STANDARD I – MISSION & ADMINISTRATIVE CAPACITY

RN-to-BSN: 2012
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.
1.10 Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy 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**
SUNY Delhi • Mission of SUNY Delhi • Institutional goals • Organizational values • Distance learning mission RN-to-BSN Program • Philosophy • Mission • Student learning outcomes • Program outcomes	• The mission, philosophy, and outcomes of the RN-to-BSN 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 • Programming for online is congruent with the philosophy and purposes of SUNY Delhi and the RN-to-BSN program.	January and as needed	• Compare philosophy/ mission of program as stated in nursing website & RN-to-BSN 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 • Evaluate congruency of definition of distance learning with mission/philosophy of SUNY Delhi and the RN-to-BSN program • Examine philosophy, mission, and outcomes of RN-to-BSN program for relevance to current trends in nursing practice, health care delivery, and education as evidenced in policy	• SUNY Delhi institutional goals revised to include: o "delivering programs that overcome geographic barriers and provide students maximum flexibility in pursuing their degrees, through technology and inter-campus collaboration." • Philosophy, mission, outcomes, and definition of distance learning of the RN-to-BSN program are congruent with SUNY Delhi • See Standard 4: Course assessment	• Congruency (M)

			statements issued by: NYS Education Department, National League for Nursing, National League for Nursing Accrediting Commission • Evaluate objectives for online nursing courses are congruent with those of the nursing programs objectives		

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 • RN-to-BSN Student Forum • Practicum evaluations Faculty and Associate Dean • Participation in faculty meetings • Participation on nursing	Students • Meetings held monthly by conference call • 75% of Student Board Representatives will attend & participate in meetings (decrease to 50%) • Course evaluations obtained for	January and as needed	Students • Student Board minutes • Course evaluation data • Activity logs RN-to-BSN Student Forum • Course announcements Faculty and Administrators • Faculty meeting	Students • Monthly meetings with 10 student representatives and 30% attendance for spring; students have much difficulty with attendance despite flexibility because or work schedule • Course evaluation data collected after every session, data aggregated across sessions and semesters; data	Students • Adopted alternative approach to request students to utilize Student Forum for any questions or concerns; Forum is moderated by FT faculty member on a rotational basis; Student also advised that they could bring any issue to the F faculty; faculty support all students discussion and exchanges in the Forum (D) • **Revise component, level of achievement, assessment methods (R)** • Survey will be sent to students end of fall semester to evaluate the usefulness of the Student Forum as a vehicle for governance (D) Faculty and Associate Dean • 95% faculty participate in FT faculty (M) • 75% PT faculty participate in full faculty; faculty believe the minimum of 2 FT faculty representatives is appropriate; it is noted that attendance at the past 2 meeting has been minimal; faculty will discuss drop in attendance at December meeting to be certain meeting is

committees • Participation on College, SUNY Committees and/or Task Forces	all courses each session • 50% of the students will access Student Forum Faculty and Associate Dean • 90% of the faculty will participate in faculty meetings • 75 % of full and part time faculty participate in full faculty meetings • 100% of the full time faculty will participate on College Committees and/or task forces • 85% of the part time faculty will participate on nursing committees		minutes • Faculty annual reports • Committee minutes • Nursing committee minutes: Curriculum, Policy and Procedure, Textbook/ resources	showed mean of greater than 4.0 for each item on a scale of 1-5. Faculty and Associate Dean • 95% of full time faculty participate in core faculty meetings • 75 % of part time faculty participate in full faculty meetings faculty meetings; however, revised FT participation with 2 FT representatives at each meeting • 90% of the full-time faculty participate on College committees and/or task forces • 70% of part time faculty participate in the nursing committee structure	productive for all (D) • Web-based conferencing for remote faculty participation in meetings and workshops has still not been resolved; CIO to present possible products at Deans Council December 2012 (D) • Nursing committee structure revised: 1) Curriculum Committee, 2) Policy, 3) Technology, 4) Faculty Development (R) o PT faculty on committee's does not meet standard, 85% is above what PT faculty can manage with many having other FT positions, benchmark decreased to 75% (R) o Faculty propose committee reports as standing monthly agenda item at FT faculty meetings (first meeting of the month) (R) o PT faculty will be invited to join committees (D) o Committees will set up calendar for meetings (VH Faculty Forum) (D)

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 • Healthcare agencies • Preceptors • Students • Graduates • Employers	• External Advisory Council, that also include healthcare agency members, offers guidance regarding program development • 75% of preceptors complete the program evaluation • Course evaluations following every course each session • 75% completion of graduate survey • 50% completion of employer survey	January and as needed	• External Advisory Council Meeting Minutes • Course evaluations • Preceptor evaluation • Graduate survey • Employer survey	• Advisory Council meeting March 2012. o Added additional current BSN students and BSN alumni o Assessment, outcomes, enrollment, and LPN deregistration discussed (see minutes) • Course evaluations change to once per semester because of concerns about survey fatigue • Preceptor evaluation of program: 80% response rate with average 4.69 on all items • 80% response rate for graduate survey o 100% of graduates state they have met program SLOs and would recommend program o Added surveys to senior practicum to increase response rate • 35% response rate for employer survey o Advisors have begun collecting employment, information separate from the graduate survey prior to graduation o 100% employers agree graduates have met program SLOs	• External Advisory Council (M) • Course evaluations (M) • Preceptor evaluation of program (M) • Graduate survey: release to students one month prior to graduation to improve response rate (M) • Employer survey: Request for employment information from students will be request by advisors prior to graduation (D) • Preceptors: plan to survey to determine if there is interest in collegial meeting or forum to discuss program and practice topics (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**
• Practicum affiliation agreement • Community colleges • Agencies • Preceptors	• Sufficient agency contracts are initiated/maintained to allow growing enrollment of students to meet practicum objectives • Student evals indicate satisfaction (> mean 4.0) with preceptor, staff, and agency • Articulation agreements between SUNY Delhi and community colleges will increase as needed • Explore options with healthcare agencies to establish articulation agreements/partnership to improve % of BSN-prepared staff nurses	January or as required	• Review of contractual agreements • Student preceptor evaluation • Articulation agreements • Preceptor approvals	• The number of agency contracts has increased from 146 spring 2011 to 188 fall 2012 • Student rate satisfaction with preceptors, staff and clinical site at 4.0 or above • Approved 625 preceptors • Articulation agreements with 22 (2011) to 26 (2012) NYS community colleges • Bassett Healthcare interest in establishing partnership to increase number of BSN-prepared nurses to meet standards for magnet status	• Continue to secure additional agency contracts (M) • Preceptor evaluation (M) • Continue to increase articulation to support BSN in 10 (D) • Additional Bassett Hospital recruitment visits 2012 (D)

1.5 The nursing education unit is administered by a doctorally prepared nurse. **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 credentials	• The Associate Dean is doctorally prepared • The Associate Dean's position description indicates that he/she has the authority and the administrative responsibilities necessary to administer the program. • The Associate Dean is evaluated every two years	January and as needed	• CV and personnel folder of the Nursing Department Chair • SON annual report • Unit plan • Associate Dean evaluation by Provost	• Associate Dean holds a PhD in Nursing • The position description, annual plan, and unit plan indicate authority and responsibility to fulfill responsibilities • Position established in 2011, first evaluation 2013	Continue to monitor (M) Associate Dean evaluation 2013 (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	Program budget is prepared and administered by Associate Dean	June and as needed	• SON annual report • Unit plan • Faculty meeting minutes • OTPS reports • IFR, foundation accounts • Replacement equipment requests • Business plan	• Increased enrollment supported additional faculty hires, staff, and library resources • Faculty participate in review of unit plan development	• New business plan in process of development by CFO (D) • Continue to secure personnel and non-personnel resources consistent with the business plan and budget (D)

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	January and as needed	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) UUP still in contract negotiations (D)

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	January and as needed	• Formal student complaints • Complaints are documented indicating number, type, and resolution • Academic Policy and Procedure Manual • Student Handbook	• There have been no complaints submitted	Continue to monitor (M)

STANDARD II – FACULTY & STAFF

SYSTEMATIC EVALUATION

2.1 Faculty is credentialed with a minimum of a Masters Degree with a major in Nursing: and maintains their expertise in the areas of responsibility.
2.1.1 A minimum of 25% of the full-time faculty hold earned doctorates.
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 credentials	• 100% of full time nursing faculty are credentialed with a minimum of a masters degree with a major in nursing • 25% of full time faculty hold earned doctorates • 100% of the faculty are licensed to practice as registered nurses • Because this is a fully online nursing program, there are no practice laboratories or personnel required in the program	Prior to appointment, during search and interview process, January and as needed	• Examination of personnel files • Faculty data forms • Faculty annual report • Faculty licensing	• 100% of faculty hold a minimum of a masters degree with a major in nursing • 30% of faculty hold an earned doctorate • 100% of faculty are licensed as registered nurses	Continue to monitor (M)

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	• FT faculty workload average 15-credit hours per semester • PT faculty average 6 hours per semester • Student-faculty ratios in the classroom will average 20 students • Practicum experiences are a 1:1 ratio • Ratio of FT vs PT faculty averages 2:5 or 40%	January and each semester	• Faculty contracts and review master schedule • Plan for hiring of additional FT and PT faculty using business plan for growing enrollment	• FT faculty workload 15 hours/semester; faculty contracted for extra service for additional course assignments • PT faculty numbers sufficient; workload averages 6 / semester • Online classroom enrollment is capped at 20 students • FT versus PT faculty is currently 10:11 or 90% FT faculty	• Continue to monitor workload and classroom ratios through registrar reports (M) • Hired 1 FT faculty for spring 2013 (D) and 3 PT faculty for fall 2012 (M)

2.5 Faculty (full and part-time) performance reflects scholarship and evidence-based 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	January and as needed	• Faculty annual reports • Academic faculty data forms • Annual classroom evaluations • Course development evaluations • Classroom evaluations • Curriculum Committee minutes • Faculty meeting minutes • Faculty forum developed in VH to host scholarly activity	• 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 Curriculum Committee meeting minutes reflect evidence of currency of course content • Classroom evaluations by peer/Associate Dean show faculty are using evidence-based concepts in DQ responses • Faculty forum: faculty utilize site to share articles, teaching strategies, etc.	• Faculty expertise and scholarship by monitoring assessment methods (M) • Course/instruction evaluation (D) • Evidenced-based practice by monitoring assessment methods (M) • Faculty development program to be implemented spring 2013 (D) • Continue to promote Faculty forum

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 • Statistician • Program Assistant and Practicum Coordinator • Recruitment Coordinator • Advisor and Writing Tutor • Department Secretary	• Statistician is doctorally prepared psychometrician, and able to analyze and aggregate data for each session from course and practicum evaluations, graduate and employer surveys, and corresponding reliability for evaluation tools • Program Advisors are masters prepared in advisement • Writing Tutor is masters prepared and provides writing assistance for students • The Department Secretary is able to manage the clerical responsibilities of the RN-to-BSN program	January and as needed	• Faculty and staff contracts • Faculty and staff CVs • Plan for additional staff hirings using business plan for growing enrollment	• Statistician analyzes data according to expected level of achievement • Hired 3rd program advisor • Split recruitment and practicum coordinator responsibilities • Implemented FT practicum coordinator position • 20-hour recruitment coordinator • Writing tutor continues to be 20 hours/week	• 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 the College, curriculum, learning management system, course, and best practices of online instruction, and are mentored by full and part time senior faculty. • New faculty feedback express satisfaction with preparation • High satisfaction with New Faculty Orientation (course) • High satisfaction with orientation by new faculty	January and as new faculty are hired	• New faculty participation in and successful completion of the online course, "New Faculty Orientation • New faculty assigned an online course to shadow course instructor • New faculty assigned a mentor who maintains a constant presence in the classroom, and who conducts a formal evaluation of the instruction by the new faculty member • New faculty evaluation • Faculty meeting minutes	• All faculty (full and part-time) received orientation and mentorship. • Feedback from all involved faculty confirms a positive orientation and mentorship process • Evaluation developed for new faculty to evaluate orientation and preceptor; new faculty document high level of satisfaction with their orientation • Evaluation developed to evaluate new faculty and progress with orientation; all new faculty show proficiency with all aspects of their orientation • Evaluations by new faculty preceptors indicate acceptable level of competency	• Continue to monitor (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	• Annual faculty evaluations demonstrate competent teaching abilities in the online classroom	January and as needed	• FT faculty annual report, continuing appointment, and promotion portfolios • Classroom evaluations • Evaluation of faculty preceptors and orientation by new faculty • Faculty meeting minutes • Course evaluations	• All faculty conduct self evaluation and receive written evaluation from the Associate Dean or colleague (following the first class that is taught and annually) • Faculty records include evaluations • Classroom evaluations of faculty demonstrate all faculty are showing best practices (displayed in block at the end of each course)	• 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	January and as needed	• Statistician: program data analysis • Practicum coordinator: in accordance with professional employee criteria • Recruitment coordinator: in accordance with professional employee criteria • Program advisors: in accordance with professional employee criteria • Writing Tutor: in accordance with professional employee criteria • ISA (clerical): in accordance with professional employee criteria	• Annual evaluations completed on program advisors, practicum coordinator, recruitment coordinator, writing tutor, and ISAs	• 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	• See criteria 2.7 • All faculty will attend a minimum of two workshops or online training tutorial on LMS navigation, online teaching strategies, and best practices of online instruction.	January and as needed	• Activity logs of online tutorials • Faculty annual reports, continuing appointment, promotion portfolios • Confluence (documentation of faculty development) • Faculty and Staff Forum (VH)	• All full and part time faculty have met the level of achievement. • Formal documentation on confluence • SUNY CIT conference attended by 2 FT faculty member • Hired instructional designer who will conduct faculty and staff training	• Continue to monitor (M) • Faculty will be requested to continue to add their information to confluence page (M) • Encourage faculty to use Forum to post faculty development opportunities (M) • SUNY CIT conference 1013 SUNY IT; faculty will attend, may submit abstract on the use of Shadow Health in NURS 301

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 • RN-to-BSN Program Student 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	January and as needed	• RN-to-BSN program website • SUNY Delhi website • SUNY Delhi Student Handbook • Course syllabi • Academic policy and procedure manual • Vancko Hall RN-to BSN Student Handbook • Policy Committee minutes	• Policies and procedures are available and accessible via the SUNY Delhi website • RN-to-BSN specific policies are available via the Vancko Hall RN-to-BSN Student Handbook • All course syllabi display progression policy • Differences in polices are justified based on progression and the ability to master student learning outcomes • GE policy such that all programs require minimum of 7 GEs including math and communication	• Associate Dean, faculty, and Policy Committee will continue to monitor and evaluate policies (M) • Remove progression policy from syllabi (R) • LA&S requirement revised, if students fail 2 different LA&S courses, they must re-apply to nursing program (R)

3.2 Student services are commensurate with the needs of students pursuing or completing the baccalaureate 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 • Recruitment • Enrollment services • Advisement • Financial aid • Records and registration • Services for students with disabilities • Campus bookstore • Technology services • Writing Center • Library	Recruitment • Increase articulation agreements by 20 % per year Enrollment Services • Continue program growth consistent with business plan Advisement • Students highly satisfied with advisement services, rank items at 4.0 (1-5) or above • 75% of active students will be registered 1 month following the start of registration • 80% of provisional students will	January and as needed	• Course evaluation • General surveys • Advisor feedback documented in faculty meeting minutes • Banner reports • Advisement survey • Writing tutor tracking	Recruitment • New brochure produced • Fall: 15 recruitment visits for fall 2012; examples of events include NYC and White Plains Advance Fair, ADN/Deans Council of NYS Staff Development Conference o Yield of inquiries continues to be substantial particularly with NYC Advance fair • 61 NYS community colleges; articulations increased from 22 to 26 Enrollment Services: Continue with 2 FT staff managing BSN applications. Enrollment: • Spring 2012: 463 • Summer 2012: 255; enrollment is lower due to FA restrictions, one session offered, students desire to take summers off • Fall 2012: 496; program and course withdrawals because of hurricane Sandy; student registrations rolled to spring 2013 Advisement: centralized model Data from advisement survey: • 90% satisfied with advisement, aggregate spring/summer/fall	Recruitment • Continue aggressive recruitment calendar; target community colleges for articulation agreement Enrollment Services • Continue to monitor (M) • Piloting provisional admissions (managed by program advisor, Cheri Rossi) o Admitted as non-matriculated, lacking one admission criteria o 3 students accepted for fall session J: A and 2 B's in UNIV fall J o 2 students admitted fall K o Continue to track progression; students will be admitted to program if successful (B) in UNIV and 2 other 300 level courses • Project 150 new students for spring 2013 Advisement (M) • 3rd advisor hired to support enrollment growth

	be admitted to the program
	
	Course evaluations: Student will rank all support services above a mean of 4.0 on a scale of 1-5, or 85% state satisfied/very satisfied
				• New LP process but bug in Moodle , fixed by January 2013
				  ○ Alternate plan implemented to minimize student confusion
				• 78% of students registered 3 weeks following the start of registration
				
				Writing tutor (Brent Olson)
				• 354 assignments reviewed,
				• Common errors: url/doi in references, sources of webpages
				• Writing issues: organization of thoughts especially for ethics and patho paper, students have difficulty organizing large amounts of info, common issues with grammar are fragments and run-ons
				• Improvement seen with many students
				• Additional tracking issues: need to identify if student self-referred or was referred by faculty; faculty requesting to see if student followed through on seeking help from tutor
				
				Other student services: IT, bookstore, library
				• In an effort to streamline course evaluations deleted these specific items thinking these department would assess their own services; library has done this but other departments have not
					Writing Center: writing tutor (M)
					• Continue to Track students who request service, performance on subsequent assignments, and in subsequent courses (M)
					• Investigate options for supplementing APA manual with other sources
					• Brent will consult with Adam (ID) regarding an electronic form that will accompany paper and student request for tutoring (D)
					  ○ Form will address if students is self-referral or referred by faculty (Brent will add column to spreadsheet)
					  ○ Faculty and Brent will alert student of change in procedure, that paper will not be reviewed unless form is attached.
					  ○ Attempt to implement spring 2013
					  ○ Faculty will continue to have discussions about assessment, how to evaluate if students are incorporating recommendations, and closing the loop
					• Survey to be developed on other support services; will send link out to students December 2012 (D)
					  ○ Library: Director continues to explore alternative packages of electronic journals to increase selection and

					accessibility (M) o Library will pilot new link to facilitate access to any journal not available rather than using ILL (D)

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 • Nursing Department Office • Registrar's Office	Educational and financial records are in accordance with state and federal guidelines	January and as needed	Publicly accessible policies and procedures are available which address the maintenance of educational records • College Student Handbook • Academic Policy/Procedure manual • Registrar's office Policies are in place which address the safety and security of electronic records (Confluence) • Information technology	• All financial records are maintained and reviewed by the Financial Aid office • All RN-to-BSN student educational files are reviewed and maintained by the department office • All advisement and practicum records in secure electronic site (confluence) • Information technology and faculty implement measures to maintain secure electronic documentation	• 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	January and as needed	• 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	January and as needed	SUNY Delhi RN-to-BSN program website	Program information on website • Accreditation status and NLNAC contact information • Program highlights • Admission criteria • Mission, philosophy, SLO • Course descriptions	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 RN-to-BSN Student Handbook on VH • 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	January and as needed	• Participant list in RN-to-BSN Student Handbook on Vancko Hall • RN-to-BSN website • Faculty meeting minutes • Announcement posting in each classroom	All students enrolled in communication site All revised policies and procedures communicated to students in a timely manner. Examples include: reinforcement of academic integrity, change in student governance process using Student Forum, important dates for practicum, registration, and graduation	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				**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**
• Orientation: VH, UNIV 300, SUNY Delhi Webmail, BroncoWeb • Technical support availability	• 100% of students are oriented to Vancko Hall, Delhi WebMail, and BroncoWeb • Students rank preparation in mechanics of VH at 4.0 or above (1-5) • Student Forum postings are addressed swiftly (24 hours) by faculty moderator • Expectations for use of new technology by students pedagogically sound techniques (practice exercises)	January and as needed	• UNIV 300: Orientation to RN-to-BSN Program (course assessment table) • Course assessment tables • Course evals • Student Forum correspondence • Faculty meeting minutes	• Students reported that their experience with UNIV enabled them to become familiar with the mechanics of VH (4.50) • Phone calls to all new students prior to UNIV 300 to summarize technological requirements • NURS 402: practice assignments for new technology used to introduce use of Jing, screen capture, and voice thread	• Continue to monitor (M) • Best practices for students and accompanying video to be developed and launched spring 2013 (D)

3.8 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.					
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**
Technology requirements and policies	• Faculty will express satisfaction with student preparation for the online classroom • Information requirements is available and accessible through multiple sites and sources	Annually and each session	Technology requirements • Acceptance letter documents • SUNY Delhi website: "Online Education" • UNIV 300: "Orientation to RN-to-BSN Program" • Vancko Hall course page • Course assessment tables	• See 3.7	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 • 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. • Faculty agree student learning outcomes are used to organize curriculum • There is regular review of the rigor, currency, and cohesiveness of nursing courses by faculty • Courses in liberal arts and sciences and general education provide a foundation for the curriculum.	January and as needed	• Faculty meeting minutes • Curriculum Committee minutes • External Advisory Committee minutes • Course objectives & learning activities • Course evaluations • Graduate and employer surveys • RN-to-BSN Student Handbook • RN-to-BSN website • Essentials and NYS articulation model • Students are required to meet 7 GE requirements; GE 1 and 10 are required. • SEP	• 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. • Data from graduates and employers shows SLO and program outcomes are being met. • Faculty agrees presently sufficient LA&S and general education course offerings • See attached course assessment templates	• SLO and course objectives reviewed to include measurable terms (M) • Course syllabi include table that represents relationship between program SLOs, course objectives, and course SLOs (M)

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 RN-to-BSN curriculum flows from the RN-to-BSN nursing 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 and regional, national, and global perspectives of the environment • Graduates and employers indicate students have met the student learning outcomes	January and as needed	• Course syllabi: examine relationship between objectives and student learning outcome; examine relationships where the concepts and experiences are compared to examples of cultural objectives • Student learning outcomes: "Graduates of the SUNY Delhi RN-to-BSN program will synthesize knowledge from the biological, social sciences, and behavioral sciences, as well as humanities and nursing to provide culturally competent care to individuals, families, and communities" • Graduate and employer survey • Course evaluations	• Graduate surveys and employers indicate that graduates have met student learning outcomes • Evaluation of course objectives and learning assignments indicate curriculum is meeting this standard • NURS 402: include cultural factors in readiness to learn assessment • NURS 401: Week 3 DQ addresses a case study regarding fertility in Bangladesh with the Center for Global Development (2010). The study looks at fertility rates in Bangladesh and how to deal with issues that high fertility in poor countries lead to: maternal and child malnutrition, rapid population growth, and increasing economic issues, to name a few. Students consider how a public health nurse might consider bioethical principles when planning community health education programs for a target population	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 • Writing Center referral	• Program grounded in constructivism; evaluation of students, courses, and programs a fundamental way to ensure adult learners are achieving SLO, course objectives, and program outcomes • Formative and summative evaluation yield satisfaction with learning activities, satisfactory analysis of written assignments, preceptor evals of students show satisfaction with program & student performance • 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 and Q&A 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 DQs and course assignments following a set rubric specific for each course • Early Warning Notices generated when student does not respond to emails, DQ or comments or graded assignments • Academic challenges page (confluence) documents students at risk and/or performance issues across all courses • Documentation on assessment tables Summative evaluation • Analysis of written assignments for student at end of course meet SLO (attached course assessments) • Aggregate student course evals, course eval of satisfaction with learning mean score > 4.00 • Graduate surveys show SLO met and satisfaction with program	• Continue to monitor (M) • **Examples** of revisions based on course assessment tables: ○ UNIV 300: Move the module on library retrieval of sources to Week 2. Students are having difficulty completing the time management module which requires a journal article reference, when they have not had the information on the library. ○ ALHT 300: Review final paper grading rubric. One evaluation from student stated that the rubric was "vague." While most of the students submit a paper that outlines diabetes as the underlying disease process, a few students will submit papers that differ. ○ ALHT 400: Enhance the Assignment 3 rubric

				• Employer surveys show SLO met and satisfaction with performance • Preceptor and practicum evaluations: preceptors satisfied with orientation, support from faculty, and experience as preceptor; with exception of one student, all students received satisfactory practicum evaluations; student repeated course • See attached course assessments; in general majority of students are meeting course SLOs	element #4 to focus on effectiveness of public health interventions. ○ NURS 300: revisions based on research with communities of interest ○ NURS 301: transition from practicum experience to computer simulated health assessment software (Shadow Health) ○ NURS 302: students will visit the NINR website, explore it and find current studies that have been conducted by nurses via the NINR. The DQ will contain questions that will ask students to explore the information they found. • NURS 403: Add *service-learning projects* as an option to the course, for choices in what to do during the practicum.

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 and educator is mediator and guide • Constructivism is utilized as programmatic educational theory that allows and encourages the adult learner to be an active part of the learning process and not simply have knowledge passively delivered to the learner • Students show evidence of adherence to academic integrity policy • 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 LA&S faculty for development of online LA&S courses to support upper division and general education requirement • Evidence of collaboration with library and IT to maintain/enhance services to students	January and as needed	• Course syllabi • Learning assignments • Evaluate constructivist concepts within and between courses, and for assignments grounded in evidence • Number of LA&S and general education offerings	• Constructivist concepts present within and between all courses • Assignments reflect real life issues and grounded in EBR (e.g., NURS 303, ALHT 400) • Active participation by student in acquiring knowledge, e.g. NURS-403 • Students demonstrate ability to reflect on learned knowledge and apply to subsequent assignments, e.g. ALHT 301, NURS 401 • All DQs have minimum number of peer-reviewed, scholarly citations not including, after certain point, required readings • Courses build upon knowledge from week-to-week (e.g., ALHT-300), course-to-course, (e.g., ALHT 300, NURS 301, NURS 403) • 15 sections of online LA&S course support program requirements • Varied learning and evaluation methods using multi-media and other electronic resources added to courses to allow students to make choices consistent with constructivism (e.g., NURS 401, 402, ALHT 401) • Implemented TurnItIn for all	• Continue to monitor (M) • NURS 300 revisions in process based on research conducted with communities of interest (D) • Encountering several TII issues such as resubmissions to be investigated with technical and instructional design personnel (D) • NURS 301 Shadow Health, faculty will develop Jing video to provide preparation to faculty and students the change from practicum to computer—based laboratory simulated experience

				courses • Revised academic integrity policy to include consequences for egregious violations • Students advised to save work from each course on flash drive to be applied in capstone course • NURS 403 requires students to reflect on the accomplishment of program SLOs • All courses assessed and reflect above standard (see attached)	

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 • Graduate outcomes • SUNY • NYS Dept of Ed • NYS Board for Nursing	• Program length 120 credits • Student learning outcomes are attained • Program outcomes are attained • Student must complete program in 5 years	January and as needed	• College website • RN-to-BSN website • SED regulations • Graduate surveys • Employer surveys • Banner and cool query reports	• Program length adheres to regulatory requirements • Graduates and employers state student learning outcomes have been achieved	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 • Practicum learning environments and experiences • Student	• Faculty and students agree that the practicum facilities provide experiences which support the attainment of course objectives, and student leaning and program outcomes • Contractual agreements exist with all agencies utilized by students;	January and as needed	• Faculty meeting minutes • Agency contracts • Practicum evaluations • (Graduate and employer surveys)	• Requirement of preceptor evaluation of student inconsistent among courses • Contracts and certificates of liability present for all agencies within 5 years • Students and preceptors indicate high level of satisfaction with program and practice setting • Preceptor participation in	• Continue to monitor (M) • Plan initiative to increase preceptor completion of orientation; emails to be sent to all preceptors who have not completed and plan to precept students spring 2012 (D) • Plan to eliminate NURS 301 practicum, transitioning

learning outcomes	renewed every 5 years despite unlimited time limit •Students express satisfaction with the practicum experience and with their preceptor •All students understand and utilize national safety goals in their practice •Preceptor orientation completion rate exceeds 75%		• Enrollment in online preceptor orientation	orientation 40% • Student rate satisfaction with preceptors 93.2%, staff 84.4%, and clinical site 88%: • Students having difficulty securing NURS 301 Health Assessment preceptor; faculty express concern regarding validity of system assessments; preceptors express concern submission of student assignments is burdensome	to simulated laboratory experience using new software program (R)

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	• The RN-to-BSN 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	January and as needed	• Program budget • Program business plan • Faculty annual report	• Hiring of faculty and staff, and adding non-personnel resources has been consistent with business plan and growing enrollment • 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) Investigate membership to Educause so faculty can participate and utilize resources (D)

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	Physical facilities needed to implement this program are minimal since all courses are offered online and faculty functions from a remote location. However, the physical space is adequate for the Associate Dean, the recruitment coordinator and recruitment activities, the program advisor, and the ISTs	January and as needed	• Assessment of adequate space will be directly correlated to growing enrollment and business plan • Additional space will be required with incremental growth and need for additional onsite support staff	Temporary relocation to North Hall; anticipated move back to Sanford August 2013. The physical resources are adequate to meet the needs of onsite staff and the Associate Dean	• Continue to monitor (M) • Sanford renovation planned for 2012-13, new office suite planned for School of Nursing (D) • Renovation will accommodate on-site BSN program growth

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 • Instructional aids • 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 and by course evaluations* • Satisfactory technical support as evidenced by course evaluations* • Instructional aids and individual course resources: Curriculum Committee evaluates resources and links to each class • 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* * mean score of 4.00 or greater	January and as needed	• Information technology performance measures • Course evaluations • Library resources and budget • Faculty meeting minutes • Curriculum Committee minutes • Business plan • Support services survey	• We continued to be unsatisfied with the performance with MoodleRooms hosting so we migrated to on campus hosting. Performance has been significantly improved. During Fall 2012 the LMS server has had uptime of more than 99.99%. The average CPU utilization of the application server was 15.58%, indicating that the server has been easily handling the load. During the Fall 2012 semester we emphasized supporting faculty in their use of the new version and responding quickly to any changes and concerns as we migrated from version 1.9 to 2.2. • Faculty are involved in selecting additional full text electronic journals • See Standard 4 and 6 for analysis of satisfaction with technology	• Continue to monitor (M) • In the Spring 2013 semester we will commence monitoring and collecting statistics similar to those collected against MoodleRooms in the past. This will allow us to measure page load times. (D)

				• Students are requested to contact faculty, Associate Dean, and/or library if they are unable to access a specific journal • Student forum and support services survey results: 95% of the respondents indicate the Student Forum is a valuable resource for students. Students are satisfied (88-95%) with library resources, email, course registration, writing tutor, bookstore, computer support	

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	January and as needed	• Faculty meeting minutes • NYSED annual report • NLN annual report • Course assessment tables	• 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 • Procedure for collecting course assessment data by course resource faculty requires more structure such that all faculty have input; assessment tables lacked information despite links being posted in each course for documentation.	Continue to monitor (M) Faculty will be prompted at the end of the spring 2013 semester to record data in tables along with a deadline (R).

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	Trends are identified.	January and as needed	• Course evaluations: instruction, instructor, support services • Practicum evaluations • Advisement survey • Graduate survey • Employer survey • Analyze response rate • Other: Calendar survey, Doodle, polled students about tabbed format	• All data collected analyzed, findings make a contribution toward program decision making	• Continue to monitor (M) • Add students services survey fall 2012 (D) • SOS to on-line students for future (D)

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: NLNAC, SED •External advisory council •Healthcare agencies •Community •Center for Health Workforce Studies, U Albany School of PH •Articulation agreements with community colleges and healthcare agencies	Faculty participates in sharing evaluation findings with communities of interest.	Annually	• Annual reports • Advisory Board Meeting Minutes • Articulation agreements • Press releases • Funding proposals and annual reports • NYS Associate Council of Degree Nursing Meetings • Paper presentations • NURS 300 survey,	• Findings are share with communities of interest via required annual reports, or via meetings or forums • Advisory Council members added to balance out BSN program needs • NURS 300 revealed community of interests requesting specific topics taught in our BSN transition course (see assessment table)	• NURS 300 will be revised for spring 2013 based on community feedback (see course assessment table) (D) • External advisory committee April 2013.

• ADN/BSN Councils of NYS • NLN • Preceptors, DON, faculty			"Linking BSN Education to Practice"		

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**
Program student learning outcomes	100% of graduates achieve student learning outcomes	Biannually	• Graduate Survey • Employer Surveys • Practicum evaluations • Course assessment tables	• Graduate survey o Spring 2012: 100% of graduates stated they met the program SLOs; 100% of graduates stated overall satisfaction was good to excellent; 94% plan on graduate school; 40% plan on looking for new position; comments, "The best faculty", "I love this program, I brag about it to all nurses", "I feel very well prepared" o Fall 2012: 95% of students stated they met the program student learning outcomes, 95% rated program good or very good, 46% will change employment, 90% will plan to attend graduate school, comments "The standards are high", I had a wonderful	• Monitor (M) • NURS 301: transitioning from precepted experience to digital simulated program (D) • Continue to explore approaches to obtain a higher response rate (D)

				experience", many comments on difficulty obtaining preceptors • Employer survey: response rate continues to be low, 40 responses out 110; however, all employers rated graduates that all program student learning outcomes have been met at a high level • Preceptors indicate students are meeting practicum objectives • See Standard 4, Curriculum and criteria	

6.5 The program demonstrates evidence of achievement in meeting the following program outcomes: program completion, program satisfaction, and job placement					
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	70% of students will graduate within a 150% of time	January and as needed	Office of Institutional Research reports	• Retention rate is averaging 74% fall 2011-fall 2012 • Attrition: 4 students to programs in states without practicums and GE requirements (discussed with Marilyn Caldwell at SED), no-shows, with majority related to unexpected life events of which many students plan on re-enrolling. • 132 students graduated since spring 2008 (launching of program) have graduated. • 2012 graduates: 35 spring, 8 summer, fall 21; total 64 graduates • Given that we are just approaching the 5 year time to completion to degree, we will assess grad rate from spring 2008 to spring 2013.	Retention • Continue to tracking reasons for attrition, reasons tend to be personal in nature (M) • Utilize academic challenges page to identify students at risk (M) • Calculate graduation rate following spring 2013 graduation (D)
Program Satisfaction	85% of graduates indicate satisfaction with the program	Post graduation	• Graduate survey	• Spring 2012: see 6.4 • Fall 2012: see 6.4	• Program satisfaction: Continue to monitor (M)
Employer satisfaction	85% of employers indicate satisfaction with the performance of the graduate	Post graduation	• Employer survey	• 2012, see 6.4	• Employer satisfaction (D)
Job placement	90% of graduates are employed	Post graduation	• Graduate survey	• 100% of graduates are employed	• Job placement: Continue to monitor (M)

6.6 The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all 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**
See standard 4 and criteria 6.1-6.5	See standard 4 and criteria 6.1-6.5	See standard 4 and criteria 6.1-6.5	See standard 4 and criteria 6.1-6.5	See standard 4 and criteria 6.1-6.5	See standard 4 and criteria 6.1-6.5

School of Nursing Course Assessment and Summary
Course: UNIV 300
Semester/Year: Fall Session 1, 2012

Date course reviewed: 12/2012 **Reviewed by: Rebecca Eck**

Enrollment	Withdrawals	Reason
67	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)
1. Synthesize knowledge from the biological, sociological and behavioral sciences, as well as humanities and nursing to provide	1	Understand the SUNY Delhi RN-to-BSN mission and program philosophy.	Week 1, Reading assignment for the BSN mission and program philosophy	Week 1 discussion question	Assignment rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-

culturally competent care to individuals, families, and communities.						64, F<60 (not meeting the learning outcome).
2. Critically apply research findings to nursing practice related to disease prevention, health promotion, illness, and restoration of health.	1, 3	Become familiar with the mechanics of Vancko Hall and Moodle as a learning platform for online learning.	Week 1: Introduction to Online Education. Week 2: Navigating Course Blocks; Image Map; Communication; Profiles and Messages	Assignments 1 & 2	Assignment rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
3. Collaborate with community-based partners to promote health in diverse client populations.	1, 3	Recognize the process for resolution of technical issues.	Week 1: Technical Requirements and Technical Help	Ongoing, student will contact Help Desk as needed for technical support.	Assignment rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
4. Effectively communicate with clients, diverse patient groups, and healthcare disciplines and adapt communication methods to meet	1	Navigate through a typical nursing course.	Week 2: Navigating Course Blocks; Image Map	Active participation, Week 1-7, Assignments 1-7	Assignment rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not

the healthcare, educational, and counseling needs of diverse client groups across a multiplicity of settings.						meeting the learning outcome).
5. Utilizes data, evidence, and information from a wide range of resources to comprehensively and accurately provide nursing care to clients, families, and the public in a variety of settings.	1, 2	Learn time management skills for online courses.	Week 2: Time Management in Online Learning	Week 2: Discussion Question #1	Assignment rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
6. Assume diverse leadership roles across the continuum of care to responsibly manage human, fiscal, and material resources.	2	Discriminate between peer-reviewed/non-peer-reviewed, scholarly/non-scholarly resources from electronic databases.	Week 3: Is This Website Credible?; Peer Reviewed Sources	Discussion Question #2, Assignments 5, 6	Assignment rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
7. Integrate professional role, values, ethical, moral, and legal aspects of nursing into practice in a	1, 2, 3	Retrieve acceptable sources from the library databases.	Week 3: Finding Sources in the Library	Discussion Question #2; Assignments 5, 6	Assignment rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74

variety of structured and unstructured settings.						(approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
8. Be guided by theory, incorporating knowledge of environmental, social, cultural, economic, political, technological, and global factors to develop plans to affect beneficial client outcomes.	2	Comprehend what plagiarism is and how to avoid it.	Week 3: Plagiarism-101	Plagiarism 101: Three quizzes	Assignment rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
	2	Learn the basics of APA format.	Week 4: What is APA Style; The Basics of APA Style; Using the APA Style Manual	Assignment 4: APA Scavenger Hunt; Assignments 5 and 6: Scholarly Writing Exercises.	Assignment rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
	2	Apply concepts of scholarly writing and APA format to writing papers.	Week 4: Writing an Abstract. Week 5: What is Scholarly Writing?; PowerPoint Presentations;	Assignments 5, 6: Scholarly Writing Exercises	Assignment rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching),

			Writing Services for the BSN Program;			D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
	1, 2, 3	Communicate appropriately online, integrating content guided by rules of netiquette in class discussions.	Week 2: Communication: Discussion Forums and Netiquette	Three discussion questions	Assignment rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
	4	Identify the process of preceptor selection, including how to use the documentation and forms required in the practicum courses.	Week 6: Selecting Preceptors; Practicum Experience Forms	Assignment 7: Practicum Course Exercise	Assignment rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
	4	Familiarize with student services and resources including academic advisement, handbook, student board, and the student forum.	Week 1: Introduction to Advisement Team. Week 7: Academic Advisement; Personal Learning Plan; BSN Student Handbook;	Week 7: Discussion Question	Assignment rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the

			Welcome from Student Board President; Student Governance at SUNY Delhi			learning outcome).

Course Objectives:

1. Describes methods of navigation, time management and communication for the online learning environment.
2. Examines concepts of academic integrity, scholarly writing and library searching.
3. Explores the continuum of services available to students in the online nursing program.
4. Introduces the student to practicum course procedures.

Course Student Learning Outcomes:

1. Understand the SUNY Delhi RN-to-BSN mission and program philosophy.
2. Become familiar with the mechanics of Vancko Hall and Moodle as a learning platform for online learning.
3. Recognize the process for resolution of technical issues.
4. Navigate through a typical nursing course.
5. Learn time management skills for online courses.
6. Discriminate between peer-reviewed/non-peer-reviewed, scholarly/non-scholarly resources from electronic databases.
7. Retrieve acceptable sources from the library databases.
8. Comprehend what plagiarism is and how to avoid it.
9. Learn the basics of APA format.
10. Apply concepts of scholarly writing and APA format to writing papers.
11. Communicate appropriately online, integrating content guided by rules of netiquette in class discussions.
12. Identify the process of preceptor selection, including how to use the documentation and forms required in the practicum courses.
13. Familiarize with student services and resources including academic advisement, handbook, student board, and the student forum.

Summary of Student Evaluations of Course and Instruction:

Results were obtained through an anonymous survey, with tabulation of results via Survey Monkey. These results are reflective of all 4 sections of the course. A total of 47/67 students completed the online survey. Students report this course to be an integral component to success in starting the program at Delhi. Students felt more confident to progress in the online arena to their formal courses and 98% felt the course objectives were met. They feel that it provides a thorough introduction to the expectations of the program and to the Moodle platform. Some comments from students include:

- This course is absolutely necessary in preparing students for the online experience. It helps us determine what expectations we may find in other classes and provides a strong basis for online learning. I feel this class greatly contributes to online learning success!

- Overall, this course has helped prepare me for future courses and I am very thankful that it was required prior to any other class.
- This course was very helpful in my knowledge of what to expect going forward in the program
- This course has prepared me for my future classes for the program. It has helped me tremendously in navigating Vancko Hall and other sites.
- I think this course is a good beginning course to prepare us what to expect in future classes and be ready for that.
- Excellent preparation class. Very thorough and helpful professor comments.
- This course gives a good understanding of what to expect from future online classes, as well as the proper way to use APA citations and referencing, how to avoid plagiarism and how to be a professional student.

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):
There is not a clinical or practicum experience for this course. Students report the required text, the APA Manual is very useful in guiding them through the components of APA formatting. Of the students surveyed in the above referenced evaluation 96% of students found the book helpful.

Results
Number of Students Assessed: 67

Course Student Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
Understand the SUNY Delhi RN-to-BSN mission and program philosophy.	54%	39%	3%	4%	93%
Become familiar with the mechanics of Vancko Hall and Moodle as a learning platform for online learning.	54%	39%	3%	4%	93%
Recognize the process for resolution of technical issues.	54%	39%	3%	4%	93%
Navigate through a typical nursing course.	54%	39%	3%	4%	93%
Learn time management skills for online courses.	54%	39%	3%	4%	93%

Discriminate between peer-reviewed/non-peer-reviewed, scholarly/non-scholarly resources from electronic databases.	54%	39%	3%	4%	93%
Retrieve acceptable sources from the library databases.	54%	39%	3%	4%	93%
Comprehend what plagiarism is and how to avoid it.	54%	39%	3%	4%	93%
Learn the basics of APA format.	54%	39%	3%	4%	93%
Apply concepts of scholarly writing and APA format to writing papers.	54%	39%	3%	4%	93%
Communicate appropriately online, integrating content guided by rules of netiquette in class discussions.	54%	39%	3%	4%	93%
Identify the process of preceptor selection, including how to use the documentation and forms required in the practicum courses.	54%	39%	3%	4%	93%
Familiarize with student services and resources including academic advisement, handbook, student board, and the student forum.	54%	39%	3%	4%	93%

Changes to be Made Based on Results

Course Student Learning Outcome	Proposed Action
Understand the SUNY Delhi RN-to-BSN mission and program philosophy.	
Become familiar with the mechanics of Vancko Hall and Moodle as a learning platform for online learning.	
Recognize the process for resolution of technical issues.	
Navigate through a typical nursing course.	
Learn time management skills for online courses.	Move to Week 3
Discriminate between peer-reviewed/non-peer-reviewed, scholarly/non-scholarly resources from electronic databases.	Move the module on library retrieval of sources to Week 2. Students are having difficulty completing the time management module which requires a journal article reference, when they have not had the information on the library.
Retrieve acceptable sources from the library databases.	
Comprehend what plagiarism is and how to avoid it.	Add a question on the Academic Integrity quiz about self plagiarism.
Learn the basics of APA format.	Update Scavenger Hunt. Students no longer have to pass with a 70% in order to pass the course. Their original grade is their final grade on the hunt and there is no make-up hunt. Create remedial module for those unsuccessful on Scavenger Hunt as a tutorial for APA improvement.
Apply concepts of scholarly writing and APA format to writing papers.	
Communicate appropriately online, integrating content guided by rules of netiquette in class discussions.	
Identify the process of preceptor selection, including how to use the documentation and forms required in the practicum courses.	
Familiarize with student services and resources including academic advisement, handbook, student board, and the student forum.	Updated the student services search to include information on the writing tutor. Add a question regarding academic integrity to the search.

Additional comments:
UNIV-300 will go through a curriculum review. There is a need to change assignments and update DQ postings. We will also explore instructions on syncing to mobile devices.

School of Nursing Course Assessment and Summary
Course: ALHT 202 Statistics and Research Methods
Semester/Year: Fall Session 1/2012

Date course reviewed: 12/ 2012 **Reviewed by: Lori Ciafardoni-Hawkes and Amie Mansfield**

Enrollment	Withdrawals	Reason
16	0	

Student Learning Objective	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. Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and	COs: 2, 3, 4	SLOs: 3, 4, 6, 8, 10	Course readings SPSS assignments: Weeks 1-7 DQ: Weeks 3, 5, 7	Quiz 2	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	Exceeding: Mean >90% (A-) Meeting: Mean ≥70% (C) Approaching: >Mean 65% (C-) Not Meeting: Mean <60%

schematics.						
2. Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally.	COs: 2, 3	SLOs: 3, 4, 6, 8, 10	Course readings SPSS assignments: Weeks 4-7 DQ: Weeks 3, 5, 7 Quiz: Week 2, 4, 6.	Quizzes: 1, 2, 3	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	Exceeding: Mean >90% (A-) Meeting: Mean ≥70% (C) Approaching: >Mean 65% (C-) Not Meeting: Mean <60%
3. Students will demonstrate the ability to employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems.	COs: 2, 3	SLOs: 1-9	Course readings SPSS assignments: Weeks 1-7	Quizzes: 1, 2, 3	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	Exceeding: Mean >90% (A-) Meeting: Mean ≥70% (C) Approaching: >Mean 65% (C-) Not Meeting: Mean <60%
4. Students will demonstrate the ability to estimate and check mathematical results for reasonableness.	COs: 2, 3	N/A	SPSS assignment: Week 5	Quiz 2	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	Exceeding: Mean >90% (A-) Meeting: Mean ≥70% (C) Approaching: >Mean 65% (C-) Not Meeting: Mean <60%
5. Students will demonstrate the ability to recognize the limits of mathematical and statistical methods.	COs: 1, 2, 3, 4	SLOs: 1-10	Course readings DQ: Weeks 1, 3, 5, 7	Research Article Critique	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	Exceeding: Mean >90% (A-) Meeting: Mean ≥70% (C) Approaching: >Mean 65% (C-) Not Meeting: Mean <60%

Course Objectives:

1. Examine the features, strengths, and weaknesses of qualitative and quantitative research designs.
2. Provide theoretical bases and applied examples to enable conceptual and applied understandings of descriptive statistical methods.
3. Furnish varied learning opportunities to enable conceptual and applied understandings of inferential statistical methods.
4. Create a framework for development of critical thinking skills for interpreting and evaluating published research studies.

Course Student Learning Outcomes:

1. Discuss the importance of statistics to their field of endeavor.
2. Differentiate between qualitative and quantitative research.
3. Apply basic concepts associated with descriptive statistics.
4. Calculate, by hand and with SPSS, measures of central tendency and measures of variability.
5. Gain an understanding of various types reliability and validity.
6. Evaluate the use of hypothesis testing and its relationship to the normal curve.
7. Explain the importance and use of inferential statistical procedures.
8. Calculate, by hand and with SPSS, inferential statistics such as: t-tests, analysis of variance (ANOVA), and simple regression.
9. Describe circumstances under which nonparametric procedures will be used.
10. Critique published research for appropriateness of methodology.

Summary of Student Evaluations of Course and Instruction

1. I had a lot of problems with the SPSS program. I had trouble contacting the tech support people for IBM and then received conflicting information between tech support and IBM causing me to be unable to use the program during my final week of class. My instructor, however, was very accommodating in allowing me more time and supplying me with contact info for tech support.
2. Intentions were this class was going to be very difficult. All material was very clear as well as assignments, homework and tests were based out of the information we learned :)
3. Dr. Mansfield is the perfect instructor for this course. She knew the material & answered the questions asked in a timely & studious manner! Highly recommended.
4. Great job with the instruction of this course! Learned a lot!
5. Amie was the best online teacher I have had so far. She went above and beyond in answering questions and was easily accessible. Wonderful!
6. This was my first online class, and it was a great experience. Dr. Mansfield did a great job of always being available to help, and giving us with many, many resources on the topics - so that every subject was easy to understand and learn. Thank you!

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

TEXTBOOKS
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
IBM SPSS Statistics Base GradPack 20 [Computer software] (Version 2). (2011). Chicago, IL: IBM SPSS.

Salkind, N. J. (2010). *Statistics for people who (think they) hate statistics*. Thousand Oaks, CA: Sage.
MATERIALS REQUIRED: In addition to the Salkind (2010) statistics text, this course has weekly statistical analysis assignments that require the SPSS (Statistical Package for Social Sciences) software. The student version of the SPSS software is available ONLY by renting it via a download from onthehub.com. Specific directions for renting the IBM SPSS Statistics Base GradPack (a 6 month rental) are provided in Block 0 of the course.
OTHER: The course text uses www.sagepub.com/salkind4e . This learning resource is an important tool to help students learn complex concepts and is part of the course.

Results
Number of Students Assessed:

Course Student Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
SLO #1	56	38	0	6	94
SLO #2	25	69	0	6	94
SLO #3	25	69	0	6	94
SLO #4	31	63	0	6	94
SLO #5	63	31	0	6	94

Changes to be Made Based on Results: None

Course Student Learning Outcome	Proposed Action

Additional comments:
Some of the older articles from the article critique list were removed and refreshed with newer ones for students to choose from. Also, starting next session (Spring Session 1), the quizzes will have refreshed questions because there is an exposure issue with the quiz questions becoming old and circulating among students. The content and assignments themselves have not changed at all.

School of Nursing Course Assessment and Summary
Course: ALHT 300- 10026 Pathophysiology
Semester/Year: Summer, 2012

Enrollment	Withdrawals	Reason
15	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)
1.Synthesize knowledge from the biological, social sciences, and behavioral sciences, as well as humanities and nursing to provide culturally competent care to individuals, families, and communities.	1,2,3	1-9	Course readings, Group assignment, Library searches	Assignment 2 Group Case Study DQs wk 1-5, 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
2.Critically apply research findings to nursing practice	1,2,3	1-8	Course readings,	Assignments 1,2 DQ's 1-5,7	Grading rubrics individualized for	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-

related to disease prevention, health promotion, illness, and restoration of health.			Group assignment, Pathophysiology paper.		each assignment. Generic rubrics for Discussion Questions. Assignments 1,2 DQ's 1-5,7	79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
3.Collaborate with community-based partners to promote health in diverse client populations.	1,2,3	1-8	Course readings, Group assignment, Library searches	Assignment 2	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
4.Effectively communicate with clients, diverse patient groups, and healthcare disciplines and adapt communication methods to meet the healthcare, educational, and counseling needs of diverse client groups across a multiplicity of settings.	1,2,3	8	Course readings, Group assignment, Library searches	Assignment 2 DQ's wk1-5,7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
5.Utilizes data, evidence, and information from a wide range of resources to comprehensively and accurately provide nursing care to clients, families, and the public in a variety of settings.	1,2,3	1-8	Course readings, Group assignment, Pathophysiology paper.	Assignments 1,2 DQ's 1-5, 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Assignments 1,2 DQ's 1-5, 7	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
6.Assume diverse leadership roles across the continuum of care to		N/A				

responsibly manage human, fiscal, and material resources.						
7.Integrate professional role, values, ethical, moral, and legal aspects of nursing into practice in a variety of structured and unstructured settings.		N/A				
8.Be guided by nursing theory, incorporating knowledge of environmental, social, cultural, economic, political, technological, and global factors to develop plans to affect beneficial client outcomes.		N/A				

Course Objectives:

1. Provide an understanding of the signs and symptoms of selected disease processes and the disease effect on selected systems.
2. Explore treatment modalities for selected disease processes that include diagnostic procedures, medical interventions, and nursing interventions.
3. Integrate health promotion strategies that decrease the incidence of morbidity and mortality.

Course Student Learning Outcomes:

1. Describe disease processes in the human body based on prerequisite knowledge of normal structure and function (i.e., normal anatomy and physiology).
2. Explain how etiologies and risk factors contribute to the development of specified disease processes.
3. Explain the physiologic basis for manifestations of various disease processes.
4. Recognize specified disease processes from descriptions of pathophysiologic manifestations.
5. Explain compensatory mechanisms as the body's adaptive response to specified disease processes.
6. Describe the interactions between genetic and environmental factors in the development of specified disease processes.
7. Explain how a given prevention strategy or treatment might alter or reverse the course of specified disease processes.

8. Provide evidence based information on specific disease processes including pharmacological and non pharmacological treatment approaches for health promotion in the community (added Spring 2, 2012).
9. Apply selected course concepts to an evolving comprehensive case study.

Summary of Student Evaluations of Course and Instruction:

- I really enjoyed my experience in the Pathophysiology class. I learned a tremendous amount of information and have already applied some of it at work!
- This course was very enjoyable, challenging and worthwhile
- This was a great class. I really enjoyed it as it brought together the disease process I frequently see where I am employed. I enjoyed following a case study as it helped me to understand the physiologic changes that occur and to recognize the manifestations of the disease process.
- We learned more by writing our own coursework than we would have in a traditional lecture
- Found the course intellectually challenging- 91% agree
- Learned and understood course content- 91% agree
- Coursework contributed to appreciation and understanding of the subject- 90% agree

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

No other evaluations are available for this course.

Results
Number of Students Assessed: 15

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
1. Describe disease processes in the human body based on prerequisite knowledge of normal structure and function (i.e., normal anatomy and physiology).	87%	7%	0	6%	94%
2. Explain how etiologies and risk factors contribute to the development of specified disease processes.	87%	7%	0	6%	94%
3. Explain the physiologic basis for manifestations of various disease processes.	87%	7%	0	6%	94%
4. Recognize specified disease processes from descriptions of pathophysiologic manifestations.	87%	7%	0	6%	94%

5. Explain compensatory mechanisms as the body's adaptive response to specified disease processes.	87%	7%	0	6%	94%
6. Describe the interactions between genetic and environmental factors in the development of specified disease processes.	87%	7%	0	6%	94%
7. Explain how a given prevention strategy or treatment might alter or reverse the course of specified disease processes.	87%	7%	0	6%	94%
8. Apply selected course concepts to an evolving comprehensive case study.	87%	7%	0	6%	94%

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Implementation
1. Describe disease processes in the human body based on prerequisite knowledge of normal structure and function (i.e., normal anatomy and physiology).		
2. Explain how etiologies and risk factors contribute to the development of specified disease processes.	Review final paper grading rubric. One evaluation from student stated that the rubric was "vague." While most of the students submit a paper that outlines diabetes as the underlying disease process, a few students will submit papers that differ.	Fall session 2 final paper Changed final paper at from 40 point paper that is due in week 6 to 2 assignments due in week 4 (25 points) and week 6 (15 points). The new format provides disease choices for the students to research. Chooses available in week 1 and must be chosen by the end of week 2. The first assignment due in week 4 is an explanation of the disease process from cellular level to treatment. The second

		assignment is a community education assignment regarding the disease that the students researched.
3. Explain the physiologic basis for manifestations of various disease processes.		
4. Recognize specified disease processes from descriptions of pathophysiologic manifestations.		
5. Explain compensatory mechanisms as the body's adaptive response to specified disease processes.		
6. Describe the interactions between genetic and environmental factors in the development of specified disease processes.		
7. Explain how a given prevention strategy or treatment might alter or reverse the course of specified disease processes.		
8. Apply selected course concepts to an evolving comprehensive case study.		

Other:
Discussed issues such as group participation and review of group paper by instructor with faculty. Conclusions included considering designating points for group participation and allowing each faculty member to set boundaries for group paper review. Also discussed the need to provide directions for groups with email reminders, general overview of group projects, and providing a wiki or group forum for group work.

School of Nursing Course Assessment and Summary
Course: ALHT 301 Ethics for the Health Professional
Semester/Year: Fall 1 2012

Date course reviewed: 11/2012 **Reviewed by: Lori Ciafardoni- Hawkes**

Enrollment	Withdrawals	Reason
33	none	

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. Synthesize knowledge from the biological, sociological and behavioral sciences, as well as humanities and nursing to provide	1,2,3	SLOs: 3,4,6,7	Course reading Ethics paper. Group assignments DQ: Weeks 1, 2, 4, 6, 7.	Assignments 1, 2 ,3	Grading Rubrics	Exceeding: Mean >90% (A-) Meeting: Mean ≥70% (C) Approaching: >Mean 65% (C-)

culturally competent care to individuals, families, and communities.						Not Meeting: Mean <60%
2. Critically apply research findings to nursing practice related to disease prevention, health promotion, illness, and restoration of health.		N/A				
3. Collaborate with community-based partners to promote health in diverse client populations.		N/A				
4. Effectively communicate with clients, diverse patient groups, and healthcare disciplines and adapt communication methods to meet the healthcare, educational, and counseling needs of diverse client groups across a multiplicity of settings.		N/A				

5. Utilizes data, evidence, and information from a wide range of resources to comprehensively and accurately provide nursing care to clients, families, and the public in a variety of settings.		SLOs: 1,2,3,4,5,7	Course readings Ethics paper Group Assignment DQs: Weeks 1, 3, 4, 6, 7	Assignments 1, 2, 3	Grading Rubrics	Exceeding: Mean >90% (A-) Meeting: Mean ≥70% (C) Approaching: >Mean 65% (C-) Not Meeting: Mean <70%
6. Assume diverse leadership roles across the continuum of care to responsibly manage human, fiscal, and material resources.		N/A				
7. Integrate professional role, values, ethical, moral, and legal aspects of nursing into practice in a variety of structured and unstructured settings.	1,2,3	SLOs: 1,2,3,4,5,6,7	Course readings Ethics paper	Assignments 1, 2, 3	Grading Rubrics	Exceeding: Mean >90% (A-) Meeting: Mean ≥70% (C) Approaching: >Mean 65% (C-) Not Meeting: Mean <70%
8. Be guided by theory, incorporating knowledge of environmental,	1,2,3	SLOs: 1-7	Course readings Ethics paper Group assignment	Assignments 1, 2, 3	Grading Rubrics	Exceeding: Mean >90% (A-) Meeting: Mean ≥70% (C) Approaching:

social, cultural, economic, political, technological, and global factors to develop plans to affect beneficial client outcomes.			DQs: Weeks 1, 2, 3, 4, 6, 7			>Mean 65% (C-) Not Meeting: Mean <60%

Course Objectives:

1. Examine ethical issues in healthcare using ethical principles.
2. Provides opportunities to apply ethical theory to a dilemma.
3. Provides foundations in ethics to enable analysis and application of decision making models to ethical issues.

Course Student Learning Outcomes :

1. Explore the ethical standards as they apply to health care delivery.
2. Identify one's own role as a health care professional with regard to ethical decision-making.
3. Identify basic theories and principals central to ethical dilemmas and moral development.
4. Describe ethical dilemmas resulting from conflicts between patients, health care professionals, and institutions.
5. Describe a model for ethical decision making.
6. Examine the impact of ethical issues on health care professionals.
7. Analyze research related to ethical issues and decision-making.

Summary of Student Evaluations of Course and Instruction:

1-One more aspect of the course that I felt was not helpful was the group project. It was a nuisance getting the group to correspond accordingly and only after the deadline was looming near was I able to get cooperation. In addition, I found it difficult to get the group members to accept the changes in their papers. It is hard to work in group projects online because there is no set time or place to meet your peers and I feel I only got their cooperation at the last minute which was not helpful.

2-I enjoyed the topics discussed in the course, however, I have taken an ethics course almost exact to this one and the text provided more related experiences and examples that I felt understand many of the concepts. I did not particularly feel the mandated text more insight. The professor pointed us in the right direction but I did not particularly like that the synopses were very brief. I was hoping the introduction to the readings to be more insightful.

3-This is a challenging topic and requires a great deal of reading. I am glad I was only taking 1 course. SUNY Delhi continues to be a rigorous program. (Spelling corrected from original feedback)

4- I think it is hard to complete group activities on-line. The fast pace of the class combined with difficulty communicating with other students hinders successful outcomes.

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):
TEXTS:
American Psychological Association. (2010). Publication manual of the American Psychological Association. (6th ed.). Washington, DC: Author.
Beauchamp. T. L., & Childress, J. F. (2009). Principles of biomedical ethics. (6th ed.) New York, NY: Oxford University Press.

Results
Number of Students Assessed: 33

Course Student Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
1	58%	42%	0%	0%	100%
2	58%	42%	0%	0%	100%
3	58%	42%	0%	0%	100%
4	58%	42%	0%	0%	100%
5	58%	42%	0%	0%	100%
6	58%	42%	0%	0%	100%
7	58%	42%	0%	0%	100%

Changes to be Made Based on Results

Course Student Learning Outcome	Proposed Action
1	
2	
3	
4	
5	
6	
7	

Additional comments:
New text edition for 2013- chapter and reading assignments will reflect new pages and chapters once new text is adopted

School of Nursing Course Assessment and Summary
Course: ALHT-304 Death and Dying
Semester/Year: Fall 2012, Session 2

Date course reviewed: December 2012 **Reviewed by: Rebecca Eck, Shelly Lehmann**

Enrollment	Withdrawals	Reason
40	11	Most withdrawals were hurricane related at the very beginning of the course.

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	Compare and contrast historical death and dying practices to current influences on death & dying rituals	Week 1 Readings	Week 1 DQ	Assignment Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
1	Discuss culturally and spiritually sensitive communication by the health care worker as it	Week 2	Week 2 DQ Assignment Week 2: Cultural Considerations in	Assignment Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching),

	relates to the dying process.		Caring brochure		D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
2, 4	Develop interventions that facilitate the grief process specific to the needs and tasks of the dying individual across the lifespan	Week 3 Readings	Week 3 DQ Assignment Week 3 Group Assignment	Assignment Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
2	Delineate the components of end of life planning	Week 4 Readings	Week 4 Assignments: Funeral planning, obituary, advanced directives	Assignment Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
4	Identify palliative care and hospice care processes	Week 5 Readings	Week 5 Hospice care worker	Assignment Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
4	Discuss the role of the hospice worker and evaluate self-care ideas to prevent compassion fatigue and burnout	Week 5 Readings	Week 5 Hospice paper	Assignment Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
3	Critique the different ethical and moral sides of death and dying issues	Week 6 Readings	Week 6 DQ Assignment Week 6: A Poster Presentation on a Recent Ethical Issue	Assignment Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60

			Surrounding Death and Dying		(not meeting the learning outcome).
2, 4	Reflect upon ways healthcare workers can help patients and their families through the dying process	Week 7 Readings	Week 7 DQ Assignment	Assignment Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).

Insert numbered Course Objectives here:

1. Introduce the relationship between death and dying concepts and culture.
2. Explore principles of death and dying across the lifespan
3. Examine ethical & legal principles in current end-of-life issues
4. Explore death and dying concepts and the needs of a dying patient

Insert numbered Course Student Learning Outcomes here:

1. Compare and contrast historical death and dying practices to current influences on death & dying rituals
2. Discuss culturally and spiritually sensitive communication by the health care worker as it relates to the dying process.
3. Develop interventions that facilitate the grief process specific to the needs and tasks of the dying individual across the lifespan
4. Delineate the components of end of life planning
5. Identify palliative care and hospice care processes
6. Discuss the role of the hospice worker and evaluate self-care ideas to prevent compassion fatigue and burnout
7. Critique the different ethical and moral sides of death and dying issues
8. Reflect upon ways healthcare workers can help patients and their families through the dying process

Summary of Student Evaluations of Course and Instruction:

Results were obtained through an anonymous survey, with tabulation of results via Survey Monkey. These results are reflective of all 2 sections of the course. A total of 16/29 students completed the online survey. Students felt more confident in their ability to work with individuals who are dying and their families. Some comments from students include:

- This course was extremely interesting. It was a pleasure to be in this class. All the projects we did really enhanced my learning. I am able to take this course and apply what I learned in the nursing field.

- The class was far and well thought out. What I liked about the class is that there appeared to be a lot of work and I thought it was never going to get done. However the instructors took that into consideration and incorporated the assignment with the DQ's. WELL DONE! I wish all my classes did that. By doing that there was time to read and time to work hard on the assignment. THANK YOU!
- This course was excellent! The assignments were interactive, unique, and incredible valuable.

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

- This is a non-nursing course. There is not a clinical component or practicum experience for this course. Students report the required text, the APA Manual and Corr & Corr (2013). Death & Dying, :Life & Living (7 ed.). Belmont, CA: Wadsworth Cengage Learning to be very useful in guiding them through the components of APA formatting and the theoretical piece of this course, respectively. Of the students surveyed in the above referenced evaluation 100% of students found the book helpful.

Results
Number of Students Assessed: 29

Course Student Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
Compare and contrast different cultural customs related to death and dying.	86% (25/29)	14% (4/29)	0%	0%	0%
Apply legal and ethical principles to the care of the dying individual.	86% (25/29)	14% (4/29)	0%	0%	0%
Identify the special needs of the dying individual.	86% (25/29)	14% (4/29)	0%	0%	0%
Distinguish the different stages of grief.	86% (25/29)	14% (4/29)	0%	0%	0%
Critique the different ethical and moral sides of death and dying issues, including assisted suicide, euthanasia, suicide, and Do Not Resuscitate orders.	86% (25/29)	14% (4/29)	0%	0%	0%

Understand the different physiological processes of death.	86% (25/29)	14% (4/29)	0%	0%	0%
Identify the various components of the role of the hospice worker.	86% (25/29)	14% (4/29)	0%	0%	0%

Changes to be Made Based on Results

Course Student Learning Outcome	**Proposed Action**
Compare and contrast historical death and dying practices to current influences on death & dying rituals	
Discuss culturally and spiritually sensitive communication by the health care worker as it relates to the dying process.	
Develop interventions that facilitate the grief process specific to the needs and tasks of the dying individual across the lifespan	
Delineate the components of end of life planning	
Identify palliative care and hospice care processes	
Discuss the role of the hospice worker and evaluate self-care ideas to prevent compassion fatigue and burnout	Edit grading rubric for additional specificity.
Critique the different ethical and moral sides of death and dying issues	Edit grading rubric for additional specificity.

Additional comments: This course went through major revisions with an implementation date of Fall 2012, Session 2. Faculty will continue to monitor data in the Spring 2013 semester to more accurately identify and measure meaningful data. Until then, no changes in curriculum are suggested.

School of Nursing Course Assessment and Summary
Course: ALHT 400-11003, Epidemiology
Semester/Year: Fall Session 1- Year 2012

Date course reviewed: November 27, 2012 **Reviewed by: Susan Sonnier MS, RN**

Enrollment:	**Withdrawals**	**Reason**
19	0	n/a

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. Synthesize knowledge from the biological, sociological and behavioral sciences, as well as humanities and nursing to provide	1	SLOs1.3.4.5.7.	Readings, Library research Case Studies You Tube	DQ 1,2,3,7 Assignments 1,2,3	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Learning	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79, C=70-74 (meeting), D+=65-69 (approaching); D=60-64, F<60 (not

culturally competent care to individuals, families, and communities.			Videos Power Point Presentations Choosing personal topics for DQ with Choice program			meeting the learning outcome).
2. Critically apply research findings to nursing practice related to disease prevention, health promotion, illness, and restoration of health.	1,2,3	SLOs 2-7	Readings, Library research Case Studies Power Point Presentations Choosing personal topics for DQ with Choice program	DQs 2.3.4.5.7 Assignment 1,2,3	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Learning	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74, approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
3. Collaborate with community-based partners to promote health in diverse client populations.	1, 2, 3, 4	SLOs: 2, 3, 6	Readings, Public health data review and local programs in their individualized county. Choosing personal topics for DQ with Choice	DQ 2, 3, 7 Assignments 1 & 2	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Learning	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79, C=70-74 (meeting), D+=65-69 (approaching); D=60-64, F<60 (not meeting the learning outcome).

			program			
4. Effectively communicate with clients, diverse patient groups, and healthcare disciplines and adapt communication methods to meet the healthcare, educational, and counseling needs of diverse client groups across a multiplicity of settings.	1, 3, 4	SLOs: 3, 4, 6, 7	Course readings, database and web searches Educational artifact production	DQ 2 Assignment 2, 3	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Learning	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79, C=70-74 (meeting), D+=65-69 (approaching); D=60-64, F<60 (not meeting the learning outcome).
5. Utilizes data, evidence, and information from a wide range of resources to comprehensively and accurately provide nursing care to clients, families, and the public in a variety of settings.	1, 2, 3	SLOs: 2, 3, 4, 5, 6, 7	Readings, Library searches, Power Point reading and development of teaching tools.	DQs: 1,2, 3, 5, 7 Assignments 1-3	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Learning	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79, C=70-74 (meeting), D+=65-69 (approaching); D=60-64, F<60 (not meeting the learning outcome).
6. Assume diverse leadership roles across the continuum of care to responsibly manage human, fiscal, and	4	SLOs: 4, 5, 6	Course readings, database and web searches Interview public health agency official	DQ 2 Assignments 2, 3	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Learning	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79, C=70-74 (meeting), D+=65-69 (approaching);

material resources.			on scope of agency's influence			D=60-64, F<60 (not meeting the learning outcome).
7. Integrate professional role, values, ethical, moral, and legal aspects of nursing into practice in a variety of structured and unstructured settings.	4	SLOs: 2, 3, 4, 6, 7	Readings, Library searches, Power Points Educational artifact production DQs: Weeks 2, 4	DQs: 2, 4 Assignments: 1-3	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Learning	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79, C=70-74 (meeting), D+=65-69 (approaching); D=60-64, F<60 (not meeting the learning outcome).
8. Be guided by theory, incorporating knowledge of environmental, social, cultural, economic, political, technological, and global factors to develop plans to affect beneficial client outcomes.	1, 2, 3	SLOs: 2, 3, 4, 5, 6, 7	Readings, Library searches, Power Points Educational artifact production	DQs: Weeks: 1, 2, 3, 4, 7 Assignment 1, 2, 3	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Learning	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79, C=70-74 (meeting), D+=65-69 (approaching); D=60-64, F<60 (not meeting the learning outcome).

Course Objectives:

1. Integrate historical, demographic, and socio-economic factors, together with statistics, health promotion, ethical, and research principles with epidemiological issues in various populations.
2. Examine public health interventions that impact disease or condition causation patterns, prevalence, and incidence in populations.
3. Apply levels of prevention to disease distribution in populations.
4. Focus on expanded roles in healthcare in public health and community based health education

Course Student Learning Outcomes:

1. Describe the history of epidemiology and its role in public health decision-making.

2. Apply epidemiological concepts in the prevention and control of community health problems.
3. Explore the natural history, causation, incidence, and prevalence of select community health problems and the relationship of primary, secondary, and tertiary levels of prevention relevant to significant major public health problems
4. Use statistical concepts (i.e., risk vs. benefit ratios) and research findings for evidenced-based decision making in public health.
5. Analyze epidemiology research of select community health problems.
6. Recognize disparities in health as manifested along racial, ethnic, cultural, gender, age, and socioeconomic lines.
7. Analyze environmental and structural influences on health behaviors and health risks.

Summary of Student Evaluations of Course and Instruction:
This course was evaluated in the Spring of 2012

- Overall positive feedback was given to the re-designed Epidemiology class since the inception in Spring of 2012. The students were mostly satisfied with the course work and assignments as their applied to the learning objectives for the course. There was positive feedback to a new assignment, Assignment 2, that had the student interview a local public health agency. Many expressed gratification that this assignment was "interesting", "made me realize what is in my community more" and that they could "directly use this agency in the care of patients/clients they care for in their full time role as a nurse"
- One to two negative comments were noted regarding the Week 2 discussion: The Public Health Agency Interview. Comments noted were the students felt there was so much work involved in it-it should be a standalone assignment rather than a weekly discussion.
- The multimedia elements received favorable feedback. The students enjoy choosing their own topics for the weekly discussions in Weeks 1-3-4-5-7. One stated it was relevant to their practice and they see how epidemiology fits into their nursing specialty.
- Instructor feedback was generally positive; one was somewhat dissatisfied with grading.

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):
There is no practicum component to this course or clinic rotation. The new text was implemented (Gordis, L. (2009) Epidemiology, (4th ed). There was no discernable feedback on the text.

Results
Number of Students Assessed:

Course Student Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
#1	10 (53%)	8 (42%)	0	1 (5%)	18 (95%)
#2	10 (53%)	8 (42%)	0	1 (5%)	18 (95%)
#3	10 (53%)	8 (42%)	0	1 (5%)	18 (95%)
#4	10 (53%)	8 (42%)	0	1 (5%)	18 (95%)
#5	10 (53%)	7 (37%)	0	1 (5%)	18 (95%)
#6	10 (53%)	8 (42%)	0	1 (5%)	18 (95%)
#7	10 (53%)	8 (42%)	0	1 (5%)	18 (95%)
#8	10 (53%)	8 (42%)	0	1 (5%)	18 (95%)

Changes to be Made Based on Results

The course was revised and implemented in Spring 2012.

Course Student Learning Outcome	Proposed Action	Plan for Implementation and Timetable
1. Describe the history of epidemiology and its role in public health decision-making.	The redesign has made this objective more health professional oriented rather than nursing oriented. The incorporation of multi-media for learning activities is favorable. The disease selection list can be revised for 2013 to offer new topics.	Spring 2, 2013
2. Apply epidemiological concepts in the prevention and control of community health problems.	The new text has successfully integrated into the course. Supplementary readings are current. No recommendations for change at this time.	N/A
3. Explore the natural history of select community health problems and the relationship of primary, secondary, and tertiary levels of prevention relevant to significant major public health problems.	The addition and expansion of public health has been a great and positive element in the course design. The students are favorably responding and producing active and stimulating discussions in areas of their interest. There is much engagement in these assignments and topics. No recommendation for change.	N/A
4. Use statistical concepts (i.e., risk vs. benefit ratios) and research findings for evidenced-based decision making in public health.	The statistical information and data collection seems to be working well. What is missing is the analysis of the data and the potential impact to the community. Students also have difficulty assessing the effectiveness of public health interventions on a specific epidemiological issue they have selected. Solution or suggested action for 2013: Re-word the rubric elements in Assignment 1 to say: 1. Keep the same statement. 2. Choose 3 epidemiological issues facing this county. This could include any major health hazards faced by residents of the county, whether from natural illnesses, social	Spring 2, 2013

	conditions, manmade activities, or business/industrial problems. 3. Describe prevalence and incidence statistics of these conditions. How could these statistics affect and impact the county's overall health? 4. Move he current 3rd rubric element to #4 Enhance the Assignment 3 rubric element #4 to focus on effectiveness of public health interventions. The proposed rubric statement should read: # 4 Content slides provide an overview of what is presently being done to address the identified epidemiological issue. These slides should discuss what has been done in the past. Discuss the effectiveness of past interventions. List what public health interventions are presently being done and what may be planned for the future interventions for your chosen condition. References are expected to inform the content. (5 points)	
5. Analyze epidemiology research of select community health problems.	The discussion in week 5 highlights epidemiological research in a personal area of interest. It is a successful and enlightening DQ for the students to apply epidemiology research to their given area of practice or interest. No recommended changes.	N/A
6. Assume diverse leadership roles across the continuum of care to responsibly manage human, fiscal, and material resources.	The Week 2 DQ has been the most engaging assignment for the ALHT 400 students. They interact and interview a public health official in an agency of choice and share this in a weekly discussion. This DQ is highly interactive garnering over 100 posts with 19 students (average 5 posts per student). They not only find an agency that can affect a public health issue, but the entirety of the	N/A

	class shares and learns much more about public health and its outreach in New York and New Jersey. No recommendation for changes.	
6. Analyze environmental and structural influences on health behaviors and health risks.	There are many diseases and conditions in public health that have structural and environmental influences. This SLO is under-developed in the assignments or DQs. The Choice option has allowed the student to choose a reportable condition in the Week 3 Discussion. The rubric elements are not bringing this SLO to a full discovery by the student. Proposed change for Spring 2013: Amend the first rubric element to the Week 3 (Reportable Diseases) DQ to read: 1. What reportable disease did you select, describe the condition briefly, and why is this disease considered reportable? Break the current first rubric element into two separate elements to enhance and have this SLO stand out more in the discussion. 2. Locate the prevalence and incidence rates of this condition in your county or state (by checking websites). How has it changed over a period of time? Describe some reasons for changes in the disease distribution in your area. What environmental or structural influences may affect this disease or conditions in your county or community? 3. Keep the rest of the elements the same for the DQ.	Spring 1, 2013
7. Recognize disparities in health as manifested along racial, ethnic, cultural, gender, age, and socioeconomic lines.	Epidemiology is a broad science that encompasses many elements to discover and explore disease patterns and chronic conditions. Each discussion and assignment incorporates any number of these critical	N/A

	elements to investigate causation, incidence, prevalence, mitigation and prevention of these illnesses or conditions that affect populations. The students will consistently have these elements of theory incorporated in to the increased number of weekly discussions from five to six discussions and continue with expanded and more in depth assignments of this course.	
8. Analyze epidemiological ethical dilemmas simulated scenarios that could adversely affect or impact public health in a simulated community.	The epidemiological ethical dilemmas have been a great success in the week 4 discussion to integrate these two elements of health care. The students do critical thinking and a great deal of analysis in these situations. The small group discussion format has been quite enlightening and a means by which intimate and focused discussion can ensue in an online format. The plan is to introduce new scenarios in the coming year to offer fresh material to upcoming courses. 2013 Invent five new epidemiological ethical scenarios to put in place for 2013 classes-Spring 2013.	Spring 2, 2013

Additional comments: Turnitin software was implemented in the course for Assignment 1 in the Fall of 2012, session 1. The grades on the first assignment were slightly lower than the means from classes without the software utilized. Perhaps the detection of similarities in the student's paper accounted for more precise grading and revealing of more works student's needed to paraphrase or quote correctly.

School of Nursing Course Assessment and Summary
Course: ALHT 401 Healthcare Policy
Semester/Year: Fall 2012, Session J

Date course reviewed: 11/2012 **Reviewed by: Susan Deane**

Enrollment	Withdrawals	Reason
14	0	NA

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. Synthesize knowledge from the biological, sociological and behavioral sciences, as well as humanities and nursing to provide	1, 3	1, 2, 3	Readings, Library Searches, Webinars, DQ's Weeks 1, 2, and 5	Assignments 2 and 3 DQ's 1-5 and 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	Exceeding: A =95-100, A- =90-94, Meeting: B+ =85-89, B =80-84, C+ =75-79, Approaching: C =70-74, Not meeting: D+ =65-

culturally competent care to individuals, families, and communities.						69, D =60-64, F =<60
2. Critically apply research findings to nursing practice related to disease prevention, health promotion, illness, and restoration of health.	1, 2	4, 5, 7, 8	Readings, Library Searches, Webinars DQ's: Weeks 1-5, and 7	Assignment 3 DQ's 1-5 and 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	Exceeding: A =95-100, A- =90-94, Meeting: B+ =85-89, B =80-84, C+ =75-79, Approaching C =70-74, Not meeting: D+ =65-69, D =60-64, F =<60
3. Collaborate with community-based partners to promote health in diverse client populations.	1	4	Readings, Library Searches, Webinars DQ's: Weeks 1-5, and 7	Assignment 2 DQ 5 and 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	Exceeding: A =95-100, A- =90-94, Meeting: B+ =85-89, B =80-84, C+ =75-79, Approaching: C =70-74, Not meeting: D+ =65-69, D =60-64, F =<60
4. Effectively communicate with clients, diverse patient groups, and healthcare disciplines and adapt communication methods to meet the healthcare, educational, and	1	6, 7	Readings, Library Searches, Webinars DQ's: 1-5	Assignments 1, 2, and 3 DQ's 1-5 and 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	Exceeding: A =95-100, A- =90-94, Meeting: B+ =85-89, B =80-84, C+ =75-79, Approaching: C =70-74, Not meeting: D+ =65-69, D =60-64, F =<60

counseling needs of diverse client groups across a multiplicity of settings.						
5. Utilizes data, evidence, and information from a wide range of resources to comprehensively and accurately provide nursing care to clients, families, and the public in a variety of settings.	1, 2	4, 5	Readings, Library Searches, Webinars DQ's: Weeks 1-5, and 7	Assignment 3 DQ's 1-2, 5, and 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	Exceeding: A =95-100, A- =90-94, Meeting: B+ =85-89, B =80-84, C+ =75-79, Approaching: C =70-74, Not meeting: D+ =65-69, D =60-64, F =<60
6. Assume diverse leadership roles across the continuum of care to responsibly manage human, fiscal, and material resources.	3	4, 5	Readings, Library Searches DQ: Weeks 2, 3, 4	Assignment 1 DQ 4	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	Exceeding: A =95-100, A- =90-94, Meeting: B+ =85-89, B =80-84, C+ =75-79, Approaching: C =70-74, Not meeting: D+ =65-69, D =60-64, F =<60
7. Integrate professional role, values, ethical, moral, and legal aspects of nursing into practice in a variety of structured and unstructured	N/A (because this is an allied health course.)					

settings.						
8. Be guided by theory, incorporating knowledge of environmental, social, cultural, economic, political, technological, and global factors to develop plans to affect beneficial client outcomes.	2, 3	4, 5	Readings, Library Searches, Webinar DQ: Weeks 1-5 and 7	Assignment 1, 2 and 3 DQ 1-5 and 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	Exceeding: A =95-100, A- =90-94, Meeting: B+ =85-89, B =80-84, C+ =75-79, Approaching: C =70-74, Not meeting: D+ =65-69, D =60-64, F =<60

Course Objectives:

1. Provides a framework to explore the past, current, and future initiatives in healthcare policies and delivery and regulatory systems.
2. Promotes research and evidence-based practice in the areas of healthcare economics, politics, and healthcare policy development.
3. Fosters critical thinking and reasoning through analysis and evaluation of global healthcare delivery systems.

Student Learning Outcomes:

1. Investigate historical events and public policies which have shaped the current healthcare delivery system in the United States.
2. Compare and contrast the strengths and limitations of the healthcare delivery system.
3. Analyze components of the healthcare delivery system.
4. Identify strategies for planning and evaluating the healthcare delivery system.
5. Analyze economic, social, cultural, natural, and political factors which affect the healthcare delivery system.
6. Evaluate the effects of health policy and public policy on the status of the healthcare delivery system.
7. Analyze the relationships between local, state, and national health policy and the current healthcare delivery system.
8. Evaluate the role of research in developing health policy.

Summary of Student Evaluations of Course and Instruction:

1. Student evaluations were excellent both with content and assignments.
2. Student narratives were similar: "*My professor is dynamic, the course is well structured, I enjoyed this class!"*

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

Results
Number of Students Assessed:

Course Student Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
#1	93%	7%	0	0	100%
#2	93%	7%	0	0	100%
#3	93%	7%	0	0	100%
#4	93%	7%	0	0	100%
#5	93%	7%	0	0	100%
#6	93%	7%	0	0	100%
#7	93%	7%	0	0	100%
#8	93%	7%	0	0	100%

Changes to be Made Based on Results

Course Student Learning Outcome	Proposed Action
	No Changes proposed

Additional comments:
This course was revised in Spring, 2011, Session K

School of Nursing Course Assessment and Summary
Course: NURS 300-10063 Professional Issues in Nursing
Semester/Year: Summer, 2012

Enrollment	Withdrawals	Reason
18	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)
9.Synthesize knowledge from the biological, social sciences, and behavioral sciences, as well as humanities and nursing to provide culturally competent care to individuals, families, and communities.	1,2,3	3, 6, 7, 8	Course readings, Library searches, and web searches	Assignments 1,2,3 DQ's 1, 2, 3, 4, 5, 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Assignments 1,2,3 DQ's 1, 2, 3, 4, 5, 7	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
10.Critically apply research findings to nursing practice related to disease prevention,	2,3	1,2, 3,4,5,7,8	Course readings, Library searches, and	Assignments 2 DQ's 1, 2, 3, 4, 5	Grading rubrics individualized for each assignment. Generic rubrics for	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching),

health promotion, illness, and restoration of health.			web searches		Discussion Questions. Assignments 2 DQ's 1, 2, 3, 4	D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
11.Collaborate with community-based partners to promote health in diverse client populations.		N/A				
12.Effectively communicate with clients, diverse patient groups, and healthcare disciplines and adapt communication methods to meet the healthcare, educational, and counseling needs of diverse client groups across a multiplicity of settings.	1,2,3	3,4,7,8	Course readings, Library searches, and web searches	Assignments 1 DQ's 2,3,4	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
13.Utilizes data, evidence, and information from a wide range of resources to comprehensively and accurately provide nursing care to clients, families, and the public in a variety of settings.	1,2,3	2,4,7,8	Course readings, Library searches, and web searches	Assignments 2,3 DQ's 2,3,4,5	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Assignments 2,3 DQ's 2,3,4,5	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
14.Assume diverse leadership roles across the continuum of care to responsibly manage human, fiscal, and		N/A				A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60

material resources.						(not meeting the learning outcome).
15.Integrate professional role, values, ethical, moral, and legal aspects of nursing into practice in a variety of structured and unstructured settings.	1,2	1,2,5,6,7,8	Course readings, Library searches, and web searches	Assignments DQ's 1,2,3,5,7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
16.Be guided by nursing theory, incorporating knowledge of environmental, social, cultural, economic, political, technological, and global factors to develop plans to affect beneficial client outcomes.	1,2,3	1,2,3,5,7,8	Course readings, Library searches, and web searches	Assignments 2 DQ's 4,5	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).

Course Objectives:

1. Provide an understanding of the components of professional nursing through a description of nursing history, explication of dimensions of professional nursing practice, research of nursing history among different cultures, analysis of nursing education, and elaboration of professional and personal accountability.
2. Explore various health theories relating to health care delivery through nursing and non nursing theories for application to practice.
3. Integrating baccalaureate level nursing principles and behaviors supported by evidence into discussion and assignments.

Course Student Learning Outcomes:

1. Explain the elements of selected nursing philosophies, nursing conceptual models, and theories of nursing.
2. Describe how selected nursing theoretical works guide the practice of nursing.
3. Interpret the four concepts in nursing's metaparadigm (i.e., person, environment, health, and nursing).
4. Describe how different nurse theorists define the four concepts in nursing's metaparadigm.

5. Analyze a sampling of well-known nursing theories, including assumptions, strengths, and limitations of each theory.
6. Describe the historical elements of contemporary nursing practice.
7. Discuss attributes of the contemporary professional nurse.
8. Summarize the impact of changing healthcare delivery systems on contemporary nursing practice.

Summary of Student Evaluations of Course and Instruction:

- Learned and understood the subjects in the course- 100% agreed
- Course materials were well prepared and explained- 100% agreed
- Scholarly concepts presented- 100% agreed
- Reading materials contributed to topic understanding- 100% agreed
- Satisfaction with course experience- 100% agreed

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

No other evaluations available for this course.

Results

Number of Students Assessed: 18

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
1.Explain the elements of selected nursing philosophies, nursing conceptual models, and theories of nursing.	72%	23%	0%	5%	94%
2.Describe how selected nursing theoretical works guide the practice of nursing.	72%	23%	0%	5%	94%
3.Interpret the four concepts in nursing's metaparadigm (i.e., person, environment, health, and nursing).	72%	23%	0%	5%	94%
4.Describe how different nurse theorists define the four concepts in nursing's metaparadigm.	72%	23%	0%	5%	94%
5.Analyze a sampling of well-known nursing theories, including assumptions, strengths, and limitations of each theory.	72%	23%	0%	5%	94%
6.Describe the historical elements of contemporary nursing practice.	72%	23%	0%	5%	94%
7.Discuss attributes of the contemporary professional nurse.	72%	23%	0%	5%	94%
8.Summarize the impact of changing healthcare	72%	23%	0%	5%	94%

delivery systems on contemporary nursing practice.					

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Changes made 2012
1. Explain the elements of selected nursing philosophies, nursing conceptual models, and theories of nursing.		
2. Describe how selected nursing theoretical works guide the practice of nursing.		
3. Interpret the four concepts in nursing's metaparadigm (i.e., person, environment, health, and nursing).		
4. Describe how different nurse theorists define the four concepts in nursing's metaparadigm.		
5. Analyze a sampling of well-known nursing theories, including assumptions, strengths, and limitations of each theory.		
6. Describe the historical elements of contemporary nursing practice.		
7. Discuss attributes of the contemporary professional nurse.	After reviewing the details of week one discussion question, revising the wording of the question will encourage the students to begin the process of basing their work on literature.	***Revised discussion question 1*** for spring session 2. Changes included: revising discussion questions and providing scholarly articles. 1. What are the researched reasons for pursuing a career in nursing? Do you share any of these motives? 2. What are the expectations of career nurses that are discussed in nursing literature? Have you met any of these expectations in your practice? 3. What are the characteristics of a professional nurse? How are you developing these qualities for your practice? <u>Rationale:</u> Newton, J., Kelly, C., Kremser, A., Jolly, B., & Billett, S. (2009). The motivations to nurse: an

		exploration of factors amongst undergraduate students, registered nurses and nurse managers. *Journal of Nursing Management, 17*, 392-400. doi:10.1111/j.1365-2834.2008.00945.x <u>Expectations:</u> Thrysoe, L., Hounsgaard, L., Bonderup Dohn, N., & Wagner, L. (2011). Expectations of becoming a nurse and experiences on being a nurse. *Nordic Journal of Nursing Research, 101*(31), 15–19. <u>Professional nursing:</u> Rassin, M. (2008). Nurses' professional and personal values. *Nursing Ethics 2008 15 (5),* 614-630. doi: 10.1177/0969733008092870 ***Revised discussion question 7*** since redundant to contents of final paper. <u>Implemented Spring 2- 2012</u> Week 7 discussion question changed to include areas of BSN practice: 1.Multiple roles of the professional nurse 2.Developing your own philosophy of nursing 3.Professional/therapeutic communication 4.Collaborative relationships with health team members 5.Development of nursing science/knowledge 6.Critical thinking/clinical reasoning 7.Evidence based practice 8.Technology and informatics in health care 9.Patient education 10.Leadership in nursing Students choose three topics to discuss. 1.What does this topic mean to you as a developing professional nurse? 2.Provide an example from your past practice as a student or practicing nurse where you applied this topic.

8. Summarize the impact of changing healthcare delivery systems on contemporary nursing practice.		

Other:

New Course Design for implementation Spring 1- 2012.

1) Topics for the course redesign are based on survey results from Summer 2012. Positions held by respondents included charge nurse, preceptor, nurse educators, nurse managers, nurse administrators, staff nurses, and staff nurse educators Areas identified as priorities for practicing nursing included (listed by relevance):
    a. critical thinking/clinical reasoning (87.5%),
    b. evidence based practice (85.1%),
    c. accountability and autonomy (76%),
    d. professional communication (71.6%),
    e. ethical principles and standards in healthcare (68.8%),
    f. legal issues in nursing (67.8%),
    g. collaboration and coordination of care (65.4%),
    h. professional nursing concepts (64.9%),
    i. quality improvement (63.9%),
    j. leadership and management principles (62%),
    k. health care informatics (60.1%),
    l. Cultural caring and other multicultural issues in nursing (57.7%),
    m. Characteristics of a profession (52.4%),
    n. National and global healthcare issues (44.7%),
    o. nursing science, theories, and models (44.7%),
    p. nursing professional organizations (38.9 %),
    q. history of nursing (28.8%).
2) The new course topics and align with AACN Essentials of Baccalaureate Education and QSEN standards of practice.
3) New readings for the course include IOM recommendations for the future of nursing, ANA professional standards of BSN practice, introduction to nursing informatics, policy positions of the New York State Board of Nursing, and Institute for Healthcare Improvement TCAB (Transformational Care at the Bedside) information.
4) All assignments have been changed to reflect the changed topics. All discussion questions have changed to reflect the new topics.

School of Nursing Course Assessment and Summary
Course: NURS 301- Health Assessment
Semester/Year: Spring 12

Date course reviewed: 12/2012 **Reviewed by: Barbara Ann D'Anna**

Enrollment	Withdrawals	Reason
26	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)
1. Synthesize knowledge from the biological, sociological and behavioral sciences, as well as humanities and nursing to provide	Objectives 1-4	SLO: 1,2,3,4,5,6	Course readings, Assignments 1-7, DQ weeks: 1,2,4,6,7	Assignments 1-7	Grading Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-

culturally competent care to individuals, families, and communities.						64, F<60 (not meeting the learning outcome).
2. Critically apply research findings to nursing practice related to disease prevention, health promotion, illness, and restoration of health.	Objective 1-4	SLO: 1,2,3,4,5,6	Course readings, Assignments 1-7, DQ weeks: 1,2,4,6,7	Assignments 1-7	Grading Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
3. Collaborate with community-based partners to promote health in diverse client populations.	Objective 1-4 This will change to N/A with the change to Shadow Health (Spring 13)	N/A	Course readings, Assignments 1-7, DQ weeks: 1,2,4,6,7	Assignments 1-7	Grading Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
4. Effectively communicate with clients, diverse patient groups, and healthcare disciplines and adapt communication methods to meet	Objective 1-4	SLO: 1,2,3,4,5,6	Course readings, Assignments 1-7, DQ weeks: 1,2,4,6,7	Assignments 1-7	Grading Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60

the healthcare, educational, and counseling needs of diverse client groups across a multiplicity of settings.						(not meeting the learning outcome).
5. Utilizes data, evidence, and information from a wide range of resources to comprehensively and accurately provide nursing care to clients, families, and the public in a variety of settings.	N/A				Grading Rubric	
6. Assume diverse leadership roles across the continuum of care to responsibly manage human, fiscal, and material resources.	N/A				Grading Rubric	
7. Integrate professional role, values, ethical, moral, and legal aspects of nursing into practice in a variety of structured and	Objectives 1-4	SLO: 1,2,3,4,5,6	Course readings, Assignments 1-7, DQ weeks: 1,2,4,6,7	Assignments 1-7	Grading Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-

unstructured settings.						64, F<60 (not meeting the learning outcome).
8. Be guided by theory, incorporating knowledge of environmental, social, cultural, economic, political, technological, and global factors to develop plans to affect beneficial client outcomes.	Objectives 1-4	SLO: 1,2,3,4,5,6	Course readings, Assignments 1-7, DQ weeks: 1,2,4,6,7	Assignments 1-7	Grading Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).

Course Objectives:

1. Provide opportunities to review and apply patient interview skills in a variety of health care settings.
2. Provide opportunities to review and apply physical assessment skills in a variety of health care settings.
3. Provide opportunities to review and apply cultural and spiritual assessment skills in a variety of health care settings.
4. Provide opportunities to review and apply care planning skills in a variety of health care settings.

Insert numbered Course Student Learning Outcomes here:

1. Demonstrate the collection of a comprehensive database, including age-appropriate health history, lab data, and physical examination.
2. Differentiate among normal, normal variants, and abnormal findings.
3. Modify history taking, physical examination, psychosocial assessment, and screening procedures according to the client's concerns, gender, age and developmental status, psychosocial and cultural/spiritual characteristics, and health status.
4. Synthesize health assessment data to determine health status of the individuals.
5. Use critical thinking in the synthesis of data to identify physical, social, cultural/spiritual, economic, and environmental factors that influence the health status of clients.
6. Develop a plan of care based on the data collected during the assessment process and evidence-based practice.

Summary of Student Evaluations of Course and Instruction:

Evaluation items scored 4 or above on all items.

Student Comments:
All comments were complimentary/positive re: preceptor.
Preceptor Evaluations of Student and Program:
Evaluation scores 4 or above in all areas.
Comments were complimentary of students and program.

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):
American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.
Bickley, L. S., & Szilagyi, P. G. (2009). *Bates' guide to physical examination and history taking* (10th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
Forty-five hour clinical practicum focusing on physical assessment and critical thinking skills.

Results
Number of Students Assessed:

Course Student Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
1	57.7 %	30.8 %	7.7%	3.8%	88.5%
2	57.7%	30.8%	7.7%	3.8%	88.5%
3	57.7%	30.8%	7.7%	3.8%	88.5%
4	57.7%	30.8%	7.7%	3.8%	88.5%
5	57.7%	30.8%	7.7%	3.8%	88.5%
6	57.7%	30.8%	7.7%	3.8%	88.5%

Changes to be Made Based on Results

Course Student Learning Outcome	Proposed Action
1	No change
2	No change
3	No change
4	No change
5	No change
6	No change

Additional comments:
Securing a preceptor becoming burdensome for students, assignment verification burdensome for preceptor. Faculty requesting a more valid verification of assessment of systems. Change from a clinical practicum to a computer-based simulation lab (Shadow Health), with virtual patient and dictation of student work..

Week 2 assessment currently HEENT, lymphatic and reproductive systems- change to HEENT.
Program outcomes- delete “in a variety of clinical settings”

Course Assessment
Course: NURS302 – Nursing Research
Semester/Year: Fall 2012, Session 1

Date course reviewed: 12/2012 **Reviewed by: Kirsty Digger**

Enrollment	Withdrawals	Reason
37	1	Poor academic performance

Program Student Learning Outcome	Course Objective	Course Student Learning Outcome	Learning Activity	Data Source	Assessment Measure	Performance Criteria
1. Synthesize knowledge from the biological, social sciences, and behavioral sciences, as well as humanities and nursing to provide culturally competent care to individuals, families, and communities.	1, 4	Objectives 1, 3, 5	Course readings, NIH Module on Ethics, Powerpoints, Library searches.	Assignments 1, 2, 3 DQ: Weeks 2, 5, 7	Assignment rubric	Exceeding: Mean >95% (A) Meeting: Mean >75% (C+) Approaching: >Mean >70% (C) Not Meeting: Mean <70%
2. Critically apply research findings to nursing practice related to disease prevention, health promotion, illness, and restoration of health.	1, 2, 3, 4	Objectives 4, 5, 7, 8, 9	Readings, Library searches, Powerpoints Quantitative and qualitative research critique assignments.	Assignments 1-4 DQ: Week 1, 2, 3, 5, 7	Assignment rubric	Exceeding: Mean >95% (A) Meeting: Mean >75% (C+) Approaching: Mean >70% (C) Not Meeting: Mean <70%
3. Collaborate with community-based partners		N/A				

to promote health in diverse client populations.						
4. Effectively communicate with clients, diverse patient groups, and healthcare disciplines and adapt communication methods to meet the healthcare, educational, and counseling needs of diverse client groups across a multiplicity of settings.	3, 4	Objectives 3, 5, 9	Readings, Library searches, Powerpoints	Assignments 2-4 DQ: 2, 5	Assignment rubric	Exceeding: Mean >95% (A) Meeting: Mean >75% (C+) Approaching: >Mean >70% (C) Not Meeting: Mean <70%
5. Utilizes data, evidence, and information from a wide range of resources to comprehensively and accurately provide nursing care to clients, families, and the public in a variety of settings.	1, 2, 3, 4	Objectives 1-9	Readings, Library searches, Powerpoints	Assignments 1-4 DQs: 1, 3, 5, 7	Assignment rubric	Exceeding: Mean >95% (A) Meeting: Mean >75% (C+) Approaching: >Mean >70% (C) Not Meeting: Mean <70%
6. Assume diverse leadership roles across the continuum of care to responsibly manage human, fiscal, and material resources.		N/A				
7. Integrate professional role, values, ethical, moral, and legal aspects of nursing into practice in a variety of structured and unstructured settings.	3, 4	Objectives 1-9	Readings, Library searches, Powerpoints DQs: Weeks 2, 3, 5, 7	Readings, Library searches, Powerpoints DQs: Weeks 2, 3, 5, 7	Assignment rubric	Exceeding: Mean >95% (A) Meeting: Mean >75% (C+) Approaching: >Mean >70% (C) Not Meeting: Mean <70%
8. Be guided by nursing	1, 2, 3, 4	Objectives 5, 9	Readings, Library	Readings, Library	Assignment	Exceeding: Mean

theory, incorporating knowledge of environmental, social, cultural, economic, political, technological, and global factors to develop plans to affect beneficial client outcomes.			searches, Powerpoints	searches, Powerpoints DQs: Weeks: 3, 5, 7	rubric	>95% (A) Meeting: Mean >75% (C+) Approaching: >Mean >70% (C) Not Meeting: Mean <70%

Course Objectives

1. Introduce structural and functional aspects of nursing research and evidence-based practice
2. Present tools for the evaluation of nursing research
3. Describe application of nursing research to clinical practice
4. Provide a framework to critically apply ethical and legal concepts, scientific evidence, and nursing knowledge in clinical practice

Course Student Learning Outcomes

1. Describe the historical implications of nursing research and its importance in nursing and health
2. Analyze terminology and components of research studies.
3. Examine the elements of ethics in research.
4. Analyze the components of the research process in studies relevant to nursing.
5. Apply concepts of evidence-based nursing to clinical practice.
6. Differentiate research designs, methods, tools, and statistics used in nursing research.
7. Critique quantitative and qualitative nursing studies and approaches to scientific inquiry.
8. Design selected parts of a research proposal.
9. Appraise nursing research studies for their utility in nursing practice.

Summary of Student Evaluations of Course and Instruction:

- This class provided me with a good understanding and new respect for nursing research.
- This course was paced so that I could actually learn things and not so fast as to where I felt rushed through all of the topics
- The quantitative and qualitative research critiques were very valuable. I really felt that those assignments helped me to understand how to read and understand research.
- The content of this course was thoroughly explained and will benefit me in my nursing career.
- This course was challenging, nothing easy, nothing too difficult, the resources provided were excellent and the grading rubrics sure helped me put my papers together.

Results

Number of Students Assessed: 37

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
Describe the historical implications of nursing research and its importance in nursing and health.	51	46	0	3	97
Analyze terminology and components of research studies.	51	46	0	3	97
Examine the elements of ethics in research.	51	46	0	3	97
Analyze the components of the research process in studies relevant to nursing.	51	46	0	3	97
Apply concepts of evidence-based nursing to clinical practice.	51	46	0	3	97
Differentiate research designs, methods, tools, and statistics used in nursing research.	51	46	0	3	97
Critique quantitative and qualitative nursing studies and approaches to scientific inquiry.	51	46	0	3	97
Design selected parts of a research proposal.	51	46	0	3	97
Appraise nursing research studies for their utility in nursing practice.	51	46	0	3	97

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Future actions
Describe the historical implications of nursing research and its importance in nursing and health.		
Analyze terminology and components of research studies.		
Examine the elements of ethics in research.		
Analyze the components of the research process in studies relevant to nursing.		

Apply concepts of evidence-based nursing to clinical practice.		
Differentiate research designs, methods, tools, and statistics used in nursing research.		
Critique quantitative and qualitative nursing studies and approaches to scientific inquiry.	Students currently complete a critique of both a quantitative and qualitative research article. The templates are almost identical and so can feel duplicative to both students and faculty. Thus, a change is indicated. A new assignment has been developed. This assignment calls for students to find the articles that they will use in their research proposal. Eight articles in all are needed. With the eight articles, the students will identify different components of those articles into a table (a template will be provided) and will summarize the key points from the study. During week 6, the students will then use their literature in their research proposal assignment. The rationale for this change is that rather than completing an assignment in isolation, students will be able to integrate material throughout assignments and link components of research, much like in an actual research scenario. In addition, the week 6 proposal will be edited slightly so that students can focus on a clinical problem they see at work (or saw as a student) and can discuss the process from an evidence based stand point through use of their literature table. This change impacts multiple student learning outcomes.	
Design selected parts of a research proposal.		
Appraise nursing research studies for their utility in nursing practice.	During week 7, students consider landmark studies conducted by nurses that have had significant impact on nursing. However, the landmark studies (via the NINR) are	

	now older and it is likely that newer material is available. The proposed change for this learning outcome is that students will visit the NINR website, explore it and find current studies that have been conducted by nurses via the NINR. The DQ will contain questions that will ask students to explore the information they found.	

School of Nursing Course Assessment and Summary
Course: NUR 303 Health Promotion
Semester/Year: Fall 2012

Date course reviewed: 11/2012 **Reviewed by: Elizabeth Pratt and LaToya Josey**

Enrollment	Withdrawals	Reason
33	0	N/A

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. Synthesize knowledge from the biological, sociological and behavioral sciences, as well as humanities and nursing to provide	1-4	1, 2, 6	Course readings, database and web searches.	Assignment 1 DQ Wks 1-5, 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-

culturally competent care to individuals, families, and communities.						64, F<60 (not meeting).
2. Critically apply research findings to nursing practice related to disease prevention, health promotion, illness, and restoration of health.	1-4	1-8	Course readings, database and web searches.	Assignments 1, 2, and 3 DQ Wks 1-5, 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting).
3. Collaborate with community-based partners to promote health in diverse client populations.	1-4	2-8	Course readings, database and web searches.	Assignment 2 and 3 DQ Weeks 1, 3, 6	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting).
4. Effectively communicate with clients, diverse patient groups, and healthcare disciplines and adapt communication methods to meet the healthcare, educational, and	2-4	3, 5, 7, 8	Course readings, database and web searches.	Assignments 2 and 3 DQ Weeks 2, 4, and 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting).

counseling needs of diverse client groups across a multiplicity of settings.						
5. Utilizes data, evidence, and information from a wide range of resources to comprehensively and accurately provide nursing care to clients, families, and the public in a variety of settings.	1-4	1-8	Course readings, database and web searches.	Assignments 1-3 DQ Weeks 1-5, 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting).
6. Assume diverse leadership roles across the continuum of care to responsibly manage human, fiscal, and material resources.	2, 4	2, 3, 6-8	Course readings, database and web searches.	Assignment 2 and 3 DQ Week 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting).
7. Integrate professional role, values, ethical, moral, and legal aspects of nursing into practice in a variety of structured and unstructured	1-4	2, 3, 5,6-8	Course readings, database and web searches.	Assignment 1-3 DQ Weeks 1-5, 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not

settings.						meeting).
8. Be guided by theory, incorporating knowledge of environmental, social, cultural, economic, political, technological, and global factors to develop plans to affect beneficial client outcomes.	1-4	1-8	Course readings, database and web searches.	Assignment 1-3 DQ Weeks 1-5, 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting).

Course Objectives:

1. Differentiates between health and health promotion beliefs and behaviors, as evident in patients, peers, and self throughout the life cycle.
2. Provides the opportunity to evaluate the influence of environmental and cultural factors on the health promotion of individuals and communities.
3. Provides a framework to analyze selected complementary and alternative healthcare therapies for efficacy in patient care.
4. Examine preventive care measures as a basis for therapeutic plans for health promotion.

Course Student Learning Outcomes:

1. Apply theoretical and conceptual models of health-related behavior, health promotion, and illness prevention to individuals, families, and groups throughout the life span.
2. Assess risk factors in both internal and external environments that relate to health promotion and illness prevention.
3. Develop appropriate plans of health promotion and clinical preventive care for individuals and groups of clients from diverse ethnic and sociocultural backgrounds.
4. Examine empirical basis for selected complementary (non-pharmacological) therapeutics.
5. Evaluate appropriateness of complementary therapeutics for assisting clients to achieve goals of health promotion and/or symptom attenuation, considering factors such as age and cultural background.
6. Designate outcome measures appropriate for selected evidence-based therapeutic interventions.
7. Integrate social media programs into health promotion education.
8. Create health promotion program for a community health fair.

Summary of Student Evaluations of Course and Instruction:
86.4% of students felt the course was intellectually challenging and stimulating.
86.3% felt that the instructor was dynamic in conducting the course.
72.8% felt that the course materials were well prepared and carefully explained. 72.8% felt that the required readings/texts were valuable while 86.4% thought that the course components contributed to understanding of the subject.
95.5% felt that students were invited to share their ideas and knowledge and to ask questions throughout the course.
90.9% felt the instructor was accessible to students. 86.4% felt the instructor presented scholarly concepts that added to the breadth and depth of the course.
Student Comments:
"I love this class." "Mrs. Pratt was very helpful."
"Excellent instructor."
"Liked having the freedom to pick my own topics to research."
"I truly enjoyed this class.
I learned a great deal.
This class has prepared me to take a better role in my nursing career."
"Great class."
"Great interaction and feedback, no complaints at all!!!"
"The Clark book was broad in its information and did not help facilitate the course."
"The work load and expectations of this course ….make it hard to manage." "…confusion as to what topics needed to be covered in the grading…"

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):
No clinical or practicum experiences required for this course. There was only 1 comment above regarding the textbook information being too broad.

Results
Number of Students Assessed: 33

Course Student Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
1	88	6	3	3	94
#2	88	6	3	3	94
#3	88	6	3	3	94
#4	88	6	3	3	94
#5	88	6	3	3	94
#6	88	6	3	3	94
#7	88	6	3	3	94
#8	88	6	3	3	94

Changes to be Made Based on Results

Course Student Learning Outcome	Proposed Action
1. Apply theoretical and conceptual models of health-related behavior, health promotion, and illness prevention to individuals, families, and groups throughout the life span.	None
2. Assess risk factors in both internal and external environments that relate to health promotion and illness prevention.	None
3. Develop appropriate plans of health promotion and clinical preventive care for individuals and groups of clients from diverse ethnic and sociocultural backgrounds.	None
4. Examine empirical basis for selected complementary (non-pharmacological) therapeutics.	None
5. Evaluate appropriateness of complementary therapeutics for assisting clients to achieve goals of health promotion and/or symptom attenuation, considering factors such as age and cultural background.	None
6. Designate outcome measures appropriate for selected evidence-based therapeutic interventions.	None
7. Integrate social media programs into health promotion education.	None
8. Create health promotion program for a community health fair.	None

Additional comments:

- I thought the course went well and that the content was appropriate for students. The discussion questions were well presented and students were very cordial and knowledgeable with their responses. The papers and other assignments did require creativity and time to do the projects well. Since this was the first course that I've taught for SUNY, I have no recommendations at this time. I believe that the course is within baccalaureate education standards and appropriate at this level.
- This course was just revised 4 sessions ago so at this time there are no suggestions for changes.

School of Nursing Course Assessment and Summary
Course: NURS 400 Leadership & Management
Semester/Year: Summer & Spring 12

Date course reviewed: 12/2012 **Reviewed by: Barbara Ann D'Anna**

Enrollment	Withdrawals	Reason
15	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)
1. Synthesize knowledge from the biological, sociological and behavioral sciences, as well as humanities and nursing to provide	Objectives 1-3	SLO: 1-8, 10	Course readings, Database and web searches, Hours dedicated to the practicum, DQ weeks: 1-3,	Assignments 1-3 DQs 1-3, 5-7	Grading Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-

culturally competent care to individuals, families, and communities.			5-7			64, F<60 (not meeting the learning outcome).
2. Critically apply research findings to nursing practice related to disease prevention, health promotion, illness, and restoration of health.	Objective 1-3	SLO: 5-10	Course readings, Database and web searches, Hours dedicated to the practicum, DQ weeks: 1-3, 5-7	Assignments 1-3 DQs 1-3, 5-7	Grading Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
3. Collaborate with community-based partners to promote health in diverse client populations.	Objective 2-3	SLO: 7, 8, 10	Course readings, Database and web searches, Hours dedicated to the practicum, DQ weeks: 1-3, 5-7	Assignments 1-3 DQs 1-3, 5-7	Grading Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
4. Effectively communicate with clients, diverse patient groups, and healthcare disciplines and adapt communication methods to meet	Objective 1-3	SLO: 3, 4, 6,8,10	Course readings, Database and web searches, Hours dedicated to the practicum, DQ weeks: 1-3, 5-7	Assignments 1-3 DQs 1-3, 5-7	Grading Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60

the healthcare, educational, and counseling needs of diverse client groups across a multiplicity of settings.						(not meeting the learning outcome).
5. Utilizes data, evidence, and information from a wide range of resources to comprehensively and accurately provide nursing care to clients, families, and the public in a variety of settings.	1-3	SLO: 2-10	Course readings, Database and web searches, Hours dedicated to the practicum, DQ weeks: 1-3, 5-7	Assignments 1-3 DQs 1-3, 5-7	Grading Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
6. Assume diverse leadership roles across the continuum of care to responsibly manage human, fiscal, and material resources.	2-3	SLO: 7-10	Course readings, Database and web searches, Hours dedicated to the practicum, DQ weeks: 1-3, 5-7	Assignments 1-3 DQs 1-3, 5-7	Grading Rubric	
7. Integrate professional role, values, ethical, moral, and legal aspects of nursing into practice in a variety of	1-3	SLO: 1-5, 7-10	Course readings, Database and web searches, Hours dedicated to the practicum,	Assignments 1-3 DQs 1-3, 5-7	Grading Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching),

structured and unstructured settings.			DQ weeks: 1-3, 5-7			D+=65-69, D=60-64, F<60 (not meeting the learning outcome).
8. Be guided by theory, incorporating knowledge of environmental, social, cultural, economic, political, technological, and global factors to develop plans to affect beneficial client outcomes.	1-3	SLO: 1- 10	Course readings, Database and web searches, Hours dedicated to the practicum, DQ weeks: 1-3, 5-7	Assignments 1-3 DQs 1-3, 5-7	Grading Rubric	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).

Course Objectives:

1.Provide a framework for examining the elements of change theories and theories of leadership.
2. Enables the student to integrate leadership competencies, theories of leadership, requirements of organizational structure, and organizational behavior with expectations for BSN practice.
3. Explore human resource management and nurse management skills.

Course Student Learning Outcomes:

Upon completion of this course, the learner will be able to:

1. Examine the philosophies of health care organizations in terms of their impact on the care of clients.
2. Explain the basic requirements needed to maintain effective organizational structure.
3. Describe human organizational behavior in relationship to the health care system (i.e., instituting and responding to change, power, autonomy, leadership, and collaboration).
4. Examine human resource management skills (i.e., staffing, fiscal management, training and education, performance appraisal, understanding and managing absenteeism, collective bargaining, and labor relations).
5. Critically examine the impact of broad environmental factors (political/social/economic/cultural/physical) on human organizational behavior.
6. Critically review literature related to theories of leadership.
7. Examine self to determine leadership competencies and limitations.

8. Plan strategies to improve leadership competencies.
9. Explain the basic elements of change theories.
10. Fulfill the requirements of the learning contract the student develops in collaboration with the practicum preceptor.

Summary of Student Evaluations of Course and Instruction:
Student and preceptor evaluation items scored at 4 or above

Student Comments:
All comments were positive re: preceptors.

Preceptor Comments:
This preceptorship has been a positive one for me. I always learn from the students.
You may wish to do a needs analysis of the preceptor prior to the course to determine the level of education and experience in precepting. I was not thrilled having to do the Delhi SLM prior to precepting as I have received training through the Vermont Nurses Preceptor Program and completing the SLM took time away from my primary responsibility as a staff nurse and was unnecessary. Otherwise I was happy to precept Marla as her assistance in developing the QI project was a "win-win" for all.
I enjoyed my orientee tremendously she was so willing to learn and listen!
I precept many Nurse Practitioner students each year and selectively add others, feel free to contact me for a nurse already known to me. Also is is possible to receive statement ANCC form for # of houirs I served as preceptor for Jessica for my credentialing profile? ANCC form on line.
Excellent program.
This program appears to be quite organized and comprehensive. The communication between program and preceptor is excellent.

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):
TEXTS:
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
Finkelman, A. W. (2012). *Leadership and management for nurses* (2nd ed.). Upper Saddle River, NJ: Pearson.
Hood, L. J. (2010). *Conceptual bases of professional nursing* (7th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
Seventeen hours Clinical Practicum (12 hours with a nurse manager and 5 hours with a nurse recruiter)

Results
Number of Students Assessed:

Course Student Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
1	56%	32%	4%	8%	88%
2	56%	32%	4%	8%	88%
3	56%	32%	4%	8%	88%
4	56%	32%	4%	8%	88%
5	56%	32%	4%	8%	88%
6	56%	32%	4%	8%	88%
7	56%	32%	4%	8%	88%
8	56%	32%	4%	8%	88%
9	56%	32%	4%	8%	88%
10	56%	32%	4%	8%	88%

Changes to be Made Based on Results

Course Student Learning Outcome	Proposed Action
1	No change
2	No change
3	No change
4	No change
5	No change
6	No change
7	No change
8	No change
9	No change
10	No change

School of Nursing Course Assessment and Summary
Course: NURS 401
Semester/Year: Fall 2012, Session 1

Date course reviewed: 11/2012 **Reviewed by: S. Deane**

Enrollment	Withdrawals	Reason
16	1	Taking 2 courses and felt could not do well in both.

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. Synthesize knowledge from the biological, sociological and behavioral sciences, as well as humanities and	2, 3	2, 5, 6, 8	Course readings, database and web searches. Hours dedicated to the Practicum.	Assignments 1-4, DQ 1-4, 6, 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Practicum	A=90 or> (exceeding), B+=85-89, B=80 84 C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-

nursing to provide culturally competent care to individuals, families, and communities.			DQ 1-4, 6, 7		objectives.	64, F<60 (not meeting the learning outcome). Satisfactory evaluation from preceptor.
2. Critically apply research findings to nursing practice related to disease prevention, health promotion, illness, and restoration of health.	1, 2, 3	2, 3, 4, 5, 8	Course readings, database and web searches. Hours dedicated to the Practicum. DQ's 1, 2, 3, 7	Assignments 1, 4 DQ's 1, 2, 3, 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Practicum objectives.	A=90 or> (exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome). Satisfactory evaluation from preceptor.
3. Collaborate with community-based partners to promote health in diverse client populations.	1, 2, 3,	2, 3, 4, 5, 8	Course readings, database and web searches. Hours dedicated to the Practicum. DQ's 1, 2, 3, 7	Assignments 1, 4 DQ's 1, 2, 3, 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Practicum objectives.	A=90 or> (exceeding), B+=85-89, B=80-84 C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome). Satisfactory evaluation from preceptor.
4. Effectively communicate with clients, diverse patient groups,	1, 2, 3, 4	2, 4, 5, 6, 7, 8	Course readings, database and web searches.	Assignments 2, 3 DQ's 4, 6	Grading rubrics individualized for each assignment. Generic rubrics for	A=90 or> (exceeding), B+=85-89, B=80-84, C+=75-79

and healthcare disciplines and adapt communication methods to meet the healthcare, educational, and counseling needs of diverse client groups across a multiplicity of settings.			Hours dedicated to the Practicum. DQ's 4, 6		Discussion Questions. Practicum objectives.	(meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome). Satisfactory evaluation from preceptor.
5. Utilizes data, evidence, and information from a wide range of resources to comprehensively and accurately provide nursing care to clients, families, and the public in a variety of settings.	1-4	1-8	Course readings, database and web searches. Hours dedicated to the Practicum. DQ's 1-4, 6, 7	Assignments 1-4 DQ's 1-4, 6, 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Practicum objectives	A=90 or> (exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome). Satisfactory evaluation from preceptor.
6. Assume diverse leadership roles across the continuum of care to responsibly manage human, fiscal, and material resources.	1-4	1, 6	Course readings, database and web searches. Hours dedicated to the Practicum. DQ's 6, 7	Assignment 1, 3 DQ's 6, 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Practicum objectives.	A=90 or> (exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome). Satisfactory

						evaluation from preceptor.
7. Integrate professional role, values, ethical, moral, and legal aspects of nursing into practice in a variety of structured and unstructured settings.	1, 2, 3	1-8	Course readings, database and web searches. Hours dedicated to the Practicum DQ's 1, 7	Assignment 1-4 DQ's 1, 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Practicum objectives.	A=90 or> (exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome). Satisfactory evaluation from preceptor.
8. Be guided by theory, incorporating knowledge of environmental, social, cultural, economic, political, technological, and global factors to develop plans to affect beneficial client outcomes.	1-4	1-8	Course readings, database and web searches. Hours dedicated to the Practicum. DQ's 1-4, 6, 7	Assignments 1-4 DQ's 1-4, 6, 7	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Practicum objectives.	A=90 or> (exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome). Satisfactory evaluation from preceptor.

Course Objectives:

1. Examines evidence-based principles of community and public health nursing roles.
2. Provides opportunities for student engagement in multiple community settings to explore the various nursing roles in the community.
3. Provides a framework for the application of the concepts of client, environment, health, and nursing in community health practice.
4. Introduces students to technology and informatics in the community health setting.

Student Learning Outcomes:
1. Discuss current issues and trends in community health nursing.
2. Complete a comprehensive assessment of a family in the community, with consideration of developmental stages and multiple determinants of family health.
3. Apply the principles and methods of epidemiology to select nursing care situations.
4. Critically appraise relevant health promotion and/or illness and injury prevention strategies for select aggregates/groups, based on a windshield assessment of a specified community.
5. Evaluate the effect of nursing interventions upon individuals, families, groups, and communities.
6. Analyze the roles of community health nurses and other members of the community health team (i.e., health care providers, community groups, etc.).
7. Apply principles of health informatics in diverse community health settings.
8. Utilize scientific and theoretical knowledge as the basis for providing nursing care to clients in the community

Summary of Student Evaluations of Course and Instruction:
1. Students were overall very positive and satisfied with the course expectations and learning. One student wrote:
I was initially apprehensive about utilizing The Pearson Neighborhood software, but found it to be both valuable and user-friendly. The program more than adequately served my needs for the assignments.
2. All instructor evaluations were positive.

Other (clinical evaluations, clinical facilities and units, clinical experiences, practicum experiences, textbooks):
Some of the preceptor evaluations of students and our program:
"A good experience", "Student did extra time just because she was so interested in the practicum experiences" "Thanks for giving me the privilege to precept", "You have an excellent program".

Results
Number of Students Assessed:

Course Student Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
#1	87%	13%	0	0	100%
#2	87%	13%	0	0	100%
#3	87%	13%	0	0	100%
#4	87%	13%	0	0	100%
#5	87%	13%	0	0	100%
#6	87%	13%	0	0	100%
#7	87%	13%	0	0	100%
#8	87%	13%	0	0	100%

Changes to be Made Based on Results

Learning Outcome	Actions Implemented in 2011	Proposed
1. Discuss current issues and trends in community health nursing.	Practicum hours were increased from 30 hours to 45 hours to explore current trends and issues such as informatics and the use of the virtual community The Neighborhood. Week 7 DQ, students utilize the competencies for CHN and applies them to what was observed in practice at the agency where the practicum took place.	Will monitor.
2. Complete a comprehensive assessment of a family in the community, with consideration of developmental stages and multiple determinants of family health	Due to the difficulty in clinical placements, the virtual community The Neighborhood was implemented. Using The Neighborhood, students are assigned a family and complete a Family Assessment (Assignment 1) in which health status, developmental, functional, biophysical, psychosocial and environmental assessments are completed (10 practicum hours).	Will monitor.
3. Apply the principles and methods of epidemiology to select nursing care situations.	Week 6 DQ added to address disaster nursing. In this scenario, an earthquake has hit The Neighborhood and caused large scale damage. Students investigate resources for their assigned family and interventions by the CHN.	Will monitor.
4. Critically appraise relevant health promotion and/or illness and injury prevention strategies for select aggregates/groups, based on a windshield assessment of a specified community	With the assistance of the student's preceptor (CHN), students conduct a windshield survey. From this survey, a community nursing care plan is developed. (16 practicum hours). A case study was utilized from NURS303 Health Promotion was utilized for Week 3DQ to address interventions.	Will monitor.

	In Fall 2011, the Case Study book utilized in NURS303 was no longer available. A powerpoint presentation of "South City, USA" was developed. Potential problems are discussed in relation to health promotion and safety.	
5. Evaluate the effect of nursing interventions upon individuals, families, groups, and communities	Week 3 DQ addresses a case study regarding fertility in Bangladesh with the Center for Global Development (2010). The study looks at fertility rates in Bangladesh and how to deal with issues that high fertility in poor countries lead to: maternal and child malnutrition, rapid population growth, and increasing economic issues, to name a few. Students consider how a public health nurse might consider bioethical principles when planning community health education programs for a target population	Will monitor.
6. Analyze the roles of community health nurses and other members of the community health team (i.e., health care providers, community groups, etc.).	Students have a field experience with a community health nurse. They identify the setting, CHN's role, and practicum observations to include detailed examples of practice interactions between the CHN and patients/families. (12 practicum hours).	Will monitor.
7. Apply principles of health informatics in diverse community health settings.	Assignment 3 was developed. Students interview a healthcare professional in a setting that utilizes either telehealth or electronic health records. Students prepare a PowerPoint presentation of 16-20 slides that presents their findings to include the type of informatics system, services provided, role of nursing, affect on patient care, the implementation and training of the system, security issues, barriers, and future implications and usages (7 practicum hours).	Will monitor.
8. Utilize scientific and theoretical knowledge as the basis for providing nursing care to clients in the community.	Week 1 DQ addresses the roles of the CHN and Public Health Nurse and applying evidence-based practice in caring for clients in the community.	Will monitor.

Course Assessment
Course: NURS402 – Teaching and Learning in Nursing
Semester/Year: Fall 2012, Session 1

This course was redesigned in summer 2012. The course revision table shows the old content was, the new content, and a rationale for the changes.

NURS402 Teaching and Learning in Nursing – Course Redesign. Summer 2012			
The assignments and point values are as follows: • DQs 5 points each = 25 points (week 1,2,3, 5) (week 7 DQ will be in the form of responding to Voicethread) • Practice assignments for Jing (2 points) and Voicethread (3 points) (end of week 1) • Teaching Strategies paper (review of 3 strategies = 15 points (end of week 2) • Jing web site evaluation assessment = 15 points (end of week 3) • Teaching Plan and PEEK Assessment = 20 points (end of week 4) • Voicethread = 20 points (end of week 6)			
Wk	Current content	Revised content	Rationale
1	**Current discussion question** As we have seen from our readings, there are many different approaches to learning. We've looked at some that are in our text (Redman, 2007) and some web sites that contained information about other learning theories. We often teach in a similar way to how we learn. Nurses are, generally, psychomotor learners, which means we say, "Don't tell me how to do something or to read how to do it. Show me!" However, if we teach in this manner and our learner isn't comfortable with simply being shown something, will learning take place? How do we ensure that we include more than one	**Week 1 revised question** After completing the assigned reading for the week, respond to the following: • Think about all of the learning experiences you have had and briefly describe one where you felt like you learned a lot and had a positive experience. • Consider the learning theories that are outlined in your text. Discuss one theory that you think might have fit with the learning experience you described above. Give a brief outline of the theory and provide a rationale for *why* the theory fits. You can also go to http://www.learning-theories.com/ to see more or expanded	Although some of the components of this DQ are similar, students are asked to identify characteristics of good learning experiences and then to frame the experience in terms of a theory. In Nurse as Educator, the listing of theories is broad and rather than just linking a theory with a learning style (which is not reflective of why we use learning theories) it leads the students to look more broadly at different theories. The mini-lecture will also provide discussion of categories of theories such as behaviorism and

	teaching modality when we teach, so that we reach all learners? Go to DVC Learning Style Survey (2000) and take the online survey to learn your learning style. When you are done, answer the following questions: • What was your learning style? • Were you surprised at what you discovered about your learning style? • Would you prefer to be another style? If so, which one and why? If not, why not? • How can you use this knowledge to improve your learning? • How can you use this knowledge to improve your patient teaching? • Identify a situation where you might use a different teaching style. • From your readings, which type of adult learning theory is most compatible with your learning style? Why?	descriptions of theories. • People prefer to learn in different ways; this is referred to as a learning style. Click Learning Style Survey http://www.personal.psu.edu/bxb11/LSI/LSI.htm to link to a "Learning Styles Inventory". Once you have taken the inventory, discuss which learning style you were, and whether you think the result is accurate and why having learning style information about people you might teach would or would not be useful. • How information is delivered when you teach is known as a teaching method or strategy. One strategy that many of us are familiar with is lecture, although there are a multitude of ways that teachers present content. Think about the learning experience you discussed above. What teaching method or strategy did the teacher/presenter use? Find a scholarly article from the library that discusses the teaching method or strategy that you identified. Briefly outline the article and then discuss the major points that the article makes about the strategy in question.	social learning theories. Considering learning styles is still important, but the focus of the week should not be primarily on learning styles. Recent neuroscience research suggests that although learners may have preferences for the way they learn, the brain has no ability to limit the intake and processing of information. Lastly, students will look at ways teaching can occur. Introducing teaching methods or strategies in week 1 will better prepare students for their literature review in week 2. In looking at the three areas of this DQ, students can start to link the components necessary to formulate a teaching.
2	**Current discussion question** There is currently no DQ for week 2	**Week 2 revised question** The educational process is much like the nursing process. Nurses know that they will assess their patients, plan their care, implement their care and then evaluate the outcomes of their care. At some point, you have most likely written a care plan, so you are armed with many of the tools needed to plan an educational experience. The first part of a teaching plan is to assess you learners. Learner assessment helps you plan your teaching so it is targeted toward the needs of your learners. For example, you would teach a six-year-old child differently than a 14-year	**Rationale** There is significant need for a DQ this week so that students can develop some understanding of areas for consideration when planning a teaching activity. In the week 2 DQ, students will think about assessing learners. Students will explore different areas that should be assessed when completing a teaching

		old adolescent or a geriatric client. Age is just one assessment you might make, but there are many more. Students are assigned one area of learner assessment from the list below (click link to make your choice). Find two scholarly articles (can be articles or research) from the library that discuss learner assessment. The articles can be from any database, so use the educational and psychological databases that are available to you. In separate paragraphs, summarize both the articles discuss why assessing these areas in a learner is important when thinking about developing a teaching plan. Relate the information from the studies you found to teaching that you have done. For example, teaching an English as second language learner, or a child. • Age/Developmental stage • Gender • Literacy • Culture or Religion • Language (non English speakers) • Sensory impairment (vision, hearing) • Mobility impairment (hand/arm strength) • Cognitive impairment (dementia, autism) • Motivation • Present knowledge base Respond to three of your classmates, but choose three different assessment topics to discuss.	plan. Focusing on different areas of assessment will help the students recognize how much variation in learners can impact a teaching episode.
3	This DQ was initially in week 5, with no DQ in week 2. The DQ was moved forward to week 3 in spring 2012. Our reading assignments in Redman (2007) this week addressed culture and literacy in patient	**Week 3 revised question** Complete the reading for this week before composing your initial post. The reading will help you with development of objectives.	Development of measurable objectives for a teaching plan can be challenging. UG students rarely understand the relationship of the objectives, content of the teaching episode and methods of evaluation. This week's DQ will

	education. We saw that both of these issues are of major importance when we try to teach our patients about their healthcare needs. Consider the following situation: Your patient is a 25 year old, Muslim male, named Jamal, who was just diagnosed with diabetes. He has been resistant to learning how to inject himself with insulin and will not share with you more than the fact that he keeps Halal and will not use pork as part of his care. He knows that the insulin used is a product made from pork and says he would rather die than be injected with pork insulin. He says that it is the will of Allah whether he lives or dies, so he really shouldn't be doing anything to care for his diabetes anyway. With these thoughts in mind, for this week, • Share with your colleagues how you would approach and manage the issues Jamal has brought up. • Jamal is convinced that all insulin is made from pork. Even if he is wrong, how will you approach his beliefs? • What does Halal say about taking actions that may violate dietary law when it comes to health? • Is there anyone you can turn to who might help deal with Jamal's fatalistic attitude towards the effect diabetes will have on his life? • How do you personally feel about Jamal's attitude? • Respond to three or more postings of your	This is not a traditional discussion, so please follow the directions carefully: This week we will work on developing learning objectives. As discussed in the reading, learning objectives help outline what you, as an educator, want your students to learn. The learning objectives you develop this week will be used as part of the teaching plan assignment. The DQ will be modified for this week. You MUST post your initial response by MONDAY, 11:59 pm. Students will submit an initial post that lists 3 things. 1. The topic for their teaching project. 2. Three learning objectives for their teaching project 3. A description of how their learning objectives could be measured. After initial submission of objectives, you will receive specific feedback from the instructor. When you get your feedback, you will need to post revised objectives and/or prior to the end of the DQ. It is possible your instructor will ask you to submit your objectives again, in order to help you refine them.	provide students with an opportunity to have feedback throughout the week so that as they develop their teaching plan they have a foundation to build on. Instructor feedback will be ongoing so that students can refine learning objectives.

	colleagues, addressing such things as: • Do you agree with the concepts expressed? • Is there something that needs clarification? • Can you support what your colleague posted? • Challenge your colleague to a different view or deeper insight.		
4	**Currently there is no discussion in this week**	There will be no discussion this week but students will work on their teaching plan, due at the end of week 4.	During week 4, students will put their week 2 DQ into action by completing a PEEK readiness to learn tool (See attached) with a family member, colleague, or friend. The PEEK readiness tool will be part of the teaching plan assignment.
5	**Current Discussion Question** This week you have both a DQ and a written assignment on the validity of using the Internet for healthcare information. For this assignment, you will pick one of the diseases or disorders in your Canobbio (2006) text. (Use a different topic than you chose for assignment 1 or 2) Do a search of the Internet, looking for both credible and fraudulent web sites on the topic. Compare the information in those web sites to what is in your text about the disease or disorder. For this DQ, we are going to share what we found and discuss what is out there. With these thoughts in mind, for this week, 1. Share with your colleagues what disease or disorder you did the Internet search on. Address the following questions: • What topic did you choose in Canobbio for your search?	**Week 5 revised question** Over the past several years, technology available for teaching has grown, as internet and cloud based tools have expanded. Use of mobile and web based applications are now an integral part of many teaching episodes. Such applications can be used to communicate a variety of points, ideas or concepts. For this week's DQ, go out to the Internet or use your mobile app store to find a mobile or web based application that might be useful for helping teach a client about a health issue. You do not need to purchase or download the application (unless you want to), rather, bookmark so you can find it again! Once you find your application, copy the link and paste it in an initial DQ post. Address the following points: • Describe the application and the health problem	This DQ will provide students an opportunity to find meaningful information on the web/mobile devices and relate it to teaching and This DQ offers students the ability to be creative and to try and find and evaluate applications that might be useful in working with clients. A newer learning theory for the digital age is Connectivism (Siemens, 2005). One premise presented by Siemens is that allowing students to search for web content leads them to learning by helping them make connections that they would otherwise not make; The student searches for something, finds something interesting, clicks on a link and ends up somewhere else, where they find usable information. Such information is then passed on within

	• What web sites did you find on your disease or disorder? • Would you say the preponderance of sites were legitimate or bogus? Why? • Could you advise your patients, clients, or residents to use any of the sites you found? Why yes or no? • Would you incorporate any of the sites you found into your patient teaching materials? • Overall, what would you advise your patients, clients, or residents about using the Internet as a source of healthcare information?	being addressed • Evaluate the strengths and weaknesses of the application • Discuss how you might integrate the application into a teaching episode • Respond to three of your classmates Please sign up for a topic in the "Choice" poll. If there is a topic that is not on the list that you would like to discuss, please email your instructor prior to the start of the discussion.	class, and learning through making connections is perpetuated.
6	**Currently there is no discussion in this week**	**Week 6 Revised Content** **There is no discussion question this week. Students are working on their Voicethread Teaching Plan.**	This week students will take one aspect (or more if plausible) of their teaching plan and put it into action in action in a Voicethread. They will use different media to convey the content and evaluation of their teaching plan.
7	**Current Discussion Question** This last week, we are going to present our work from Assignment 2: Teaching Project and Creation of Evaluation Tool for Teaching Project. By Monday of Week 7, please post your PowerPoint that was created for Assignment 2, Part 2. Create your own thread in the discussion, attach your PPT to your post, and then reply to the following questions in your initial post. For this last DQ, address the following questions:	**Week 7 revised question** During the last DQ you will watch, comment on and evaluate each other's Voicethreads. • First, check the list (posted below) to see which group you are assigned to. • Post the link to your Voicethread in your initial post. • Briefly outline you teaching project (Topic, audience, objectives – post only the on(s) you used for the Voicethread) • Based on you own evaluation of your work, would you change anything if you could do the project over? Why or why not? Respond to the three people in your group. Your response	This weeks DQ serves several purposes. • It allows students to show case their work. • It allows students to do a self-evaluation and discuss whether changes are needed • It allows other students to make comments to their peers in a non-text and non-linear environment • It asks students to critically appraise evaluate the work of other student

	• What were some of the potential problems you would predict, based upon your project? • How would you incorporate cultural awareness into your teaching project? • How would you allow for different learning styles and patient's educational needs? • What other teaching methodologies would you consider? • How did you evaluate your teaching project? • Respond to three or more different PowerPoint presentations of your colleagues, addressing such things as: • Do you agree with the concepts expressed? • Is there something that needs clarification? • Can you support what your colleague posted? • Challenge your colleague to a different view or deeper insight	should be in their Voicethread, not in the DQ area. Simply click on the link for their Voicethread and choose "comment". • When you comment, provide a brief evaluation: • Was the topic relevant to the learner? • Were the objectives achievable? • Was the teaching clear? • Did the learners meet the objectives? Once those responses have been posted, you should feel free to review and comment on any Voice thread from the rest of the class.	

Outcomes Table

Program Student Learning Outcome	**Course Objective**	**Course Student Learning Outcome**	**Learning Activity**	**Data Source**	**Assessment Measure**	**Performance Criteria**
1. Synthesize knowledge from the biological, social sciences, and behavioral sciences, as well as	1-3	SLOs: 1-8	Readings, Library searches, internet searches DQs: 1, 2, 3, 5, 7	Assignments 1-4 DQs 1, 2, 3, 5,	Assignments Rubric	Exceeding: Mean >95% (A) Meeting: Mean

humanities and nursing to provide culturally competent care to individuals, families, and communities.				7		>75% (C+) Approaching: >Mean >70% (C) Not Meeting: Mean <70%
2. Critically apply research findings to nursing practice related to disease prevention, health promotion, illness, and restoration of health.	1-3	SLOs: 1-8	Readings, Library searches, DQ's: 1, 4, 6, 7	Assignments 1-4 DQs 1, 2, 5	Assignments Rubric	Exceeding: Mean >95% (A) Meeting: Mean >75% (C+) Approaching: >Mean >70% (C) Not Meeting: Mean <70%
3. Collaborate with community-based partners to promote health in diverse client populations.	2	SLOs: 2, 4, 7	Readings, Library searches, DQ's: 4, 6	Assignments 2, 3 DQ 4, 6	Assignments Rubric	Exceeding: Mean >95% (A) Meeting: Mean >75% (C+) Approaching: >Mean >70% (C) Not Meeting: Mean <70%
4. Effectively communicate with clients, diverse patient groups, and healthcare disciplines and adapt communication methods to meet the healthcare, educational, and counseling needs of diverse client groups across a multiplicity of settings.	3	SLOs: 3-6	Readings, Library searches, DQ's: 3, 4	Assignments 1, 3, 4 DQs 1, 2	Assignments Rubric	Exceeding: Mean >95% (A) Meeting: Mean >75% (C+) Approaching: >Mean >70% (C) Not Meeting: Mean <70%

5. Utilizes data, evidence, and information from a wide range of resources to comprehensively and accurately provide nursing care to clients, families, and the public in a variety of settings.	1-3	SLOs: 1-8	Readings, Library searches DQ's: 1, 4, 6, 7	Assignments 1-4 DQs 1, 4, 6, 7	Assignments Rubric	Exceeding: Mean >95% (A) Meeting: Mean >75% (C+) Approaching: >Mean >70% (C) Not Meeting: Mean <70%
6. Assume diverse leadership roles across the continuum of care to responsibly manage human, fiscal, and material resources.	N/A					
7. Integrate professional role, values, ethical, moral, and legal aspects of nursing into practice in a variety of structured and unstructured settings.	1-3	SLOs: 1, 2, 7	Readings, Library Searches DQ's: , 2, 3, 4, 6, 7	Assignments 3, 4 DQs 1, 2, 3, 4, 6, 7	Assignments Rubric	Exceeding: Mean >95% (A) Meeting: Mean >75% (C+) Approaching: >Mean >70% (C) Not Meeting: Mean <70%
8. Be guided by nursing theory, incorporating knowledge of environmental, social, cultural, economic, political, technological, and global factors to develop plans to affect beneficial client outcomes.	1-3	SLOs: 1-7	Readings, Library searches, Internet seaches DQ's: 1, 2, 5, 7	Assignments 1-4 DQs 1, 2, 5, 7	Assignments Rubric	Exceeding: Mean >95% (A) Meeting: Mean >75% (C+) Approaching: >Mean >70% (C) Not Meeting: Mean <70%

Course Objectives

1. Focuses on the theoretical foundations and strategies of teaching and learning in nursing education.
2. Provides the framework to utilize research based theory and evidence-based practice in teaching and learning processes.
3. Examines and applies methodologies and technologies of teaching and learning utilized in a variety of nursing practice settings

Course Student Learning Outcomes

1. Analyze selected learning theories.
2. Appraise the research literature related to teaching and learning
3. Assess various characteristics of learners and readiness for learning
4. Design a comprehensive, age-appropriate teaching plan
5. Evaluate web-based health resources
6. Explore mobile and web-based applications for use in patient teaching
7. Create a teaching episode using web-based technology tools.
8. Examine teaching and learning initiatives in current nursing practice

Summary of Student Evaluations of Course and Instruction:
Course and Instructor

- Students appreciated and enjoyed using the Jing and Voicethread technologies for assignments
- The course helped students with increasing skills in teaching and learning
- The course was up-to-date in content and technology used
- Adjunctive materials such as current you tube videos were helpful in expanding learning.
- The instructor helped support students with learning new material and technology.

Results

Number of Students Assessed: 20

Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
Describe the historical implications of nursing research and its importance in nursing and health.	70	30	0	0	100
Analyze terminology and components of research studies.	70	30	0	0	100
Examine the elements of ethics in research.	70	30	0	0	100

Analyze the components of the research process in studies relevant to nursing.	70	30	0	0	100
Apply concepts of evidence-based nursing to clinical practice.	70	30	0	0	100
Differentiate research designs, methods, tools, and statistics used in nursing research.	70	30	0	0	100
Critique quantitative and qualitative nursing studies and approaches to scientific inquiry.	70	30	0	0	100
Design selected parts of a research proposal.	70	30	0	0	100
Appraise nursing research studies for their utility in nursing practice.	70	30	0	0	100

Changes to be Made Based on Results

Learning Outcome	Proposed Action	Future actions
Analyze selected learning theories.		
Appraise the research literature related to teaching and learning		
Assess various characteristics of learners and readiness for learning		
Design a comprehensive, age-appropriate teaching plan	Add additional information to rubric to clarify expectations of plan.	Collaborate with faculty teaching this class in spring and re-evaluate after spring session 1
Evaluate web-based health resources		
Explore mobile and web-based applications for use in patient teaching		
Create a teaching episode using web-based technology tools.	Add additional information to rubric to clarify expectations of plan.	Collaborate with faculty teaching this class in spring and re-evaluate after spring session 1
Examine teaching and learning initiatives in current nursing practice		

School of Nursing Course Assessment and Summary
Course: NURS 403-11171
Semester/Year: Fall, Session J, 2012

Assessment completed: 11/2012 **Reviewed by: Cheryle Levitt, PhD, RN**

Enrollment	Withdrawals	Reason
8	None	N/A

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. Synthesize knowledge from the biological, social sciences, and behavioral sciences, as well as humanities and nursing to provide culturally	1, 2, 3	1-6, 8	Course readings, database and web searches. Hours dedicated to the Practicum. Initial meeting with faculty.	Assignments 1, 3, 4, 5, 6, 7 DQs 1, 3, 4	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Learning Contract (LC) objectives for practicum area.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not

competent care to individuals, families, and communities.			DQs 1, 3, 4			meeting the learning outcome). Satisfactory evaluation from preceptor.
2. Critically apply research findings to nursing practice related to disease prevention, health promotion, illness, and restoration of health.	1-4	1-8	Course readings, database and web searches. Hours dedicated to the Practicum. DQs 1, 4	Assignments 1, 3, 4, 5, 6, 7 DQs 1, 4	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Learning Contract objectives for practicum area.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome). Satisfactory evaluation from preceptor.
3. Collaborate with community-based partners to promote health in diverse client populations.	1, 2	1, 3, 5, 6	Course readings, database and web searches. Hours dedicated to the Practicum. DQs 1, 4	Assignments 1, 3, 4, 5, 6, 7 DQs 1, 4	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Learning Contract objectives for practicum area.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome). Satisfactory evaluation from preceptor.

4. Effectively communicate with clients, diverse patient groups, and healthcare disciplines and adapt communication methods to meet the healthcare, educational, and counseling needs of diverse client groups across a multiplicity of settings.	1, 2	1, 5, 6	Course readings, database and web searches. Hours dedicated to the Practicum. DQs 1, 4	Assignments 3, 4, 5, 6, 7 DQs 1, 4	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Learning Contract objectives for practicum area.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome). Satisfactory evaluation from preceptor.
5. Utilizes data, evidence, and information from a wide range of resources to comprehensively and accurately provide nursing care to clients, families, and the public in a variety of settings.	1, 2, 3	1-7	Course readings, database and web searches. Hours dedicated to the Practicum. Initial meeting with faculty. DQs 1-4	Assignments 1-7 DQs 1-4	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Learning Contract objectives for practicum area.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome). Satisfactory evaluation from preceptor.
6. Assume diverse leadership roles across the continuum of care to responsibly	1, 2	1, 3, 4, 5, 7	Course readings, database and web searches. Hours	Assignments 2-7 DQs 2-4	Grading rubrics individualized for each assignment. Generic rubrics for Discussion	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting),

manage human, fiscal, and material resources.			dedicated to the Practicum. DQs 2-4		Questions. Learning Contract objectives for practicum area.	C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome). Satisfactory evaluation from preceptor.
7. Integrate professional role, values, ethical, moral, and legal aspects of nursing into practice in a variety of structured and unstructured settings.	1-3	1, 2, 5, 6	Course readings, database and web searches. Hours dedicated to the Practicum. DQs 1, 3, 4	Assignments 1, 3-7 DQs 1, 3, 4	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Learning Contract objectives for practicum area.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome). Satisfactory evaluation from preceptor.
8. Be guided by theory, incorporating knowledge of environmental, social, cultural, economic, political, technological, and global factors to develop plans to	1-4	1-8	Course readings, database and web searches. Hours dedicated to the Practicum. DQs 1, 4	Assignments 1, 3-7 DQs 1, 4	Grading rubrics individualized for each assignment. Generic rubrics for Discussion Questions. Learning Contract objectives for practicum area.	A=90 or> (Exceeding), B+=85-89, B=80-84, C+=75-79 (meeting), C=70-74 (approaching), D+=65-69, D=60-64, F<60 (not meeting the learning outcome).

affect beneficial client outcomes.						Satisfactory evaluation from preceptor.

Course Objectives:

4. Provide a structured framework to design an individualized, precepted practicum, based upon previous learning from the entire program and professional experiences, that will enable BSN level practice in a multitude of healthcare environments.
5. Integrate reflection, analysis, application, and synthesis of practicum experience with expectations for BSN practice.
6. Assess student achievement of program student learning outcomes.
7. Prepare students for employment and advanced educational options following graduation

Course Student Learning Outcomes:

1. Evaluate the process of caring for multiple clients and their families in selected healthcare environments.
2. Integrate legal and ethical standards of multidisciplinary healthcare practices into individualized projects.
3. Demonstrate the use of critical thinking as a basis for decision-making in clinical practice.
4. Apply appropriate leadership and management strategies in the delivery and evaluation of care provided by nurses and multidisciplinary healthcare providers.
5. Collaborate with clients, families, aggregates, and other healthcare providers, as appropriate to the individual practicum, for the planning and delivery of care.
6. Integrate nursing knowledge, theoretical concepts, and research from all nursing and allied health courses into the practicum experience.
7. Apply program learning to professional employment decisions for the future.
8. Evaluate individual achievement of the BSN program's Student Learning Outcomes.

Summary of Student Evaluations of Course and Instruction:
Course and Instructor:

- Students were satisfied with the experience, felt it would help them with future employment.
- Feedback included that it was a heavy course, but manageable, and a valuable experience. They felt it tied together their program courses. Instructor evaluations were positive.

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

- Students evaluated their preceptors as positive, supportive, cooperative, knowledgeable, enthusiastic, involved, positive role model, professional, and experienced.
- Students felt supported by staff at the various practicum settings, and the environment reflected professional support.

Results
Number of Students Assessed: 8

Course Student Learning Outcome	% Exceeding	% Meeting	% Approaching	% Not Meeting	% Exceeding/Meeting
#1. Evaluate the process of caring for multiple clients and their families in selected healthcare environments.	50%	50%	0	0	100%
#2 Integrate legal and ethical standards of multidisciplinary healthcare practices into individualized projects.	50%	50%	0	0	100%
#3 Demonstrate the use of critical thinking as a basis for decision-making in clinical practice.	50%	50%	0	0	100%
#4 Apply appropriate leadership and management strategies in the delivery and evaluation of care provided by nurses and multidisciplinary healthcare providers.	50%	50%	0	0	100%
#5 Collaborate with clients, families, aggregates, and other healthcare providers, as appropriate to the individual practicum, for the planning and	50%	50%	0	0	100%

delivery of care.					
#6 . Integrate nursing knowledge, theoretical concepts, and research from all nursing and allied health courses into the practicum experience.	50%	50%	0	0	100%
#7 Apply program learning to professional employment decisions for the future.	50%	50%	0	0	100%
#8 Evaluate individual achievement of the BSN program's Student Learning Outcomes.	50%	50%	0	0	100%

Changes to be Made Based on Results

Course Student Learning Outcome	Proposed Action	Plan for Implementation and Timetable
#1 Evaluate the process of caring for multiple clients and their families in selected healthcare environments.	Insert jing screen captures to help explain the Learning Contract, to help students understand the process better. This will help the initial individual phone meeting between faculty and student.	Implemented in Fall 2012. Response from students was positive
	Learning contract- develop specific definition and methods for refining the topic/focus of the practicum. Some students think that they can observe in a specific setting, for this practicum	Spring 2, 2013
	Move the first draft of the LC to the first Friday of the course?	Done for Fall 1, 2012
	Specify the type of file that the preceptors should email (avoid pdf and submitting in the body of emails, so that we can add our signature)	Will do for Spring, 2013
	Add the evidence of accomplishments column to the grading rubric for the final learning contract. Currently, the rubric only states that objectives and activities must be completed. The contract does state to complete column three.	Spring 1, 2013
	Add wording regarding turnover time for lc drafts	
	Add to the grading rubric for the journals that the evidence of accomplishments listed in the LC should be in the journal, or explained why not, or what happened. Evidence should be provided in the appendices, not the main body of the journal entry.	Spring 1, 2013 Done for Fall, 2012

	Make the grading rubric more specific that student must include actual topics and content examples for each cell in the table. Column 4 should have examples of how it can impact their practice. Add *service-learning projects* as an option to the course, for choices in what to do during the practicum.	Spring, 2013
#2 Integrate legal and ethical standards of multidisciplinary healthcare practices into individualized projects.	The requirement to integrate evidence into the journals and the final PPP assures EBP is part of this practicum. Some students have done annotated bibs for their appendices in the journals. Should this be a required activity as part of the materials developed to show they have researched the topic(s) in their practicum?	
#3 Demonstrate the use of critical thinking as a basis for decision-making in clinical practice.	This begins in the Learning Contract, continues in the journals, and culminates in the PPP in Week 6. This is evident in all of the practicum-related assignments. No changes needed here.	N/A
#4 Apply appropriate leadership and management strategies in the delivery and evaluation of care provided by nurses and multidisciplinary healthcare providers.	Practicum topics may reflect this, and journals and final PPP detail the leadership activities. No changes needed.	N/A
#5 Collaborate with clients, families, aggregates, and other healthcare providers, as appropriate to the individual practicum, for the planning and delivery of care.	Students create learning activities, so we can encourage the use of technology for students to use to develop these materials.	
#6 . Integrate nursing knowledge, theoretical concepts, and research from all nursing and allied health courses into the practicum experience.	Every assignment relating to the practicum includes this. Learning contract, three journal entries, PPP, DQs # 1, 4, SLO assignment.	N/A
#7 Apply program learning to professional employment decisions for the future.	Make the DQs 3 (professional portfolios) and 5 (life after graduation) more individualized, to avoid copycat responses.	

	Looking at idea for students to design their own webpages instead of the DQ, Perhaps start this in a previous class and end it in NURS 403.	
#8 Evaluate individual achievement of the BSN program's Student Learning Outcomes.	Assignment 4: SLO table. Make the grading rubric more specific that student must include actual topics and content examples for each cell in the table. Column 4 should have examples of how it can impact their practice	Corrected Design for Spring 1, 2013