstrates accountability, and practices nursing within the legal, ethical, and regulatory frameworks with diverse populations.	1, 3	1,6	• Skill demonstrations • Supervised group practice • Audio/Visual • Simulation scenarios • Supervised clinical client care	Group Practice Sessions Safe competent performance in the clinical setting, and written assignments: • Data collection and physical assessment	Maslow and Concept map: Rubric with a passing grade of 7 out of 9 Data collection: 5.5 out of 7 to *pass* Clinical performance tool:	*Meeting (Pass):* 65 *Pass all final clinical evaluation objectives. *The student must achieve a Pass grade on a minimum of 8 out of 10 written assignments. The make-up day cannot be used to meet this expectation.

			• Pre & Post Conferences • Role Play	• Concept map • Maslow map	Clinical Self-evaluation: *pass/not pass*	*Not Meeting (Not Pass):* 0
2-Demonstrate caring behaviors and actions that assist individuals, families, and diverse populations in meeting their health care goals.	1	1,2	• Same as above	• Same as above	• Same as above	• Same as above
3-Collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses and nursing protocols.	2	3	• Same as above	• Same as above	• Same as above	• Same as above
4-Collect and communicate assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.	1, 3	4, 5	• Same as above	• Same as above	• Same as above	•

Course Objectives:

1. This course will focus on principles, procedures, and techniques used in meeting the basic physical and psychosocial needs of the adult and geriatric population while recognizing the role of the nurse

2. This course will assist the student to begin to recognize and explore the impact of internal and external environments on clients and initiate the use of Maslow's Hierarchy of Needs and the Nursing Process.

3. This course will allow utilization of basic observation, data collection, communication, techniques and procedures of nursing care, based upon knowledge concurrently acquired in the classroom and nursing lab.

Student Learning Outcomes:

1. The student will safely perform basic nursing principles, procedures, and techniques based on evidence based practice related to meeting the diverse needs of the adult and geriatric clients.

2. The student will utilize beginning level therapeutic communication skills and caring behaviors in identifying and/or meeting client needs.

3. The student will understand the nursing process and its function in guiding the delivery of care for the adult and geriatric client.

4. The student will recognize alterations from the normal physical, social, spiritual and cultural needs of the adult and geriatric client.

5. The student will effectively communicate relevant data from multiple sources to appropriate members of the healthcare team.

6. The student will adhere to legal, ethical, and professional standards and behaviors

Summary of Student Evaluations of Course and Instruction:

Out of 51 students responding to the course evaluation 94.1% agreed or strongly agreed that they met the objectives of the course while 5.9% disagree. When asked about overall satisfaction of the course 96.1% of students agreed or strongly agreed that they were satisfied with 3.9% not. There was satisfaction stated in having the hands on real life experience & felt this was very helpful. Overall students felt they had a great learning experience. Some felt they needed more direction on paperwork and wished that instructor expectations were more universal.

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):

98% of students felt that the clinical facilities provided them with a positive learning environment while 2% felt they did not. Some students complained that nurses were not receptive to them at Fox Nursing Home but were wonderful at O'Connor Hospital.

Some students requested in the comments to have increased library hours.

Results

Number of Students Assessed: 65

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
1, 2, 3, 4		Passing Course: 100%		0%	100%

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Timeline
1, 2, 3, 4	Will plan more time for teaching on paperwork during on campus clinical. Will also make some revisions to paperwork grading rubric to improve consistency. Maslow's map was already revised for improvement based on student feedback.	Start Fall 2012
1, 2, 3, 4	Discussed nurses not being receptive to nursing students at year end meeting with Fox Hospital. This will be addressed with nurses.	Completed May 2012
1, 2, 3, 4	Contacted library about great student request for longer library hours and this was granted for Spring semester.	Completed December 2011
1	Will add more concentrated simulation scenarios with medication administration and organization, assessment, & prioritization.	Start Fall 2012

Other:

***Will continue to increase student exposure to medication administration & pharmacology throughout their clinical experience because this was low on the comprehensive predictor which went down from 69.6% last year to 64.9% this year. (LO 1)

*8 lab referrals were prescribed in the Fall: 4 were for medication administration & 4 were for organization, assessment, & prioritization. (LO1)

School of Nursing Course Assessment and Summary
Course: NURS 115 001 – Medical/Surgical Nursing I
Instructor: Sivers
Semester/Year: Spring 2012

Enrollment: 30	Withdrawals: 2	Reason(s): 1 for personal reasons 1 for poor academic performance

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source	Assessment Measure	Performance Criteria
Identify the role of the nurse as advocate, liaison, coordinator, and colleague within the healthcare team to meet the needs of the individuals', family, and diverse populations as well as organizational outcomes.	4	1, 2, 3, 4, 5	Lecture Facilitated Discussions Case Studies Reading Assignments ATI Practice Exam/ Remediation	HESI Case Studies Lab Quizzes Group Project Unit Exams Final Exam ATI Med/Surg Predictor Exam ATI Comprehensive Exam	• 10 case studies (1% each for total of 10% course grade) • 5 quizzes (2% each for total of 10% course grade) • 1 group project (based on a 15 point rubric for total of 5% of course grade) • 5 unit exams (worth 9% each for total of 45% of course grade) • 1 final exam (worth 20% of course grade) • 1 ATI	**Exams, Quizzes, & Case Studies** Exceeding (80-100%) Meeting (75-79%) Approaching (70-74%) Not meeting (<70%) **Group Project** Exceeding (4-5/5 points) Meeting 3/5 points) Approaching 2/5 points Not Meeting 1/5points

				Med/Surg Predictor Exam (worth up to 5 points based on proficiency score for 5% of course grade) • 1 ATI Comprehensive Exam (worth up to 5 points based on adjusted individual score for 5% of course grade)	**ATI Med/Surg** Exceeding (Level 3 Proficiency) Meeting (Level 2 Proficiency) Approaching (Level 1 Proficiency) Not Meeting (<Level 1 Proficiency) **ATI Comprehensive** Exceeding (99-91% Predictability) Meeting (91-81% Predictability) Approaching (75-80% Predictability) Not Meeting (<75% Predictability)
Recognize, implement, and refer care management including human, physical, financial, and technological resources in collaboration with the healthcare team.	1, 2, 3, 4	1, 2, 3, 4, 5	**See above**	**See above**	**See above**	**See above**

Understand and utilize communication directed toward promoting positive outcomes and establishing trusting relationships with diverse populations.	2, 3	1, 2, 4, 5	**See above**	**See above**	**See above**	**See above**
Demonstrate caring behaviors and actions that assist individuals, families, and diverse populations in meeting their healthcare goals.	1, 2, 3	1, 2, 3, 4, 5	**See above**	**See above**	**See above**	**See above**
Collaborate with the registered nurse or other member of the healthcare team to organize and incorporate assessment data to plan/revise patient care and the actions based on established nursing diagnosis and nursing protocols.	1, 2, 4	1, 2, 3, 4, 5	**See above**	**See above**	**See above**	**See above**

Collects and communicates assessment data from multiple sources, communicates the data to appropriate healthcare providers and evaluates client responses to interventions.	1, 2, 3, 4	1, 2, 4, 5	**See above**	**See above**	**See above**	**See above**

COURSE OBJECTIVES:

1. Apply the nursing process to guide the delivery of psychosocial, spiritual, cultural, and physical care for the client.
2. Integrate the therapeutic nursing principles, procedures and techniques appropriate in the care of adult and geriatric clients with common disease processes.
3. Utilize principles of appropriate therapeutic communication techniques for providing care and reinforce teaching in collaboration with the health care team.
4. Identify the role of the nurse in relation to the health care team.

STUDENT LEARNING OBJECTIVES:

1. Collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses and nursing protocols.
2. Recognize, implement, and refer care management including human, physical, financial, and technological resources in collaboration with the healthcare team.
3. Adhere to evidence-based standards of professional practice, demonstrates accountability, and practices nursing within the legal, ethical, and regulatory frameworks with diverse populations.
4. Understand and utilize communication directed toward promoting positive outcomes and establishing trusting relationships with diverse populations.
5. Identify the role of the nurse as advocate, liaison, coordinator, and colleague within the healthcare team to meet needs of the individuals', family, and diverse populations, as well as organizational outcomes.

Summary of Student Evaluations of Course and Instruction:

Based on a response of 24 students, the course evaluation shows that 100% of students either agreed or strongly agreed that program, course, and student learning objectives had been met. A total of 87.5% felt that the exams were a fair and accurate measure of concepts and information covered while 12.5% (total of 3 students) disagreed. In terms of their evaluation of the learning resources, 95.8% of the students felt that the textbooks and other resources were valuable to the learning process. The overall satisfaction with the course stood at 91.7% with 91.3% rating the level of instruction as either excellent or very good.

Comments were overwhelming positive in regards to the course and instructional methods. There were a few comments in regards to the HESI case studies not effectively contributing to the learning process in that there was inadequate feedback regarding missed questions and not enough opportunity to review information with instructor. One student also requested more ways to directly engage current nursing research.

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):

N/A

Results

Number of Students Assessed: 28

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
HESI Case Studies	78.5%	8%	10%	3.5%	86.5%
Quizzes	96.4%	3.6%	0%	0%	100%
Group Project	78.5%	10%	8%	3.5%	88.5%
Unit Exams	28.7%	32.1%	28.7%	10.5%	60.8%
Final Exam	39.3%	25%	7%	28.7%	64.3%
ATI Med/Surg	10%	57.1%	17.9%	15%	67.1%
ATI Comprehensive	67.9%	14.3%	3.5%	14.3%	82.2%
Overall Course Performance	46.3%	32.2%	18%	3.5%	78.5%

Major content areas identified by the ATI Med/Surg and Comprehensive exams that were less than 65%, the desired minimum per content area, and will need more in-depth review include:

- Collaboration with interdisciplinary team including appropriate referrals
- Client care assignments including notification of supervisor and shift report
- Nutrition and therapeutic diets
- Diabetes management
- Pharmacology related to specific disease processes
- Monitoring and management of invasive therapeutic devices/procedures such as chest tubes, paracentesis, ostomies, etc.
- Radiation therapy

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Timeline
Collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses and nursing protocols.	Will develop learning opportunities that purposely have students engage in interdisciplinary collaborative practices. I will need to include assessment of this area as I do not currently do this.	To be implemented Spring 2013
Identify the role of the nurse as advocate, liaison, coordinator, and colleague within the healthcare team to meet needs of the individuals', family, and diverse populations, as well as organizational outcomes.	Refer to above.	To be implemented Spring 2013
Collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses and nursing protocols.	Pharmacology and management of therapeutic devices and procedures will need to be better incorporated into student learning opportunities and also included in assessment of this area	To be implemented Spring 2013

Other: Need to revisit course objectives as these are currently written as student objectives and revise student learning objectives to be more measurable.

School of Nursing Course Assessment and Summary
Course: NURS 115 – Medical/Surgical Nursing I
Semester/Year: Spring 2012

Enrollment: 28	Withdrawals: 4	Reason(s): 1 Change of major 3 for poor academic performance

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source	Assessment Measure	Performance Criteria
1-Collaborate with the registered nurse or other member of the healthcare team to organize and incorporate assessment data to plan/revise patient care and the actions based on established nursing diagnosis and nursing protocols.	1, 2, 4	1	Lecture Facilitated Discussions Case Studies Reading Assignments ATI Practice Exam/ Remediation	HESI Case Studies Lab Quizzes Group Project Unit Exams Final Exam ATI Med/Surg Predictor Exam ATI Comprehensive Exam	• 10 case studies (1% each for total of 10% course grade) • 5 quizzes (2% each for total of 10% course grade) • 1 group project (based on a 15 point rubric for total of 5% of course grade) • 5 unit exams (worth 9% each for total of 45% of course grade) • 1 final exam (worth 20% of course grade) • 1 ATI Med/Surg Predictor Exam (worth up to5 points based on	**Case Studies:** *Exceeding (80-100%):* 17 *Meeting (75-79%):* 3 *Approaching (70-74%):* 3 *Not meeting (<70%):* 1 **5 Quizzes:** *Exceeding (80-100%):* 22 *Meeting (75-79%):* 2 *Approaching (70-74%):* 0 *Not meeting (<70%):* 0 **Group Project:** *Exceeding (80-100%):* 23 *Meeting (75-79%):* 0 *Approaching*

					proficiency score for 5% of course grade) • 1 ATI Comprehensive Exam (worth up to 5 points based on adjusted individual score for 5% of course grade) • Overall Course grade	*(70-74%):* 0 *Not meeting (<70%):* 1 **5 Unit Exams:** *Exceeding (80-100%):* 11 *Meeting (75-79%):* 9 *Approaching (70-74%):* 2 *Not meeting (<70%):* 2 **Final Exam:** *Exceeding (80-100%):* 14 *Meeting (75-79%):* 9 *Approaching (70-74%):* 1 *Not meeting (<70%):* 0 **ATI PN Adult Med/Surg Exam:** *Exceeding (80-100%):* 1 *Meeting (75-79%):* 23 *Approaching (70-74%):* 0 *Not meeting (<70%):* 0 **ATI Comprehensive predictor (predicted probability of passing NCLEX):** *Exceeding (91-99%):* 17 *Meeting (81-90%):* 4 *Approaching*

						(75-80%): 1 *Not meeting (<75%):* 2 **Overall Course Grade:** *Exceeding* *(80-100%):* 17 *Meeting* *(75-79%):* 7 *Approaching* *(70-74%):* 0 *Not meeting (<70%):* 0
2-Recognize, implement, and refer care management including human, physical, financial, and technological resources in collaboration with the healthcare team.	1, 2	1	**See above**	**See above**	**See above**	**See above**
3-Adhere to evidence-based standards of professional practice, demonstrates accountability, and practices nursing within the legal, ethical, and regulatory frameworks with diverse populations.						
4-Understand and utilize communication directed toward promoting positive outcomes and	1,2	3	**See above**	**See above**	**See above**	**See above**

establishing trusting relationships with diverse populations.						
5-Identify the role of the nurse as advocate, liaison, coordinator, and colleague within the healthcare team to meet the needs of the individuals', family, and diverse populations as well as organizational outcomes.	1, 2	4	**See above**	**See above**	**See above**	**See above**

COURSE OBJECTIVES:

1. This course will expand upon theoretical concepts and knowledge obtained in previous nursing and allied health courses, and incorporate relevant clinical skills.

2. This course will emphasize the nursing process, therapeutic communication, critical thinking, and the health team's role in providing care for patients with common illnesses and conditions of human systems.

STUDENT LEARNING OBJECTIVES:

5.   The student will apply the nursing process to guide the delivery of psychosocial, spiritual, cultural, and physical care for the client.
6.   The student will integrate the therapeutic nursing principles, procedures and techniques appropriate in the care of adult and geriatric clients with common disease processes.
7.   The student will utilize principles of appropriate therapeutic communication techniques for providing care and reinforce teaching in collaboration with the health care team.
8.   The student will identify the role of the nurse in relation to the health care team.

Summary of Student Evaluations of Course and Instruction:

22 students responded to the end of the course evaluation and 95.5% agree or strongly agree that they have met the objectives of the course. 86.4% agree or strongly agree that the exams are a fair assessment of concepts while 13.6% disagree. Overall, 90.9% of the class rated the course as good or excellent with 9.1%

rating it as fair. 100% of students reported satisfaction with instructor as good, very good, or excellent. Many positive comments were received on the use of Glogs (electronic posters) & students felt these really helped them to summarize the information. Some request that review questions placed throughout lecture instead of at the end to break things up. Some request more critical thinking to be brought to lecture and focus on only the really relevant things.

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):

*Some of the students have reported that there are discrepancies between the ATI text and their Timby Med/ Surg text.

*Some also were requesting that tutors be available for this course.

Results

Number of Students Assessed: 24

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
HESI Case Studies	70.8%	12.5%	12.5%	4.2%	83.3%
Quizzes	91.7%	8.3%	0%	0%	100%
Group Project	98.8%	0%	0%	4.1%	98.8%
Unit Exams	45.8%	37.5%	8.3%	8.3%	83.3%
Final Exam	58.3%	37.5%	4.1%	0%	95.8%
ATI PN Med/Surg	4.2%	95.6%	0%	0%	100%
ATI Comprehensive	70.8%	16.6%	4.2%	8.3%	87.4%
Overall Course Grade	70.8%	29.2%	0%	0%	100%

Major content areas identified by the ATI Med/Surg and Comprehensive exams that were less than 65%, the desired minimum per content area, and will need more in-depth review include:

- Collaboration with interdisciplinary team including appropriate referrals
- Client care assignments including notification of supervisor and shift report
- Nutrition and therapeutic diets
- Diabetes management
- Pharmacology related to specific disease processes
- Monitoring and management of invasive therapeutic devices/procedures such as chest tubes, paracentesis, ostomies, etc.
- Radiation therapy

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Timeline
Collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses and nursing protocols.	Will develop learning opportunities that purposely have students engage in interdisciplinary collaborative practices. Will need to include assessment of this area as it is not currently done on this.	To be implemented Spring 2013
Identify the role of the nurse as advocate, liaison, coordinator, and colleague within the healthcare team to meet needs of the individuals', family, and diverse populations, as well as organizational outcomes.	Refer to above.	To be implemented Spring 2013
Collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses and nursing protocols.	Pharmacology and management of therapeutic devices and procedures will need to be better incorporated into student learning opportunities and also included in assessment of this area	To be implemented Spring 2013

Other:

*Will implement student feedback by adding review questions throughout presentation instead of just the end.

*Will also bring in more critical thinking activities to engage the students more.

*Will re-evaluate material being presented & stick to what is relevant to free up more time for interactive learning.

School of Nursing Course Assessment and Summary
Course: NURS 115 Lab – Medical/Surgical Nursing I Lab
Semester/Year: Spring 2012

| Enrollment: 58 | Withdrawals: 6 | Reason(s): | 1 for personal reasons |
| | | | 5 for poor academic performance |

Program Student Learning Outcome	Course Objective	Student Learning Outcome	Learning Activity	Data Source	Assessment Measure	Performance Criteria
Identify the role of the nurse as advocate, liaison, coordinator, and colleague within the healthcare team to meet the needs of the individuals', family, and diverse populations as well as organizational outcomes.	2, 4	2, 3	Pharmacology modules Case studies Simulation	Lab Quizzes Clinical Calculation Quiz Skill Proficiencies	Grading scale Grading scale Grading rubric	**Lab Quizzes:** Exceeding (80-100%) Meeting (75-79%) Approaching (70-74%) Not meeting (<70%) **Clinical Calculation** Meeting (90% or >) **Skill Proficiency** • Meets expectations • Does not meet expectations

Recognize, implement, and refer care management including human, physical, financial, and technological resources in collaboration with the healthcare team.	2, 3, 4	1, 2, 3	**See above**	**See above**	**See above**	**See above**
Understand and utilize communication directed toward promoting positive outcomes and establishing trusting relationships with diverse populations.	2, 4	2, 3	**See above**	**See above**	**See above**	**See above**
Demonstrate caring behaviors and actions that assist individuals, families, and diverse populations in meeting their healthcare goals.	1, 2, 3, 4	1, 2	**See above**	**See above**	**See above**	**See above**

Collaborate with the registered nurse or other member of the healthcare team to organize and incorporate assessment data to plan/revise patient care and the actions based on established nursing diagnosis and nursing protocols.	2, 4	1, 2, 3	**See above**	**See above**	**See above**	**See above**
Collects and communicates assessment data from multiple sources, communicates the data to appropriate healthcare providers and evaluates client responses to interventions.	1, 2, 4	1, 2, 3	**See above**	**See above**	**See above**	**See above**

COURSE OBJECTIVES:

Upon completion of this course the student will:

1. Safely and accurately perform technical nursing skills and procedures.
2. Utilize problem solving in application of theory to simulated client care situations.
3. Demonstrate knowledge of pharmacological principles.
4. Identify the role of the nurse in relation to the health care team.

STUDENT LEARNING OBJECTIVES:

1. Adhere to evidence-based standards of professional practice, demonstrates accountability, and practices nursing within the legal, ethical, and regulatory frameworks with diverse populations.

2. Collect and communicate assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.
3. Identify the role of the nurse as advocate, liaison, coordinator, and colleague within the healthcare team to meet needs of the individuals', family, and diverse populations, as well as organizational outcomes.

Summary of Student Evaluations of Course and Instruction:

Based on a response of 40 students, the course evaluation shows that 100% of students either agreed or strongly agreed that program, course, and student learning objectives had been met with the exception of course objective #3 in which 7.5% of the respondents disagreed. A total of 92.5% felt that the exams, quizzes, and assignments were a fair and accurate measure of concepts and information covered. In terms of their evaluation of the learning resources, 92.5% of the students felt that the textbooks and other resources were valuable to the learning process. In regards to overall satisfaction with the course, 67.5% of the students rated that course as either excellent or very good. An additional 25% rated it as good.

Comments were very positive in regards to the course and instructional methods, especially in regards to the simulation learning. Many students commented that they did not feel that the case studies helped them with learning the content. .

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):

N/A

Results

Number of Students Assessed: 52

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
Lab Quizzes	88.4%	7.8%	1.9%	1.9%	96.2%
Clinical Calculation		100%			100%
Skill Proficiency		98.3%		1.7%	98.3%

Major content areas identified by the ATI Med/Surg and Comprehensive exams, which were also included in the lecture component of this course, show that the following areas were less than 65%, the desired minimum per content area, and will need more in-depth review:

- Collaboration with interdisciplinary team including appropriate referrals
- Client care assignments including notification of supervisor and shift report
- Nutrition and therapeutic diets
- Diabetes management
- Pharmacology related to specific disease processes

- Monitoring and management of invasive therapeutic devices/procedures such as chest tubes, paracentesis, ostomies, etc.

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Timeline
Adhere to evidence-based standards of professional practice, demonstrates accountability, and practices nursing within the legal, ethical, and regulatory frameworks with diverse populations	Currently pharmacology is presented primarily through online self-guided modules and assessed through lab quizzes. Will need to better incorporate pharmacology into simulation scenarios that require students to have real-world understanding of medications to be successful in care of patient as well as having student repeatedly have to care for therapeutic devices, especially those that are less commonly encountered.	Fall 2012
Collect and communicate assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.	Scenario based learning needs to be broadened to require purposeful data communication and reassessment of clients.	Fall 2012
Identify the role of the nurse as advocate, liaison, coordinator, and colleague within the healthcare team to meet needs of the individuals', family, and diverse populations, as well as organizational outcomes.	Need to incorporate collaborative and delegation processes into the learning-based scenarios and being more intentional in requiring students to consider collaborative efforts with the healthcare team.	Fall 2012

Other: Need to revisit course objectives as these are currently written as student objectives and revise student learning objectives to be more measurable.

School of Nursing Course Assessment and Summary
Course: NURS 125 / Nursing Clinical II
Semester/Year: Spring 2012

Enrollment	Withdrawals	Reason
59	7	6- Doing poorly in all courses so withdrew to lighten their load 1- Change of major

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source (List assignments, exercises, exams, and/or questions, etc. that measure this outcome)	Assessment Measure (Describe how the data source(s) are measured, e.g., grading scales, rubrics, etc.)	Performance Criteria (Describe criteria for categorizing performances as Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome)
1-Adhere to evidence-based standards of professional practice, demonstrates accountability, and practices nursing within the legal, ethical, and regulatory frameworks with diverse populations.	1,2,3	1,2,3,4,5,6,7,8	*Skill demonstrations *Supervised clinical client care *Audio/Visual *Simulation scenarios * Written Assignments *Lecture *Pre- and Post-Conference	Clinical Paperwork: • Concept Maps • Maslow's Map of Needs • Nursing Care Plans • Rotation Objectives Clinical Evaluation	*In order to achieve a passing grade for this paperwork, the student must obtain a score of 12.5 out a possible 17 points. (Utilizing a grading rubric for details.) *In order to meet course objectives, the student must achieve	Clinical: *Meeting (Pass)* Pass: 51 *Not Meeting: (Not Pass)* Not Pass: 1

					a cumulative score of at least 125 points by the end of the semester. *Student must receive an instructor evaluation of meets or exceeds expectations on final clinical self-evaluation.	
2-Demonstrate caring behaviors and actions that assist individuals, families, and diverse populations in meeting their health care goals.	1,2,3	1,2,3,4,5,6,7,8	*Same as above	*Same as above	*Same as above	*Same as above
3-Understand and utilize communication directed toward promoting positive outcomes and establishing trusting relationships with diverse populations.	1,2,3	1,2,3,4,5,6,7,8	*Same as above	*Same as above	*Same as above	*Same as above
4-Identify needed health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities with diverse populations.	1,2,3	1,2,3,4,5,6,7,8	*Same as above	*Same as above	*Same as above	*Same as above
5-Identify the role of the nurse as advocate,	1,2,3	1,2,3,4,5,6,7,8	*Same as above	*Same as above	*Same as above	*Same as above

liaison, coordinator, and colleague within the healthcare team to meet needs of the individuals', family, and diverse populations, as well as organizational outcomes.					
6-Collaborate with the registered nurse or other members of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses and nursing protocols.	1,2,3	1,2,3,4,5,6,7,8	*Same as above	*Same as above	*Same as above	*Same as above
7-Collect and communicate assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.	1,2,3	1,2,3,4,5,6,7,8	*Same as above	*Same as above	*Same as above	*Same as above

Course Objectives:

1.   This course will focus on principles, procedures, and techniques used in meeting the basic physical and psychosocial needs of the increasingly complex client while recognizing the role of the nurse.

2.   This course will assist the student to recognize and explore the impact of internal and external environments on clients and apply Maslow's Hierarchy of Needs and the Nursing Process.

3.   This course will assist the student to initiate and perform assessment/data collection and demonstrate communication skills.

Student Learning Outcomes:

1.   The student will safely perform nursing care utilizing the principles, procedures, and techniques based on evidence based practice related to meeting the diverse needs of increasingly complex clients.

2.   The student will apply principles of therapeutic communication and caring behaviors in meeting the needs of the client.

3.   The student will reinforce teaching in collaboration with the health care team.

4.   The student will integrate various roles of the nurse within the health care team.

5.   The student will begin integration of the Nursing Process when providing care of the increasingly complex client.

6.   The student will adhere to professional, ethical, legal standards and behaviors.

7.   The student will implement strategies of decision making, delegation and prioritization to assure the delivery of competent safe care.

8.   The student will effectively communicate relevant data from multiple sources to appropriate members of the healthcare team.

Summary of Student Evaluations of Course and Instruction:

37 Students responded to surveys demonstrating satisfaction in meeting course objectives: 100% of students agree that they met all course objectives except for them feeling they have the ability to integrate various roles of the nurse within the health care team. 97.3% agree to strongly agree but 2.7% rated this fair. 97.3% of students agree to strongly agree that the paperwork assisted them in critically thinking regarding care for their client while 2.7% disagree. Overall course satisfaction revealed 97.3% students felt course was good or excellent & 2.7% felt it was fair.

In student comments there is a common theme of nurses not being student friendly and rude mostly at Fox hospital. There was a lot of positive feedback about O'Connor Hospital and the staff there. There were complaints about Fox Adolescent Office not being receptive to students & a waste of time. There was some request for more on campus time to learn the paperwork & for examples of a good and a bad paper for a guide. Students also felt that many of the instructors took too much time returning paperwork which they felt impacted their performance.

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):

Student's comments request more care plan books to be available in the library, especially for maternity. Students felt all of the facilities were very nice & provided them with good learning experiences but felt that many nurses were annoyed with having students there.

Results

Number of Students Assessed: 52

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
1, 2, 3, 4, 5, 6, 7		Passing: 98.1%		Not Passing: 1.9%	98.1%

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Timeline
1, 2, 3, 4, 5, 6, 7	Will plan more time for teaching on paperwork during on campus clinical. Will provide more examples for student to use as a guide. Make a process for students to present their completed data collection sheets so that they have information for care plan. Have report off in SBAR format from their data sheet. Increase assessment tools for students to utilize (ie- Braden Scale)	Start Spring 2013
1, 2, 3, 4, 5, 6, 7	Discussed nurses not being receptive to nursing students at year end meeting with Fox Hospital. This will be addressed with nurses.	Completed May 2012
1	Will add more concentrated simulation scenarios with medication administration and organization, assessment, & prioritization.	Start Spring 2013
6	Will concentrate more on collaboration and delegation in lab simulation scenarios. Will also seek out as many situations as possible in these areas in which to expose students so that they gain this experience.	Start Spring 2013

Other:

***Will continue to increase student exposure to medication administration & pharmacology throughout their clinical experience because this was low on the comprehensive predictor which went down from 69.6% last year to 64.9% this year. (LO 1)

*4 lab referrals were prescribed in the spring semester: 3 were for medication administration & 2 were medications and organization, assessment, & prioritization. (LO1)

School of Nursing Course Assessment and Summary
Course: Nurs 200, Medical-Surgical Nursing II, Lusins
Semester/Year: Fall 2011

Enrollment	Withdrawals	Reason
65	5	Not meeting objectives

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source (List assignments, exercises, exams, and/or questions, etc. that measure this outcome)	Assessment Measure (Describe how the data source(s) are measured, e.g., grading scales, rubrics, etc.)	Performance Criteria (Describe criteria for categorizing performances as Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome)
Utilizes effective decision making that results in devising and prioritizing solutions, individualizing care to diverse populations, and assuring the delivery of competent, safe care.	Integrate the nursing process in the care of acute or chronic problems of complex adult clients.		Discussions Lecture Case Studies ATI Modules	Exams ATI Modules – focused assessment and pharm	Grading scales	Meeting

Designs and evaluates health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities with diverse populations.	Incorporates holistic concepts related to diverse client populations. Utilize pharmacological and nursing principles in relation to client needs.		Discussions Lecture Case Studies ATI Modules	Exams ATI Modules	Grading Scales	meeting
Integrates caring behaviors and actions which facilitate individuals, families, and diverse populations in achieving their health care goals.	Implement strategies for decision making, prioritization, and delegation to assure the delivery of competent, safe care.		Discussions Lecture Case Studies ATI Modules	Exams ATI modules	Grading scales	
Communicates effectively as advocate, liaison, coordinator, and colleague within the health care team to meet the needs of the individual, family, and diverse populations, as well as organizational outcomes.	Differentiate the roles of the nurse as advocate, liaison, co-coordinator, and colleague within the healthcare team.		Discussions Lecture Case Studies	Lecture Case Studies		Meeting

Summary of Student Evaluations of Course and Instruction:

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):

Brunner Textbook

Results

Number of Students Assessed:

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
Exam 1	18	31		51	49
Exam 2	23	32		45	55
Exam 3	25	28		45	53
Exam 4	58	28		13	86
Final	23	50		27	73

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Timeline
Integrate the nursing process in the care of acute or chronic problems of complex adult clients.	Implement additional case studies and interactive NCP	By next class
Utilize pharmacological and nursing principles in relation to client needs.	Utilize ATI Pharm quizzes in addition to the learning modules	
Implement strategies for decision making,	Create a writing assignment (paper) that requires	

prioritization, and delegation to assure the delivery of competent, safe care.	student to use EBP research articles to discuss clinical issues of concern	

Other:

School of Nursing Course Assessment and Summary
Course: Seminar 200
Semester/Year: Fall 2011

Enrollment	Withdrawals	Reason
65	5	Withdraw from class related to not passing Medical surgical Nursing 200.

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source (List assignments, exercises, exams, and/or questions, etc. that measure this outcome)	Assessment Measure (Describe how the data source(s) are measured, e.g., grading scales, rubrics, etc.)	Performance Criteria (Describe criteria for categorizing performances as Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome)
Constructs and coordinates care including human, physical, financial, and technological resources in collaboration with the health care team to support client and	At the completion of this course, the student will: 1. Perform assessment skills for complex clients.		Lab Scenarios Lectures	Student will complete quizzes on assessment	2 Quizzes worth 4% of grade.	Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%):

organizational outcomes						
Adheres to evidence-base standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks	2. Accurately calculate complex drug dosages.		Discussions ATI Modules Practice Questions	Students will achieve 80% or better on a math calculation mastery test within 2 attempts	Math mastery exam = P/NP	>90-100% = exceeding expectations. 80 % - meeting expectations. < 80 % Not meeting expectations
Utilizes effective decision making that results in devising and prioritizing solutions, individualizing care to diverse populations, and assuring the delivery of competent, safe care	3. Integrate the nursing process/concept mapping into care for various, diverse client situations		Case studies Power point Scenarios	Students will actively participate in scenarios and case studies including debriefing.		
Designs and evaluates health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities with diverse populations.	4. Demonstrate teaching for selected patient situations.		Powerpoint Lecture	Student groups will successfully complete and present a community teaching project.	Teaching project Rubric. Grading ranging from 0-3 points for project and presentation.	2.4-3 points= meeting or exceeding expectations. 2.1-2.3- approaching expectations 0-2.0 = Not meeting expectations.
Communicates effectively as advocate, liaison,	5. Identifies issues and roles of the professional nurse.		Powerpoint Lectures	Students will take quiz (es) on professional issues.	2 quizzes worth 4% of grade	**Quizzes**: Exceeding (80-100%):

				Students will journal and reflect on clinical issues and relate the issues to the role of the professional nurse and seminar topics.	3 journal entries worth 1 % each. A journal rubric was utilized for the grading.	Meeting (75-79%): Approaching (70-74%): Not meeting (<70%): **Journaling Rubric grade of : 0.8-1 = exceeding** **.75-.79= meeting** **.70-.75 = Approaching** **<.70= not meeting**
coordinator, and colleague within the health care team to meet the needs of the individual, family, and diverse populations, as well as organizational outcomes.						

Summary of Student Evaluations of Course and Instruction:

Students satisfied with the use of scenarios and Lab Manikins in the teaching of Physical Assessment of the patient with complex and diverse needs.

Students commented that they enjoyed the Teaching group project and suggested that we keep that project in course in the future.

Students commented that assessment focus is repeat of the much of what was learned in the first year of the program.

Students commented that the number of students in the classroom was high and the classrooms were sometimes in inadequate.

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):

Students liked Assessment book.

Student comments regarding the need for another source for other course material covered.

Results

Number of Students Assessed: 60

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
Perform assessment skills for complex clients.	5%	70 %	5%	20 %	100 %
Accurately calculate complex drug dosages.	15%	85%	0	0	100%
Integrate the nursing process/concept mapping into care for various, diverse client situations		100 %	0	0	100%
Demonstrate teaching for selected patient situations	90%	10%	0	0	100 %
Identifies issues and roles of the professional nurse	5%	70%	20	5%	100 %

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Timeline
Integrate the nursing process/concept mapping into care for various, diverse client situations	To develop a measurable way to grade students regarding the nursing process by adding that to the assessment quizzes.	June 2012
Identifies issues and roles of the professional nurse Perform assessment skills for complex clients.	Review quiz content and question structure	June 2012

School of Nursing Course Assessment and Summary
Course: NURS 230 Nursing Clinical III
Semester/Year: Fall 2011

Enrollment 65	Withdrawals 4 Failure 1	Reason 3 Academic reasons

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source (List assignments, exercises, exams, and/or questions, etc. that measure this outcome)	Assessment Measure (Describe how the data source(s) are measured, e.g., grading scales, rubrics, etc.)	Performance Criteria (Describe criteria for categorizing performances as Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome)
Adheres to evidence-based standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within the legal,	Integrate individual plans of care using the nursing process and Maslow's Hierarchy to holistically care for diverse, complex clients.	Integrate individual plans of care using the nursing process and Maslow's Hierarchy to holistically care for diverse, complex clients.	Clinical Care of the Client Lecture/Workshops Nursing Care Plans/Concept Maps	Concept Maps Care Plans 5 and 10 week evaluations Final clinical evaluation	Students will achieve a pass on the final clinical evaluation form and an average minimum of 75% on written assignments.	Care Planning- Meets: 75% or better Not Meeting: Less than 75% Final Evaluation-- 1-Not meeting 2-Meeting 3-Exceeding

ethical, and regulatory frameworks. Utilizes effective decision making that results in devising and prioritizing solutions, individualizing care to diverse populations, and assuring the delivery of competent, safe care.						
Adheres to evidence-based standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within the legal, ethical, and regulatory frameworks. Constructs and coordinates care including human, physical, financial, and technological resources in collaboration with the health care team to support client	Safely performs nursing procedures, principles, and techniques based on evidence-based practice while caring for diverse, complex clients.	Safely performs nursing procedures, principles, and techniques based on evidence-based practice while caring for diverse, complex clients.	Clinical Care of the Client Lecture/Workshops Nursing Care Plans/Concept Maps	Concept Maps Care Plans 5 and 10 week evaluations Final clinical evaluation	Through direct observation, verbal and written information, the student will achieve pass for all critical elements on the final evaluation tool.	Care Planning-Meets: 75% or better Not Meeting: Less than 75% Final Clinical Evaluation--1-Not meeting 2-Meeting 3-Exceeding

and organizational outcomes.						
Communicates effectively as advocate, liaison, coordinator, and colleague within the health care team to meet the needs of the individual, family, and diverse populations, as well as organizational outcomes. Applies effective communication directed toward promoting positive outcomes and establishing a trusting relationship with diverse populations. Integrates caring behaviors and actions which facilitate individuals, families, and diverse populations in achieving their health care goals.	Demonstrate growth in therapeutic communication and caring behaviors in meeting the needs of the client.	Demonstrate growth in therapeutic communication and caring behaviors in meeting the needs of the client.	Clinical Care of the Client Lecture/Workshops Nursing Care Plans/Concept Maps	Concept Maps Care Plans 5 and 10 week evaluations Final clinical evaluation	Students will achieve a pass on the final clinical evaluation form and an average minimum of 75% on written assignments. Psych care plan	Care Planning- Meets: 75% or better Not Meeting: Less than 75% Final Clinical Evaluation-- 1-Not meeting 2-Meeting 3-Exceeding
Communicates effectively as advocate, liaison, coordinator, and colleague within the	Integrate the principles of client education	Integrate the principles of client education	Clinical Care of the Client Lecture/Workshops	Concept Maps Care Plans 5 and 10 week evaluations Final clinical	Students will achieve a pass on the final clinical evaluation form and an average	Care Planning- Meets: 75% or better Not Meeting: Less than 75%

health care team to meet the needs of the individual, family, and diverse populations, as well as organizational outcomes. Designs and evaluates health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities with diverse populations.			Nursing Care Plans/Concept Maps	evaluation	minimum of 75% on written assignments.	Final Clinical Evaluation-- 1-Not meeting 2-Meeting 3-Exceeding
Adheres to evidence-based standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within the legal, ethical, and regulatory frameworks.	Perform the roles of the professional nurse within the health care team.	Perform the roles of the professional nurse within the health care team.	Clinical Care of the Client Lecture/Workshops Nursing Care Plans/Concept Maps	Concept Maps Care Plans 5 and 10 week evaluations Final clinical evaluation	Students will achieve a pass on the final clinical evaluation form and an average minimum of 75% on written assignments.	Care Planning- Meets: 75% or better Not Meeting: Less than 75% Final Clinical Evaluation-- 1-Not meeting 2-Meeting 3-Exceeding
Utilizes effective decision making that results in devising and prioritizing solutions, individualizing care to diverse	Demonstrate decision making, prioritization, delegation and critical thinking in the care of diverse, complex clients.	Demonstrate decision making, prioritization, delegation and critical thinking in the care of diverse, complex clients.	Clinical Care of the Client Lecture/Workshops Nursing Care Plans/Concept Maps	Concept Maps Care Plans 5 and 10 week evaluations Final clinical evaluation	Students will achieve a pass on the final clinical evaluation form and an average minimum of 75% on written assignments.	Care Planning- Meets: 75% or better Not Meeting: Less than 75% Final Clinical Evaluation-- 1-Not meeting

populations, and assuring the delivery of competent, safe care. Constructs and coordinates care including human, physical, financial, and technological resources in collaboration with the health care team to support client and organizational outcomes.						2-Meeting 3-Exceeding
Adheres to evidence-based standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within the legal, ethical, and regulatory frameworks.	Adhere to legal, ethical, and professional standards, and behaviors.	Adhere to legal, ethical, and professional standards, and behaviors.	Clinical Care of the Client Lecture/Workshops Nursing Care Plans/Concept Maps	Concept Maps Care Plans 5 and 10 week evaluations Final clinical evaluation	Students will achieve a pass on the final clinical evaluation form and an average minimum of 75% on written assignments.	Care Planning-Meets: 75% or better Not Meeting: Less than 75% Final Clinical Evaluation-- 1-Not meeting 2-Meeting 3-Exceeding

Summary of Student Evaluations of Course and Instruction:

Students felt the 12 hour was long for a clinical day. Student felt paperwork was a lot to do in a week's time. Most students enjoyed working with clinical co-assigns. Some students felt some staff was not receptive to students. 98% of students strongly agreed or agreed they met learning objectives of course.

Results

Number of Students Assessed: 61

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
Integrate individual plans of care using the nursing process and Maslow's Hierarchy to holistically care for diverse, complex clients.		98		2	
Safely performs nursing procedures, principles, and techniques based on evidence-based practice while caring for diverse, complex clients.		98		2	
Demonstrate growth in therapeutic communication and caring behaviors in meeting the needs of the client.		98		2	
Integrate the principles of client education		98		2	
Perform the roles of the professional nurse within the health care team.		98		2	

Adhere to legal, ethical, and professional standards, and behaviors.		98		2	

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Timeline
	No plans for change-will reassess in spring 2012.	

Other:

School of Nursing Course Assessment and Summary
Course: NURS 210, Medical Surgical Nursing III, Lusins
Semester/Year: Spring 2012

Enrollment	Withdrawals	Reason
52	**3**	**1-Personal reasons, 2-unsuccessful in clinical**

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source (List assignments, exercises, exams, and/or questions, etc. that measure this outcome)	Assessment Measure (Describe how the data source(s) are measured, e.g., grading scales, rubrics, etc.)	Performance Criteria (Describe criteria for categorizing performances as Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome)
Collects, integrates and critiques information from a variety of sources, to establish a foundation for provision of nursing care with diverse populations.		Integrate evidenced-based holistic concepts into the nursing care for diverse patients with acute or chronic illness utilizing the nursing process.	Case Studies Lecture Discussion	Exams	Grading scale	meeting

Utilizes effective decision making that results in devising and prioritizing solutions, individualizing care to diverse populations, and assuring the delivery of competent, safe care.		Implement strategies of critical thinking, decision making, delegation, and prioritization to assure the delivery of safe standards of care. Articulate increasingly complex pharmacological principles in relation to client needs	Case Studies Lecture Discussion ATI Modules	Exams ATI Modules	Grading scale	Meeting
Adheres to evidence-base standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks.		Implement strategies of critical thinking, decision making, delegation, and prioritization to assure the delivery of safe standards of care.	Case Studies Lecture Discussion ATI Modules	Exams ATI Modules	Grading scale	Meeting
Designs and evaluates health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities with diverse populations.		Integrate the role of nurse as advocate, liaison, coordinator, and colleague within the healthcare team.	Case Studies Lecture Discussion	Exams	Grading Scale	Meeting

Integrates caring behaviors and actions which facilitate individuals, families, and diverse populations in achieving their health care goals.		Integrate the role of nurse as advocate, liaison, coordinator, and colleague within the healthcare team.	Case Studies Lecture Discussion	Exams	Grading scale	Meeting
Utilizes effective decision making that results in devising and prioritizing solutions, individualizing care to diverse populations, and assuring the delivery of competent, safe care.		Articulate increasingly complex pharmacological principles in relation to client needs	Case Studies Lecture Discussion ATI Modules	Exams ATI Modules	Grading Scale	Meeting
Applies effective communication directed toward promoting positive outcomes and establishing a trusting relationship with diverse populations.		Integrate therapeutic communication for client care.	Case Studies Lecture Discussion	Exams	Grading scale	Meeting

Constructs and coordinates care including human, physical, financial, and technological resources in collaboration with the health care team to support client and organizational outcomes.		Implement strategies of critical thinking, decision making, delegation, and prioritization to assure the delivery of safe standards of care.	Case Studies Lecture Discussion	Exams	Grading Scales	meeting
Communicates effectively as advocate, liaison, coordinator, and colleague within the health care team to meet the needs of the individual, family, and diverse populations, as well as organizational outcomes.		Integrate the role of nurse as advocate, liaison, coordinator, and colleague within the healthcare team.	Case Studies Lecture Discussion	Exams	Grading Scale	Meeting

Summary of Student Evaluations of Course and Instruction:

52 % strongly agree that this class helped them integrate EBP into nsg care

55.8% agree that this course helped articulate pharm concepts in relation to client needs

57.7% strongly agree they can implement therapeutic communication.

50% agree they can implement critical thinking, decision making, delegation, and prioritization to deliver safe care

51.9% strongly agree that they can integrate various roles

59.6% agree exams were fair and accurate measurement

57.7% rate the class as excellent

40.4% rate class as good

1.9% rate class as fair

72% strongly agree instructor held class attention and made material interesting, 26% agree

72% rate instructor as excellent, 18% rate as very good, 10% rate as good

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):

Results

Number of Students Assessed: 52

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
Integrate evidenced-based holistic concepts into the nursing care for diverse patients with acute or chronic illness utilizing the nursing process.		80.8		19.2	

Implement strategies of critical thinking, decision making, delegation, and prioritization to assure the delivery of safe standards of care.		80.8		19.2	
Articulate increasingly complex pharmacological principles in relation to client needs		80.8		19.2	
Integrate the role of nurse as advocate, liaison, coordinator, and colleague within the healthcare team.		80.8		19.2	
Integrate therapeutic communication for client care.		80.8		19.2	

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Timeline
Implement strategies of critical thinking, decision making, delegation, and prioritization to assure the delivery of safe standards of care.	Increase case studies, Implement concept map for case study	Next time class is offered
Integrate evidenced-based holistic concepts into the nursing care for diverse patients with acute or chronic illness utilizing the nursing	Add writing assignment based on EBP research article.	

process.		
Articulate increasingly complex pharmacological principles in relation to client needs	Increase ATi Pharm modules	
Integrate the role of nurse as advocate, liaison, coordinator, and colleague within the healthcare team.		
Integrate therapeutic communication for client care.	Increase case studies, add role playing	

Other:

School of Nursing Course Assessment and Summary
Course: NURS 210 Seminar, Lusins/Spring/Maguire
Semester/Year: Spring 2012

Enrollment	Withdrawals	Reason
52	3	1- Personal reasons, 2- not passing clinical

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source (List assignments, exercises, exams, and/or questions, etc. that measure this outcome)	Assessment Measure (Describe how the data source(s) are measured, e.g., grading scales, rubrics, etc.)	Performance Criteria (Describe criteria for categorizing performances as Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome)
Collects, integrates and critiques information from a variety of sources, to establish a foundation for provision of nursing care with diverse populations.		demonstrate an understanding of professional issues and trends and leadership.

demonstrate self-reflection and progression in their professional growth.

demonstrate an | Research theory lecture
Conduct research on an evidence-based practice topics.

Bi-weekly Journal Writing
Class Lectures

Group | Graded presentation of an evidence-based research article

Bi-weekly journal entries will be graded with feedback utilizing criteria.

Students will successfully complete a seminar quiz. The | Grading scale | meeting |

		understanding of evidence based practice and its contributions to nursing	discussions Articles Guest Lecturers Class Lectures	ATI Leadership exam must be completed with a minimum of 80% proficiency.		
Communicates effectively as advocate, liaison, coordinator, and colleague within the health care team to meet the needs of the individual, family, and diverse populations, as well as organizational outcomes.		demonstrate an understanding of professional issues and trends and leadership. demonstrate self-reflection and progression in their professional growth. demonstrate an understanding of evidence based practice and its contributions to nursing develop a professional portfolio.	Lecture and discussion on entry level portfolio, resume and cover letter. Research theory lecture Conduct research on an evidence-based practice topics. Bi-weekly Journal Writing Class Lectures Group discussions Articles Guest Lecturers Class Lectures	Portfolio with resume and cover letter Graded presentation of an evidence-based research article Bi-weekly journal entries will be graded with feedback utilizing criteria. Students will successfully complete a seminar quiz. The ATI Leadership exam must be completed with a minimum of 80% proficiency.	Grading scale	meeting
Adheres to evidence-base standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks.		calculate complex drug dosages consistently and accurately.	Math Review ATI math modules	Math test Students will achieve 90% or better on a math mastery quiz within 2 attempts.	Grading scale	meeting

Summary of Student Evaluations of Course and Instruction:

1) Agreed 99%
2) 100 % agreed
3) Majority agree
4) 100 % agree
5) 99% agreed

    3 people disagree that campus facilities are adequate

    Almost everyone agreed that quizzes reflect the class

    Fair – 4 people for overall satisfaction, Everyone else was either agree or strongly agree

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):

Results

Number of Students Assessed:

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
Adheres to evidence-base standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks.		100%			100
Communicates effectively as advocate, liaison, coordinator, and colleague	75%	25%			100%

| within the health care team to meet the needs of the individual, family, and diverse populations, as well as organizational outcomes.

Collects, integrates and critiques information from a variety of sources, to establish a foundation for provision of nursing care with diverse populations.	75%	25%			

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Timeline
Communicates effectively as advocate, liaison, coordinator, and colleague within the health care team to meet the needs of the individual, family, and diverse populations, as well as organizational outcomes.	Portfolio – change to graded option instead of P/NP Change portfolio submission to electronic	Next time class is offered
Collects, integrates and critiques information from a variety of sources, to establish a foundation for provision of nursing care with diverse populations	Include more course content in leadership and delegation Incorporate ATI leadership exam	

School of Nursing Course Assessment and Summary
Course: Nursing 220, Psychiatric Mental Health Nursing
Semester/Year: Fall/Spring 2011-2012

Enrollment	Withdrawals	Reason
54	**0**	

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source (List assignments, exercises, exams, and/or questions, etc. that measure this outcome)	Assessment Measure (Describe how the data source(s) are measured, e.g., grading scales, rubrics, etc.)	Performance Criteria (Describe criteria for categorizing performances as Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome)
Collects, integrates and critiques information from a variety of sources, to establish a foundation for provision of nursing care with diverse populations. Constructs and coordinates care including human,	1.Integrate an eclectic and holistic approach to mental health nursing at various stages of the life cycle based on evidence based practice.		Case studies Lecture Discussion	Exams Teaching Sheets quiz	Scantron item analysis ATI levels	Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%):

physical, financial, and technological resources in collaboration with the health care team to support client and organizational outcomes.						
Utilizes effective decision making that results in devising and prioritizing solutions, individualizing care to diverse populations, and assuring the delivery of competent, safe care. Collects, integrates and critiques information from a variety of sources, to establish a foundation for provision of nursing care with diverse populations.	2. Utilize the nursing process to care for various DSM-IV mental illnesses.		Case studies Lecture Discussion	Exams Teaching Sheets quiz	Scantron item analysis ATI levels	Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%):
Designs and evaluates health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care	3. Integrate the nursing implications related to the administration of psychotropic pharmacological treatments		Case studies Lecture Discussion	Exams Teaching Sheets quiz	Scantron item analysis ATI levels	Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%):

activities with diverse populations.						
Collects, integrates and critiques information from a variety of sources, to establish a foundation for provision of nursing care with diverse populations. Integrates caring behaviors and actions which facilitate individuals, families, and diverse populations in achieving their health care goals.	4. Incorporate psychosocial and cultural needs of the client to the observed behaviors.		Case studies Lecture Discussion	Exams Teaching Sheets quiz	Scantron item analysis ATI levels	Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%):
Utilizes effective decision making that results in devising and prioritizing solutions, individualizing care to diverse populations, and assuring the delivery of competent, safe care. populations. Adheres to evidence-base standards of professional practice, is	5. Integrate current legal and ethical issues that impact care of the mentally ill.		Case studies Lecture Discussion	Exams Teaching Sheets quiz	Scantron item analysis ATI levels	Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%):

accountable for her/his own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks.						
Integrates caring behaviors and actions which facilitates individuals, families, and diverse populations in achieving their health care goals. Applies effective communication directed toward promoting positive outcomes and establishing a trusting relationship with diverse populations Adheres to evidence-base standards of professional	Demonstrate the ability to identify the characteristics and appropriate usage of therapeutic communication and barriers to communication. Understands the role of the professional nurse		Case studies Lecture Discussion	Exams Teaching Sheets quiz	Scantron item analyasis ATI levels	Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%):

practice, is accountable for her/his own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks. Communicates effectively as advocate, liaison, coordinator, and colleague within the health care team to meet the needs of the individual, family, and diverse populations, as well as organization al outcomes.	in the care of the psychiatric client including safety, prioritization and delegation of care.				

Summary of Student Evaluations of Course and Instruction:

Positives included: use of humor and instructor sharing of clinical examples. 98% felt they met the objectives of the course.

More notes on Vancko hall

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):

ATI: Weaknesses in legal ethical client rights, use of restraints, maintaining safety. Behavioral interventions for escalating clients. Medications for depression, psychoses interactions.

Results

Number of Students Assessed:54

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
ALL	ATI 18.5%	ATI 66.6%	ATI 14%	ATI 0%	ATI 85.1%
ALL course grade	83.3%	16.6%	0%	1.8%	98.2%

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Changes to be Made Based on Results

Learning Outcome	Proposed Action	Timeline
Integrate the nursing implications related to the administration of psychotropic pharmacological treatments.	Increase class time spent on pharmacology. ATI pharm module on psychotropics if available. Increase test items	Fall 2012
Understands the role of the professional nurse in the care of the psychiatric client including safety, prioritization and delegation of care.	Increase class time on legal issues, restraint, safety issues. Increase test items	Fall 2012

Other:

School of Nursing Course Assessment and Summary
Course: Nursing 255 Maternal Child Health Nursing, Maguire
Semester/Year: Spring 2012

Enrollment	Withdrawals	Reason
25	**1 (WF)**	**Failing course**

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source (List assignments, exercises, exams, and/or questions, etc. that measure this outcome)	Assessment Measure (Describe how the data source(s) are measured, e.g., grading scales, rubrics, etc.)	Performance Criteria (Describe criteria for categorizing performances as Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome)
Collects, integrates and critiques information from a variety of sources, to establish a foundation for provision of nursing care with diverse populations. Utilizes effective decision making	1. The student will demonstrate a knowledge of the nursing process and Maslow's hierarchy	1. Apply the nursing process utilizing Maslow's hierarchy of needs in caring for childbearing individuals/families, newborns and pediatric clients who are experiencing acute or chronic alterations in health	• Case studies • Power point • Lecture • ATI program (Maternal Newborn practice exam and Nursing care of children practice exam) Text book	*Course hourly Exams *Final Exam *ATI Maternal newborn proctored exam *ATI Nursing care of Children proctored exam.	*Scantron Analysis *ATI level interpretation of proctored exams	Course exams: Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting (<70%): ATI Proctored exams: Exceeds = level 3

that results in devising and prioritizing solutions, individualizing care to diverse populations, and assuring the delivery of competent, safe care.	of needs in caring for childbearing families and pediatric clients who are experiencing acute and chronic alterations in health through achievement of 80% or greater on the ATI maternity and pediatric practice exams and achieving a test average of 75% or greater for the course.					Meets= level 2, Approaching = level 1, Not meeting= below level 1
Utilizes effective decision making that results in devising and prioritizing solutions, individualizing care	2. Identify the common pharmacological intervention	2. The student will demonstrate a knowledge	• Case studies • Power point • Lecture • ATI program (Maternal	*Course hourly Exams *Final Exam *ATI Maternal newborn proctored exam	*Scantron Analysis *ATI level interpretation of proctored exams	Course exams: Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%):

to diverse populations, and assuring the delivery of competent, safe care. Collects, integrates and critiques information from a variety of sources, to establish a foundation for provision of nursing care with diverse populations Adheres to evidence-base standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks	s and treatments for the childbearing and pediatric population.	of common pharmacological interventions and treatments for the childbearing and pediatric population through achievement of 80 % or greater on the ATI maternity and pediatric practice exams and achieving a test average of 75 % or greater for the course.	child Newborn and Nursing care of children Practice exams) • Infant/Adult manikins Text Book	*ATI Nursing care of Children proctored exam.		Not meeting (<70%): ATI Proctored exams: Exceeds = level 3 Meets= level 2, Approaching = level 1, Not meeting= below level 1
Applies effective communication directed toward promoting positive	3. The student will demonstrate	3. Demonstrate knowledge of therapeutic	• Case studies • Lecture • ATI program Text book	*Course hourly Exams *Final Exam *ATI Maternal	*Scantron Analysis *ATI level	Course exams: Exceeding (80-100%): Meeting (75-79%):

				newborn proctored exam *ATI Nursing care of Children proctored exam	interpretation of proctored exams	Approaching (70-74%): Not meeting (<70%):
outcomes and establishing a trusting relationship with diverse populations

Communicates effectively as advocate, liaison, coordinator, and colleague within the health care team to meet the needs of the individual, family, and diverse populations, as well as organizational outcomes | knowledge of therapeutic communication principles essential to interacting with and providing care for clients and family members through achievement of 80% or greater on the ATI maternity and pediatric practice exams and achieving a test average of 75% or greater for the course. | communication principles essential to interacting with and providing care for clients and family members. | | | | ATI Proctored exams: Exceeds = level 3 Meets= level 2, Approaching = level 1, Not meeting= below level 1 |
| Adheres to evidence-base standards of professional practice, is accountable for her/his own actions | 4. The student will demonstrate an understanding of the | 4. Demonstrate an understanding of the role of the professional | • Case studies • Lecture • ATI program (Maternal newborn and nursing care of | *Course hourly Exams *Final Exam *ATI Maternal newborn proctored exam *ATI Nursing care | *Scantron Analysis *ATI level interpretation of proctored exams | Course exams: Exceeding (80-100%): Meeting (75-79%): Approaching (70-74%): Not meeting |

and behaviors, and practices nursing within legal, ethical, and regulatory frameworks. Utilizes effective decision making that results in devising and prioritizing solutions, individualizing care to diverse populations, and assuring the delivery of competent, safe care. Designs and evaluates health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities with diverse populations.	role of the professional registered nurse related to assessment, teaching, prioritization and delegation in both the acute care and community setting through achievement of 80% or greater on the ATI maternity and pediatric practice exams and achieving a test average of 75% or greater for the course.	registered nurse related to assessment, teaching, prioritization and delegation in both the acute care and community setting.	children Practice exams). Text book	of Children proctored exam		(<70%): ATI Proctored exams: Exceeds = level 3 Meets= level 2, Approaching = level 1, Not meeting= below level 1

Summary of Student Evaluations of Course and Instruction:

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):

Results

Number of Students Assessed: 24

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
1. Maslow's hierarchy	Test 1 = 11 (44%) Test 2= 12 (48%) Test 3 = 14 (58%) Final = 14 (58%) ATI Maternal newborn = 0 ATI Care of children = 0	Test 1 = 6 (24%) Test 2 =8 (32%) Test3 =3(12.5%) Final = 7 (29 %) ATI Maternal Newborn = 19 (79 %) ATI Care of Children = 3 (1.25 %)	Test 1 = 5 (20%) Test 2 = 2 (8%) Test 3 = 2 (8%) Final = 2 (8%) ATI Maternal Newborn = 5 (20.8%) ATI Care of Children = 1 (62.%%)	Test 1 = 3 (12%) Test 2 = 3 (12%) Test 3 =3(12.5 %) Final = 1 (8%) ATI Maternal Newborn = 0 % ATI Nursing care of Children = 3 (1.25%)	*Test 1 = 68% *Test 2 = 80 % *Test 3= 71 % *Final= 87 % *ATI Maternal Newborn= 79 % *ATI Care of Children = 1.25 %
2. Pharmacological interventions and treatment	Test 1 = 11 (44%) Test 2= 12 (48%) Test 3 = 14(58 %) Final = 14 (58 %) ATI Maternal newborn = 0 ATI Care of children = 0	Test 1 = 6 (24%) Test 2 =7 Test 3 = 3 Final = 7 ATI Maternal Newborn = 19 (79 %) ATI Care of Children = 3 (1.25 %)	Test 1 = 5 (20%) Test 2 = 2 (8%) Test 3 = 2 (8%) Final = 2 (8%) ATI Maternal Newborn = 5 (20.8%) ATI Care of Children = 1 (62.%%)	Test 1 = 2 (12%) Test 2 = 3 (12%) Test 3 = 3(12.5%) Final = 1 (8%) ATI Maternal Newborn = 0 % ATI Nursing care of Children = 3 (1.25%)	Test 1 = 68% Test 2 = 80 % Test 3= 71 % Final= 87 % *ATI Maternal Newborn= 79 % *ATI Care of Children = 1.25 %
3. Therapeutic communication techniques	Test 1 = 11 (44%) Test 2= 12 (48 %) Test 3 = 14 (58%) Final = 14 (58%) ATI Maternal newborn = 0 ATI Care of children =	Test 1 = 6 (24%) Test 2 =7 Test 3 = 3 Final = 7 ATI Maternal Newborn = 19 (79 %)	Test 1 = 5 (20%) Test 2 = 2 (8%) Test 3 = 2 (8%) Final = 2(8.3%) ATI Maternal Newborn = 5 (20.8%)	Test 1 = 2 (12%) Test 2 = 3(12 %) Test 3 = 3(12.5%) Final = 1 (8%) ATI Maternal Newborn = 0 % ATI Nursing care of	Test 1 = 68% Test 2 = 80 % Test 3= 71 % Final= 87 % *ATI Maternal Newborn= 79 % *ATI Care of Children = 1.25

	0	ATI Care of Children = 3 (1.25 %)	ATI Care of Children = 1 (62.%%)	Children = 3 (1.25%)	%
4. Role of professional registered nurse	Test 1 = 11 (44%) Test 2= 12 (48%) Test 3 = 14 (58%) Final = 14 (58%) ATI Maternal newborn = 0 ATI Care of children = 0	Test 1 = 6 (24%) Test 2 =7 Test 3 = 3 Final = 7 ATI Maternal Newborn = 19 (79 %) ATI Care of Children = 3 (1.25 %)	Test 1 = 5 (20%) Test 2 = 2 (8%) Test 3 = 2 (8%) Final = 2(8.3%) ATI Maternal Newborn = 5 (20. 8%) ATI Care of Children = 1 (62.%%)	Test 1 = 2 (12 %) Test 2 = 3 (12%) Test 3 =3 (12.5%) Final = 1 (8%) ATI Maternal Newborn = 0 % ATI Nursing care of Children = 3 (1.25%)	Test 1 = 68% Test 2 = 80 % Test 3= 71 % Final= 87 % *ATI Maternal Newborn= 79 % *ATI Care of Children = 1.25 %

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Timeline
Learning outcomes related to Pediatric information to be reviewed.	Review ATI Nursing care of children exam and locate area needing to be addressed in both the maternal child course and the Intro to Maternal child course. Share information with Intro to Maternal child instructor	Review exam and share information in May 2012. Make changes to learning outcomes in June 2012.

Other:

School of Nursing Course Assessment and Summary
Course: NURS 240 Nursing Clinical IV
Semester/Year: Spring 2012

Enrollment 52	Withdrawals 3	Reason 2 Academic; 1 Personal

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source (List assignments, exercises, exams, and/or questions, etc. that measure this outcome)	Assessment Measure (Describe how the data source(s) are measured, e.g., grading scales, rubrics, etc.)	Performance Criteria (Describe criteria for categorizing performances as Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome)
Adheres to evidence-based standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within the legal, ethical, and regulatory frameworks.	Design individual plans of care using the nursing process and Maslow's Hierarchy to holistically care for multiple, diverse, complex clients.	Design individual plans of care using the nursing process and Maslow's Hierarchy to holistically care for multiple, diverse, complex clients.	Concept Mapping Case Studies Group Discussions Instructor Observations	Concept Maps Care Plans 5 and 10 week evaluations Final clinical evaluation	Students will achieve a pass on the final clinical evaluation form and an average minimum of 75% on written assignments.	Care Planning- Exceeds: 85% or higher Meets: 75% or better Not Meeting: Less than 75% Final Clinical Evaluation-- 1-Not meeting 2-Meeting 3-Exceeding

Utilizes effective decision making that results in devising and prioritizing solutions, individualizing care to diverse populations, and assuring the delivery of competent, safe care.						
Adheres to evidence-based standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within the legal, ethical, and regulatory frameworks.	Safely performs nursing procedures, principles, and techniques based on evidence-based practice in relation to meeting the holistic needs of the diverse, complex client.	Safely performs nursing procedures, principles, and techniques based on evidence-based practice in relation to meeting the holistic needs of the diverse, complex client.	Review of Assessment Techniques and Skills Instructor Observations Concept Mapping Nursing Notes	Concept Maps Care Plans 5 and 10 week evaluations Final clinical evaluation	Through direct observation, verbal and written information, the student will achieve pass for all critical elements on the final evaluation tool.	Care Planning- Exceeds: 85% or higher Meets: 75% or better Not Meeting: Less than 75% Final Clinical Evaluation-- 1-Not meeting 2-Meeting 3-Exceeding
Communicates effectively as advocate, liaison, coordinator, and colleague within the health care team to meet the needs of the individual, family, and diverse populations, as well as organizational outcomes.	Demonstrate growth in therapeutic communication and caring behaviors in meeting the needs of multiple, diverse, complex clients.	Demonstrate growth in therapeutic communication and caring behaviors in meeting the needs of multiple, diverse, complex clients.	Instructor Observations Case Studies Concept Mapping Care Plans	Concept Maps Care Plans 5 and 10 week evaluations Final clinical evaluation	Students will achieve a pass on the final clinical evaluation form and an average minimum of 75% on written assignments.	Care Planning- Exceeds: 85% or higher Meets: 75% or better Not Meeting: Less than 75% Final Clinical Evaluation-- 1-Not meeting 2-Meeting

						3-Exceeding
Communicates effectively as advocate, liaison, coordinator, and colleague within the health care team to meet the needs of the individual, family, and diverse populations, as well as organizational outcomes.	Structure education for clients with complex needs.	Structure education for clients with complex needs.	Nursing Notes Instructor Observations Concept Mapping Case Studies Care Plans	Concept Maps Care Plans 5 and 10 week evaluations Final clinical evaluation	Students will achieve a pass on the final clinical evaluation form and an average minimum of 75% on written assignments.	Care Planning-Exceeds: 85% or higher Meets: 75% or better Not Meeting: Less than 75% Final Clinical Evaluation--1-Not meeting 2-Meeting 3-Exceeding
Adheres to evidence-based standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within the legal, ethical, and regulatory frameworks.	Demonstrate the roles of the professional nurse within the health care team.	Demonstrate the roles of the professional nurse within the health care team.	Concept Mapping Instructor Observations Care Plans Case Studies Group Discussions	Concept Maps Care Plans 5 and 10 week evaluations Final clinical evaluation	Students will achieve a pass on the final clinical evaluation form and an average minimum of 75% on written assignments.	Care Planning-Exceeds: 85% or higher Meets: 75% or better Not Meeting: Less than 75% Final Clinical Evaluation--1-Not meeting 2-Meeting 3-Exceeding
Utilizes effective decision making that results in devising and prioritizing solutions, individualizing care to diverse populations, and assuring the delivery of competent, safe care.	Demonstrate leadership, decision making, prioritization, delegation and critical thinking in the care of diverse, complex clients.	Demonstrate leadership, decision making, prioritization, delegation and critical thinking in the care of diverse, complex clients.	Concept Mapping Instructor Observations Care Plans Case Studies Group Discussions	Concept Maps Care Plans 5 and 10 week evaluations Final clinical evaluation	Students will achieve a pass on the final clinical evaluation form and an average minimum of 75% on written assignments.	Care Planning-Exceeds: 85% or higher Meets: 75% or better Not Meeting: Less than 75% Final Clinical Evaluation--1-Not meeting 2-Meeting 3-Exceeding
Adheres to	Adhere to legal,	Adhere to legal,	Instructor	Concept Maps	Students will achieve	Care Planning-

| evidence-based standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within the legal, ethical, and regulatory frameworks. | ethical, and professional standards and behaviors. | ethical, and professional standards and behaviors. | observations Concept mapping Care plans | Care Plans 5 and 10 week evaluations Final clinical evaluation | a pass on the final clinical evaluation form and an average minimum of 75% on written assignments. | Exceeds: 85% or higher Meets: 75% or better Not Meeting: Less than 75%

Final Clinical Evaluation-- 1-Not meeting 2-Meeting 3-Exceeding |

Summary of Student Evaluations of Course and Instruction:

Students felt that paperwork was difficult and time consuming. Students did not feel that there were enough care plan resources available. Students want more assistance with care plans. Students wanted more RN role supervisory experience (RN preceptorship). Student evaluations: 100% of students agree or strongly agree they have met the learning objectives.

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):

Results

Number of Students Assessed: 52

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
Learning Outcomes 1-7	Clinical Paperwork of 75% or better: 30% Final Course Eval:	70% 100%	0	0	100%

Changes to be Made Based on Results

Learning Outcome	Proposed Action
Designing individualized care plans	1. Have each clinical faculty member, on a rotating basis, have an hour/per week for any students to come for assistance with care planning. 2. Faculty will be reviewing care plan assignments for fall 2012. 3. Increase care plan book resources in library and nursing conference room for students.
Adhere to professional, ethical, legal and behavioral standards	Faculty to address and provide education concerning plagiarism.

Other: