

# Assessment: Program Four Column

## Program (CoHB) - Nursing BSN Pre-Licensure

### Program Notes: Purpose of BSN Program

The Bachelor of Science in nursing program is designed to provide the student with the knowledge, values and skills necessary for the practice of professional nursing. The curriculum builds upon a liberal arts and science foundation. The graduate uses theoretical and empirical knowledge from the disciplines of nursing, humanities, and the physical, behavioral and social sciences as a basis for making nursing decisions. The baccalaureate graduate is prepared to function as a generalist in providing care at the primary, secondary and tertiary levels within a variety of settings.

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**Mission Statement:** To graduate competent students who are prepared to safely provide compassionate nursing care utilizing theory and evidence-based practice.

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Leadership</b> - Students will synthesize knowledge and skills in leadership, quality improvement, and patient safety to provide quality health care</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Level (Bloom/Webb):</b> High-Level (Creating/Evaluating) [Bloom]</p>	<p><b>Direct - Group project, collaborative learning</b> - 100% of students will achieve a minimum final grade of 85% or higher on their Clinical Environment Change Project</p> <p><b>Criteria Target:</b> Graduates will identify the evidence-based need to apply the change to improve quality health care within their clinical environment</p> <p><b>High Impact Program Practices 2:</b> Collaborative Assignments, Projects</p> <p><b>Related Documents:</b> <a href="#">Change Project Presentation.pdf</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>100% of students achieved a minimum final grade higher than 85%. N=21students. Overall average grade 94.1% Spring 2018 (05/29/2018)</p> <p><b>Related Documents:</b> <a href="#">Change Project Presentation Grading Rubric .pdf</a> <a href="#">Change Project_IV Line Tracing and Labeling.pdf</a></p>	<p><b>Use of Result:</b> Changes for Fall 2018 will include a submission of a literature review that exhibits a minimum of 3 scholarly research articles that provide theoretical and methodological support for the proposed clinical environmental change in conjunction with a problem statement. Both of these documents will need to be submitted for approval before the group project can begin. This allows the students to identify data sources that may or may not have contributed to the research.</p>

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			<p>Additionally, it will assist to the student with their understanding and critical thinking. (05/29/2018)</p> <p><b>Update:</b> Change Project Grading Rubric Updated for Fall 2018 (08/23/2018)</p>
		<p><b>Finding Reporting Year:</b> 2016-2017 <b>Goal met:</b> Yes 100% of students received a minimum grade higher than 72% when identifying a SMART goal to improve patient safety and improve quality care (12/19/2016)</p>	<p><b>Use of Result:</b> No actions to be take for Spring 2017. Continue to utilize the SMART goal format as a communication tool to identify quality care improvements (12/19/2016)</p>
		<p><b>Finding Reporting Year:</b> 2015-2016 <b>Goal met:</b> Yes 100% of students have met the performance criteria and received a grade of 72% or above in alignment with the grading rubric (12/17/2015) (12/17/2015)</p>	<p><b>Use of Result:</b> Replace and monitor different criterion/target/threshold for Spring 2016 to include 80% of students will demonstrate a minimum grade of 72% when answering the question "State the problem to be addressed, be specific, measurable, achievable, realistic and timely. (SMART). The development of a SMART goal provides a tool to improve communication and identify specific actions to be taken to improve quality healthcare. (08/29/2018)</p>
		<p><b>Finding Reporting Year:</b> 2014-2015 <b>Goal met:</b> Yes 100% of students met the performance criteria (Change Project grading rubric) as evidenced by the overall student grades greater than 72% for this completion of this assignment. (12/04/2014)</p>	<p><b>Use of Result:</b> No action to be taken for Spring 2015. Continue to utilized the performance criteria (Change Project grading rubric) as the marker assessing student identification of quality health care improvements in a hospital clinical setting. (12/04/2014)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p><b>Direct - Capstone Project - including undergraduate research</b> - Direct Assessment. Student will present a capstone project and paper in a professional setting.</p> <p><b>Criteria Target:</b> 100% of students will present a capstone project and paper in which they evaluate and create a program or project that improves outcomes in nursing by addressing multiple quality and patient safety issues. Students will identify a minimum of 5 specific quality and/or patient safety issues to which they will provide an evidence based solution, guided by The National Patient Safety Goals or other appropriate quality and safety indicators and either a management or leadership philosophy.</p> <p><b>High Impact Program Practices 1:</b> Capstone Course(s), Projects</p> <p><b>High Impact Program Practices 2:</b> Collaborative Assignments, Projects</p> <p><b>Related Documents:</b> <a href="#">Capstone Grading Tool.pdf</a> <a href="#">Holistic grading scale for f2018.pdf</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>N19=100% of students achieved a minimum of 80% on their Nursing Management and Leadership NURS 435 Capstone Project/Paper and Presentation. This Capstone is focused on the Roles and Responsibilities of the Nurse Manager and Leader as well as the nurse to improve outcomes in nursing and health care delivery for improved outcomes in patient care. (05/01/2018)</p>	<p><b>Use of Result:</b> Will continue with the use of the NURS 435 Capstone Project/Paper and Presentation to demonstrate achievement of course and program outcomes. (05/01/2018)</p>
<p><b>Interprofessional communication -</b> Appraises communication and collaboration among health care professionals and patients to deliver high quality and safe patient care</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom]</p> <p><b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex</p>	<p><b>Other Findings</b></p>	<p><b>Finding Reporting Year:</b> 2013-2014</p> <p><b>Goal met:</b> No</p> <p>Currently students are often mentored by LSSU alumni who evaluate student inter-professional communication. Faculty routinely collect this information from the mentors for student individually. This data can be found in each individual student file and has been reported to be positive in nature. Through assessment of this process it has been identified that an area of deficiency is the aggregate collection of this data and an action plan will be put in place. (08/27/2015)</p>	<p><b>Use of Result:</b> An action plan will be developed and implemented by the SON Outcomes Committee in the 2015-2016 academic year (08/27/2015)</p>

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<p>ideas in written and oral presentations.</p>	<p><b>Other Findings</b></p> <hr/> <p><b>Direct - Writing Intensive Assignment</b> - Each student in Nursing Health Appraisal course will be provided the opportunity to look more closely at the components of communication techniques such as Introduction, open ended questions, closed or direct questions, and closure of the interview, as guided by the questions used in the health history assignment part 1 and 2 attached. A health history is a broad overview of a clients past medical history, family medical history, overall health state (nutritional, social habits/behaviors, developmental history as they age and view of health/promotion.</p> <p>This exercise will aid the student in learning and achieving confidence in their communication with developing interviewing skills, documentation skills, and recognizing the importance of making the time to conduct a thorough health history without tiring the client.</p> <p><b>Criteria Target:</b> Each student in Nursing Health Appraisal course will complete both Health History Part I and Part II assignments with revisions at a satisfactory level 72% (C) or higher.</p> <p><b>High Impact Program Practices 1:</b></p>	<p><b>Related Documents:</b>  <a href="#">MENTOR_EVALUATION_OF_STUDENT[15].doc</a></p> <hr/> <p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes  All 14 students completed the Part I and Part II assignments with as satisfactory grade ranging from 86% to 100%. Part Two scores increased after feedback and revisions from part I with ranges between 97% to 100%. Qualitative feedback: students felt more prepared for Part II assignment and were able to meet goals for communication and health history interviews. (05/11/2018)</p>	<p><b>Use of Result:</b> Continue to use the Health History interviews as markers for interpersonal communication skills. Consider the population for future assignments. (05/11/2018)</p>

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	<p>Service Learning, Community-based learning</p> <p><b>Related Documents:</b>  <a href="#">Health History Assignment Part 2.docx</a>  <a href="#">Health History Assignment Part I</a></p> <p><b>Direct - Laboratory, Clinical, Skill/Competency Assessments -</b>            100% of students in Adult Med/Surg II will achieve a satisfactory on their final 8-week clinical evaluation for the use of a reporting template that includes situation, background, assessment and recommendation (SBAR) for patient hand-offs</p> <p><b>Criteria Target:</b> Graduates will use (SBAR is a reporting template - S=situation, B=Background, A=Assessment, R=Recommendation) to improve communication and collaboration among healthcare professionals. It assists to provide high quality and safe healthcare.</p> <p><b>High Impact Program Practices 1:</b> Not applicable to this outcome  <b>High Impact Program Practices 2:</b> Not applicable to this outcome</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes            N=21 100% of Adult Med/Surg II students achieved a satisfactory in their final 8 weeks clinical evaluation (Spring 2018) (05/29/2018)</p> <p><b>Related Documents:</b>  <a href="#">SBARCommTool.pdf</a></p> <hr/> <p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes            100% of the Adult Med/Surg II students achieved satisfactory on their final 8 week clinical evaluation while utilizing the situation, background, assessment and recommendation (SBAR). (04/29/2016)</p>	<p><b>Use of Result:</b> Continue to utilize the Clinical Evaluation tool as a maker to evaluate professional communication and collaboration among healthcare professionals within the hospital environment for the 2018-2019 academic year. (05/29/2018)</p> <hr/> <p><b>Use of Result:</b> No action to be taken. Continue to utilize the final clinical evaluation as a marker to assess communication and improve student collaboration among healthcare professionals. (12/30/2016)</p>
	<p><b>Direct - Exam/Quiz - within the course -</b> Students ability to assess patient(s) suicide risk in NURS433 Community Health Nursing course will be assessed using multiple choice essay questions on mid-term and/or final course exams. National Patient Safety Goal (Goal #15) related to behavioral health care identifies assessing patients for suicide risk as an important focus.  <b>Criteria Target:</b> 100% of students</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No            24% of students (n=5/21) answered all (6) multiple choice questions (#'s 1, 6, 22, 23, 46, 47) on mid-term exam correctly related to suicide assessment earning 12/12 points and providing appropriate rationale on response. 43% of students (n=9/21) answered 2 questions correctly and 33 % (n=7/31) answered only one question correctly pertaining to suicide risk and assessment. (05/14/2018)</p> <p><b>Related Documents:</b>  <a href="#">NURS433 Sp18 Exam.Midterm.doc</a></p>	<p><b>Use of Result:</b> The plan will be to cover all topics in greater depth in class lecture to help students to understand of the seriousness of chronic and devastating life situations that can have the potential to precipitate suicide. The question on patient with BDD will be used and assessed for one more semester. If results still show a disconnect with NCLEX-style question as written, a</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>will achieve a minimum of 75% on all multiple choice essay questions on mid-term and/or final course exam(s) related to suicide assessment focused questions (2 points ea. question).</p> <p><b>High Impact Program Practices 1:</b> Not applicable to this outcome</p> <p><b>High Impact Program Practices 2:</b> Not applicable to this outcome</p> <p><b>Related Documents:</b>  <a href="#">NURS433 F15 Exam.midterm.doc</a>  <a href="#">NURS433 Sp16 Exam.Midterm.doc</a></p>		<p>revision of question will be considered. Another question missed related to assessing a newly-admitted patient to an inpatient psychiatric unit and the nursing priority for assessment and patient safety. More in depth education will be given in lecture on nursing assessment and patient safety in relation to patients with serious emotional/mental illness. (08/30/2018)</p>
		<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> No</p> <p>67% of students (n=14/21) answered all (4) multiple choice questions (#'s 12, 21, 36, 44) on final exam correctly related to suicide assessment earning 8/8 points and providing appropriate rationale on response. 33% of students (n=7/21) answered 2 questions correctly. BDD was not a question this exam. Two new questions were added to this exam regarding the recognition of suicide potential in a person with severe transgender struggles and loss of a child through an accident and struggles with acceptance and severe depression and suicidal ideation. For the students who missed 1 question regarding suicide assessment and safety, about half missed each of the new questions. (05/14/2018)</p> <p><b>Related Documents:</b>  <a href="#">NURS433 Sp18 Exam.Final.docx</a></p>	<p><b>Use of Result:</b> The plan will be to cover both new question topics in greater depth in class lecture to help students to understand the seriousness of chronic and devastating life situations that can have the potential to precipitate suicide. Plan is to continue using this final exam with no revisions. (05/14/2018)</p>
		<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> No</p> <p>61% of students (n=11/18) answered all (7) multiple choice questions (#'s 1, 3, 6, 13, 15, 22, &amp; 46) on mid-term exam correctly related to suicide assessment earning 14/14 points and providing appropriate rationale on response. 33% of students (n=6/18) answered 2 questions correctly; however, most missed question regarding patient with Body Dysmorphic Disorder and suicide risk. (12/20/2017)</p>	<p><b>Use of Result:</b> There continues to be a disconnect with students understanding of BDD symptoms and how it affects patient's lives. For the students who are not getting this question correct, there seems to be some confusion on the verbal and non-verbal</p>

*Student Learning Outcomes*

*Assessment Criteria & Procedures*

*Assessment Results*

*Use of Results*

**Related Documents:**

[NURS433 F17 Exam.Midterm.doc](#)

signs/symptoms that patients with BDD experience and portray. The plan will be to cover this topic in greater depth, in a different manner (patient video discussion, journal articles), along with lecture material, in class lecture to help students to understand of the seriousness of BDD and the potential for suicide. (12/20/2017)

**Finding Reporting Year:** 2017-2018

**Goal met:** No

17% of students (n=3/18) answered all (3) multiple choice questions (#'s 13, 36, 44) on final exam correctly related to suicide assessment earning 6/6 points and providing appropriate rationale on response. 61% of students (n=111/18) answered 2 questions correctly. A new question was added to this exam regarding the recognition of suicide potential in a person (working in an academic setting) accused of a serious sexual offense by a student. For the students who missed 2 questions, about half missed the new question, as well as the question regarding patient with Body Dysmorphic Disorder and suicide risk. (12/20/2017)

**Related Documents:**

[NURS433 Final Exam.F17.docx](#)

**Use of Result:** The plan will be to cover both topics in greater depth, in a different manner (patient video discussion, journal articles), along with lecture material, in class lecture to help students to understand of the seriousness of chronic and devastating life situations that can have the potential to precipitate suicide. The question on patient with BDD will be used and assessed for one more semester. If results still show a disconnect with NCLEX-style question as written, a revision of question will be considered. (12/20/2017)

**Finding Reporting Year:** 2016-2017

**Goal met:** Yes

83% of students (n=20/24) answered all (5) multiple choice questions (#'s 1, 6, 10, 12, 21) on mid-term exam correctly related to suicide assessment earning 10/10 points and providing appropriate rationale on response. (05/22/2017)

**Use of Result:** Body Dysmorphic Disorder (BDD) was the main question missed. The plan will be to cover this topic in greater depth in class lecture for better student understanding of the seriousness of BDD and the potential for suicide, along with content in the other questions that students missed related to

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			safety, assessment and potential for suicide. (05/22/2017)
		<p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> No            46% of students (n=11/24) answered all (3) multiple choice questions (#'s 9, 13, &amp; 41) on final exam correctly related to suicide assessment earning 6/6 points and providing appropriate rationale on response. 50% of students (n=12/24) answered 2 questions correctly; however, most missed question regarding patient with Body Dysmorphic Disorder and suicide risk. (05/22/2017)</p>	<p><b>Use of Result:</b> There continues to be a disconnect with students understanding of BDD symptoms and how it affects patient's lives. The plan will be to cover this topic in greater depth in class lecture to help students to understand of the seriousness of BDD and the potential for suicide. (05/22/2017)</p>
		<p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes            100% of students (n = 25) answered all (3) multiple choice questions (#'s 4, 8, &amp; 10) correctly on midterm exam related to suicide assessment earning 6/6 points and providing appropriate rationale on response. (12/21/2016)</p>	<p><b>Use of Result:</b> No changes planned as goal was met for this objective. (12/21/2016)</p>
		<p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes            88% of students (n=22/25) answered all (3) multiple choice questions (#'s 10, 13, &amp; 14) on final exam correctly related to suicide assessment earning 6/6 points and providing appropriate rationale on response. (12/21/2016)</p>	<p><b>Use of Result:</b> A new question was added for this exam on body dysphoric disorder (BDD) and the potential for suicide. This is the question that 3 (or 12%) of students lost points on. The plan will be to cover this topic in greater depth in class lecture for better student understanding of the seriousness of BDD and the potential for suicide. (12/21/2016)</p>
		<p><b>Finding Reporting Year:</b> 2015-2016  <b>Goal met:</b> Yes            0% of students (n=20) answered all 3 questions (#'s 4, 8, &amp; 10) correctly on mid-term exam. 100% of students answered (2) of (3) multiple choice questions correctly earning 4/6 points and providing appropriate rationale on response. (05/02/2016)</p>	<p><b>Use of Result:</b> No action to be taken. Will continue with current education and examination relating to suicide and patient safety. (05/02/2016)</p>
		<p><b>Related Documents:</b>  <a href="#">NURS433 Sp16 Exam.Midterm.doc</a></p>	



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**Finding Reporting Year:** 2015-2016

**Goal met:** Yes

100% of students (n = 20) answered all (3) multiple choice questions (#'s 4, 8, & 10) correctly related to suicide assessment earning 6/6 points and providing appropriate rationale on response. (11/28/2015)

**Related Documents:**

[NURS433 F15 Exam.midterm.doc](#)

**Use of Result:** No action to be taken. Will continue with current education and examination methods. (12/28/2015)

**Scholarship** - Evaluates research for potential application for evidence-based practice

**Goal Status:** Active

**Goal Category:** Student Learning

**Goal Level (Bloom/Webb):** High-Level (Creating/Evaluating) [Bloom]

**Other Findings**

**Finding Reporting Year:** 2014-2015

**Goal met:** Yes

Prior to our decision to seek accreditation with CCNE the School of Nursing identified via the Outcomes Committee that available data related to the achievement of program outcomes by alumni was an area of deficiency. In response to this issue an action plan was put in place. Known employers were contacted and it was reported that the lack of response to the employer survey was a direct result of risk to the organization related to HIPAA and an employee's right to privacy. In response to this feedback, the Outcomes Committee sought input from students as well. Students were educated as to the necessity of the SON's ability to gather this data. As a result, a new employer survey was created in alignment with the nine program outcomes for the LSSU SON and a student release of information form was created. An action plan was created; students now sign this form in their senior year providing employers with permission to provide requested information via survey to the LSSU SON. Between 2009 and 2014, employer surveys had not been returned by the employer. As a result of the changes made in identification of this deficiency, the SON received 100 percent of signatures from senior students giving permission for employers to release data. Six employer survey responses have been received in the 2014-2015 academic year, and these surveys have identified data in all nine of the LSSU SON Program Outcomes. In regard to student and alumni scholarship we have broadly assessed that students and alumni are

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	<p><b>Other Findings</b></p>	<p>demonstrating ongoing professionalism. This demonstration has been assessed in the form of publication, honor society membership, leadership and management positions within their community, graduate program completion, military service including one Naval nurse assigned to the White House, US Public Health Service, faculty, and professional presentations at international, national, state, and local conferences. (08/27/2015)</p> <hr/> <p><b>Finding Reporting Year:</b> 2014-2015  <b>Goal met:</b> Yes  Employer Satisfaction - (08/27/2015)</p>	<p><b>Use of Result:</b> * Aggregated data will be shared with Advisory Committee members to encourage responses.  * Advisory Committee Members will be notified during the Biannual Advisory Council Meetings that the employer satisfaction survey will be forthcoming, in an effort to gather more responses in the coming year.  *An email will be sent out to Advisory Council members prior to the survey to make contact with potential respondents.  * The Chief Administrator will make personal contact with respondents when visiting sites in order to discuss the surveys and encourage participation in survey process and further assess employer satisfaction. (08/27/2015)</p>
		<hr/> <p><b>Finding Reporting Year:</b> 2013-2014  <b>Goal met:</b> No  There were challenges identified in obtaining employer satisfaction data.  Prior to our decision to seek accreditation with CCNE the School of Nursing identified via the outcomes committee</p>	

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	<p><b>Other Findings</b></p>	<p>that data related to the achievement of program outcomes by alumni was an area of deficiency. In response to this issue an action plan was put in place. Known employers were contacted and it was reported that the lack of response to the employer survey was a direct result of risk to the organization related to HIPAA and an employee's right to privacy. In response to this feedback, the Outcomes Committee sought input from students as well. Students were educated as to the necessity of the SON's ability to gather this data. As a result, a new employer survey was created in alignment with the nine program outcomes for the LSSU SON and a student release of information form was created. Students in their senior year will sign this form providing employers with permission to provide requested information via survey to the LSSU SON. Prior to 2014, data was not received from surveys sent. As a result of the changes made in identification of this deficiency, the SON received 100 percent of signatures from senior students giving permission for employers to release data and has received 6 employer survey responses in the 2014-2015 academic year and these surveys have identified data in all nine of the LSSU SON Program Outcomes. (02/03/2014)</p> <p><b>Related Documents:</b>  <a href="#">Mtg Mins-Nurs Adv Brd-3-13-13.docx</a>  <a href="#">Mtg Mins-Nurs Adv Brd-10-10-12.docx</a>  <a href="#">S14 Nursing Adv Brd Mtg Minutes 3-12-14.docx</a>  <a href="#">F13 Nursing Adv Brd Mtg Minutes 10-30-13.docx</a></p>	
	<p><b>Direct - Capstone Project - including undergraduate research</b> - Each student will submit a NURS 436 Contemporary Issues in Nursing Critical Analysis Paper concerning an issue or problem confronting professional nursing today. The student must do a literature search to obtain current research and</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes  N=21. 100% of learners scored at least 85% on this project.  (05/03/2018)</p> <p><b>Related Documents:</b>  <a href="#">Critical Analysis Paper Rubric.doc</a>  <a href="#">Guide to Creating an Outstanding CAP.docx</a></p>	<p><b>Use of Result:</b> Given the favorable results of the critical analysis papers from the spring 2018 semester, continue to stress the importance of critically analyzing contemporary issues in nursing using evidence based research to support view points. Continue to stress to newly graduating nurses,</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>reputable information on the topic.  <b>Criteria Target:</b> Professionally present the current information regarding the topic by submitting a high quality in-depth paper that synthesizes the data. All students will score at least 85% on this paper.  <b>High Impact Program Practices 1:</b> Capstone Course(s), Projects  <b>Related Documents:</b>  <a href="#">Critical Analysis Paper Rubric.doc</a>  <a href="#">Guide to Creating an Outstanding CAP.docx</a>  <b>Direct - Laboratory, Clinical, Skill/Competency Assessments -</b> Students in the clinical setting function in the role of the nurse by providing bedside nursing care. Part of the criteria for successful completion of the clinical portion of NURS 327 Adult I Medical/Surgical Nursing is completion of two Comprehensive Care Plans (CCPs). These CCPs include application of research which justifies interventions the nurse uses to provide optimal patient care with positive patient outcomes.  <b>Criteria Target:</b> Each student will submit two CCP's of which they will obtain at least 72% on each.</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes            Fall 2017 and Spring 2018 cohorts in NURS 327 Adult I Medical/Surgical Nursing all produced the required CCPs with scores above 80%. (Fall 17 n=22, Spring 18 n=22). (04/20/2018)  <b>Related Documents:</b>  <a href="#">Comprehensive Care Plan Guidelines.docx</a>  <a href="#">CCP packet.pdf</a></p>	<p>that managers will need evidence to support changes made to the work environment. (08/26/2018)</p> <p><b>Use of Result:</b> This is a worthwhile activity for these junior level nursing students as it forces the student to have frank conversations with their patients, promotes a detailed physical assessment of the patient, demands the use of current evidence based interventions, and is a means of helping the student connect all aspects of patient care into one comprehensive package. Will continue this activity, monitoring for deficiencies in the quality of these care plans. (08/29/2018)</p>
	<p><b>Direct - Laboratory, Clinical, Skill/Competency Assessments -</b> In this HLTH 235 Healthcare Informatics assignment, students are asks to define and compare and contrast the differences in the type of research articles. Students write an “encyclopedia” type definition of</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes            95% of the students received at least 80% on the assignment and were able to retrieve and identify key components of the different types of research articles. When students are quizzed the following semester in their research course, they are successful at recalling the data when put into think, pair, share groups.</p>	<p><b>Use of Result:</b> The results of the students success with this assignment helps prepare them for being able to quickly assimilate the concept that there are different kinds of Evidence Based Practice articles used in Nursing. I use the results of this assignment</p>

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	<p>articles such as primary and secondary studies; quantitative and qualitative studies; literature reviews, systematic reviews, meta-analysis, and meta-synthesis, and then they are asked to compare the similarities and differences between them. They are not allowed to use quotes, I want them to practice the fine art of paraphrasing and referencing. They must write a reference list of all your sources using APA checklist I developed for them.</p> <p><b>Criteria Target:</b> 90% of students will properly define various research definitions such as primary quantitative and qualitative research; secondary research including literature reviews, systematic reviews, meta-analysis, and meta-synthesis, and identify key components of each of the different types of research articles.</p> <p><b>Schedule/Notes:</b> The guidelines.gov website is no longer available due to budget cuts</p> <p><b>High Impact Program Practices 1:</b> Common Intellectual Experiences</p> <p><b>Direct - Group project, collaborative learning</b> - Students are given a primary nursing quantitative &amp; qualitative research study to “actively read” and critique. They are given critique guidelines that identifies ALL the research concepts and they answer the questions and identify the concepts directly on the article, providing citations using APA.</p>	<p>(08/31/2018)</p> <p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> Yes 100% of the students so marked improvement on the research article critique after reviewing their original answers and discussing the differences between the groups answers. There is a great deal of engagement during this class and pertinent discussion about the research concepts being critiqued. The student much prefer to dialogue about the article, rather than being alone in a room writing a scholarly critique.</p>	<p>to assess their retention of these concepts Research class the following semester. The students do a "Think, Pair, Share" exercise to recall the terms such as primary and secondary studies, systematic reviews, meta-analysis &amp; metasynthesis, and clinical practice guidelines. Students use these related to searching and appraising different types of research articles.</p> <p>The results of this assignment are also shared with colleagues because students are asked in every clinical class to find a "research article" that relates to their patient's diagnosis and write a bibliography on the paper. (08/31/2018)</p> <p><b>Use of Result:</b> Research critique assignments in previous semesters I did not have students make a copy of their work before they met in groups to discuss the critique, therefore I was unable to know what improvements were added to their critiques. Now that I have them make a copy of their original submission, they seem to</p>

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	<p>Active reading involves underlining, bracketing, and writing in the margins of the article (use the back of the article if they need additional room). The definitions and explanation of the concepts or terms are paraphrased (they are not allowed to use quotes), and properly referenced to reflect their grasp of the concepts. Students bring a "copy" of the marked up article to class along with the original (which they submit to prior to class). Then, they use their photo copy and get into teams to discuss and share their unique perspectives on the critique, and they make additions to their copy to submit at the end of the class.</p> <p><b>Criteria Target:</b> 100% of students will actively participate in the group critique assignment and will include additional written insights &amp; perspectives on the second critique they conducted as a group as compared to the original critique they did on their own.</p> <p><b>Related Documents:</b>  <a href="#">Quantitative Critique Guidelines.docx</a>  <a href="#">Qualitative Critique Guidelines.docx</a></p>	<p>(08/31/2018)</p> <p><b>Related Documents:</b>  <a href="#">Quantitative Critique Guidelines and Scoring Rubric.docx</a></p>	<p>put more effort in their initial paper. (08/31/2018)</p>
<p><b>Liberal Education</b> - Appraises a solid base in liberal education for nursing practice  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom]</p>	<p><b>Direct - Writing Intensive Assignment</b> - Student will integrate nursing theory and theorists, and apply the Nursing Metaparadigm (Person, Nursing, Environment, Health) into the completion of Nursing Theory/Personal Philosophy paper in NURS 211 (Introduction to</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No  2 out of 14 students (14.2%) did not meet this criterion.  Class average was 82.3% (08/27/2018)</p>	<p><b>Use of Result:</b> Revising emphasis on the connection between Nursing theory and the Metaparadigm for this years class. Adding a writing exercise that links the two prior to the development of each student's</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	Professional Nursing) <b>Criteria Target:</b> A scoring rubric will be used to evaluate application of concepts. 100% of students will complete paper at grade of 72% (C) or higher.  <b>Related Documents:</b> <a href="#">NURS211 Theory Paper guidelines.docx</a> <a href="#">NURS211 Theory Paper RUBRIC.docx</a>	<hr/> <b>Finding Reporting Year:</b> 2016-2017 <b>Goal met:</b> No 25 of 26 students met benchmark with one student at 67%. Class average 90% (12/22/2017)  <hr/> <b>Finding Reporting Year:</b> 2015-2016 <b>Goal met:</b> Yes 100% of students achieved benchmark with class average of 93% on paper (04/30/2016)  <hr/> <b>Finding Reporting Year:</b> 2014-2015 <b>Goal met:</b> No 23 of 24 students (95.8%) met criteria. Class average of 86.1% on paper. (05/01/2015)  <hr/> <b>Finding Reporting Year:</b> 2014-2015 <b>Goal met:</b> No 23 of 24 students (95.8%) of students earned grade of 72% (C) or higher (12/19/2014)	paper (08/27/2018)  <hr/> <b>Use of Result:</b> Quality of papers improved in 2nd draft (after adding a first draft). Continue this method even with one student not achieving benchmark (05/01/2017)  <hr/> <b>Use of Result:</b> Even with students achieving appropriate scores and meeting target, student feedback in evaluations demonstrates need for a 'draft' submission of paper. This will be implemented for the next academic year. (05/01/2016)  <hr/> <b>Use of Result:</b> As class average well above criterion, continue to revise focus of class material and monitor. (09/23/2015)
	<b>Direct - Capstone Project - including undergraduate research - Critical Analysis Paper</b> <b>Criteria Target:</b> Learner will submit a paper concerning an issue or problem confronting professional nursing practice. The paper will contain an in-depth analysis of the issue. The learner will then formulate two points of view regarding the topic, analyze the ethical aspects of the issue, how the nursing scope of practice is impacted by the issue, and synthesize the data	<b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> Yes N=21. 100% of the learners scored at least 85% on this project in the spring 2018 semester. (08/26/2018)  <b>Related Documents:</b> <a href="#">Critical Analysis Paper Rubric.doc</a>	<b>Use of Result:</b> Revise course content to provide more focus on applying nursing theory to metaparadigm and nursing practice. (12/19/2014)  <b>Use of Result:</b> Given the favorable results of the critical analysis papers from the spring 2018 semester, continue to stress the importance of critically analyzing contemporary issues in nursing using evidence based research to support view points. Continue to stress to newly graduating nurses, that managers will need evidence to support changes made to the work environment. LO (08/26/2018)

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>to formulate their own opinion. Finally, the learner will then make a recommendation to resolve the issue. The critical analysis paper is a project assigned in NURS 436 Contemporary Issues in Nursing. 100% of learners will score at least 85% on this paper.</p> <p><b>High Impact Program Practices 1:</b> Capstone Course(s), Projects</p> <p><b>High Impact Program Practices 2:</b> Capstone Course(s), Projects</p> <p><b>Related Documents:</b> <a href="#">Critical Analysis Paper Rubric.doc</a> <a href="#">Guide to Creating an Outstanding CAP.docx</a></p>		
<p><b>Information management -</b> Designs knowledge and skills in information management and patient care technology in the delivery of quality patient care</p> <p><b>Goal Status:</b> Active</p>	<p><b>Direct - Laboratory, Clinical, Skill/Competency Assessments -</b> 100% of NURS 431 Adult Nursing II students will actively participate to deliver and document quality patient care in a Cardiogenic Shock and Sepsis simulation via an electronic health record</p> <p><b>Criteria Target:</b> 100% of graduates will assess, identify, analyze and document patient findings for a simulated patient in acute distress.</p> <p><b>High Impact Program Practices 1:</b> Not applicable to this outcome</p> <p><b>High Impact Program Practices 2:</b> Not applicable to this outcome</p> <p><b>Related Documents:</b> <a href="#">Adult Med Surg II Cardiogenic Shock Simulation.pdf</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>100% of students actively participated to deliver quality patient care during simulation and 50% documented patient care in Docu care which is the electronic patient record. (05/29/2018)</p> <p><b>Related Documents:</b> <a href="#">Example of Docu Care Electronic Health Record.pdf</a></p>	<p><b>Use of Result:</b> Continue the utilization of this interactive approach for students in the 2018-2019 academic year. The web-based interactive approach allows the student to apply critical thinking and demonstrate technical skills. The exchange of patient healthcare information allows for the student to a higher quality, safe and efficient care. Changes for Fall 2018 will include requiring each student to document a minimum of 1 patient care related electronic entry during both simulations to replace the current process of assigning 1 student from each group to complete documentation. (05/29/2018)</p>
		<p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> No</p>	<p><b>Use of Result:</b> Lack of patient documentation during both the</p>



Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p><b>Direct - Group project, collaborative learning</b> - This assignment is designed to provide students the opportunity to research and present various aspects of the latest information technology used in the healthcare system today. Students work in groups of two (2) or three (3) and select a health information technology topic from the list in the syllabus. The students work as a team and write a 3-4 page paper, develop a PowerPoint presentation, and give a 20 to 30-minute presentation on the topic to the class. Each student participates in researching the topic and each will present an equitable portion of the information to the class. After the paper and PowerPoint are completed, each student on the team completes a peer evaluation form.</p> <p><b>Criteria Target:</b> 90% of the students will receive at least 80% on the paper and Power Point with 90% of peer evaluations indicating equitable effort from each of the team members.</p>	<p>100% of students actively participated to deliver patient care in the Cardiogenic Shock and Sepsis simulation. Less than 50% of students participated in the patient documentation in both simulations. (12/30/2016)</p> <p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes  100% of students received at least 80% and 90% received at least 88%. 100% of the students received 100% on the presentation and Power Point. Over 95% of the peer evaluations indicated that there was equity in the share of the group work. (08/31/2018)</p> <p><b>Related Documents:</b>  <a href="#">APA Checklist for Scholarly Papers.docx</a></p>	<p>Cardiogenic Shock and Sepsis simulation identifies the importance of demonstrating continuity of safe patient care. Emphasize the importance of real-time bedside electronic patient documentation to demonstrate accurate delivery of patient care in the Spring 2018 during both simulations. (08/29/2018)</p> <p><b>Use of Result:</b> The results of this assignment are used to assess students understanding of writing a scholarly paper, in the 3rd person, and their understanding of how to use APA. Each semester, students struggle with both of these and each semester I provide additional resources on Moodle, and I spend more time teaching about writing, citing, and formatting using APA. I also created an APA check list for students to submit along with their paper (see attached document). (08/31/2018)</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p><b>Policy and Regulations</b> - Analyzes health care policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the health care system.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p>	<p><b>Related Documents:</b>  <a href="#">Informatics Topics.docx</a></p> <p><b>Direct - Writing Intensive Assignment</b> - Students will apply concepts related to health policy in completing NURS211 Introduction to Professional Nursing written assignment to discuss impact on health care system and patient health.</p> <p><b>Criteria Target:</b> 100% of students will complete this assignment at a Satisfactory level (S/U)</p> <p><b>High Impact Program Practices 1:</b> Not applicable to this outcome</p> <p><b>High Impact Program Practices 2:</b> Not applicable to this outcome</p> <p><b>Related Documents:</b>  <a href="#">NURS211 Health Policy Issues assignment info.docx</a>  <a href="#">NURS211 Online Journal Rubric.docx</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>100% of students (n=14) completed assignment at a Satisfactory level (05/03/2018)</p>	<p><b>Use of Result:</b> Since this is an assignment that students complete individually, a classroom discussion after completion would enhance student consideration of other perspectives on these healthcare policy issues. Will incorporate this semester. (08/27/2018)</p>
	<p><b>Direct - Capstone Project - including undergraduate research</b> - Direct Assessment. Students will perform a financial analysis and evaluation of their capstone plan or project and submit a three to five paper outlining and discussing these financial projections</p> <p><b>Criteria Target:</b> 80% of student groups will achieve a minimum of 80% on the completion of a minimum of three and maximum of five page paper using APA 6th edition and a minimum of three current resources outlining the financial projections in budget format and discussing the feasibility of the implementation of their</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>N19=100% of students completed a financial feasibility assignment including a budget preparation and presentation within the Capstone Assignment for NURS 435. (05/01/2018)</p>	<p><b>Use of Result:</b> Will continue with this assessment outcome and course assignment. Nurses must understand how they impact the financial and regulatory process of an organization and health care arena and be able to communicate and apply this impact. This assignment allows them the opportunity to explore this impact. (05/01/2018)</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>capstone nursing plan or project.</p> <p><b>High Impact Program Practices 1:</b> Capstone Course(s), Projects</p> <p><b>High Impact Program Practices 2:</b> Collaborative Assignments, Projects</p> <p><b>Related Documents:</b> <a href="#">Financial Assignment Rubric for Tracdat.pdf</a></p> <p><b>Direct - Writing Intensive Assignment -</b> A worksheet in NURS 325 will be assigned asking the student to identify and discuss several policies in the United States related to maternity care services, including how the Affordable Health Care act applies to maternity care as well as other pending legislation. As well, the student will be asked to identify the major organizations that impact maternity care policy in the United States. (Active)</p> <p><b>Criteria Target:</b> 100% of students will obtain a score of over 80% on this assignment.</p>	<p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> Yes 100% of students scored &gt;80% on this assignment. (05/03/2017)</p> <p><b>Related Documents:</b> <a href="#">Policy reading assignment.docx</a> <a href="#">Moher Maternal Health Policy Worksheet.docx</a></p>	<p><b>Use of Result:</b> Will change assignment to include student led group discussion as although typically students perform well on this assignment based off the last few evaluations, the goal is being met and a change in delivery format is due. (05/03/2017)</p>
	<p><b>Direct - Group project, collaborative learning -</b> Students in NURS 325 will participate in a collaborative learning project in which different maternal healthcare organizations (grassroots, government and professional), as well as both sides of controversial maternity care issues that is student led during class.</p> <p><b>Criteria Target:</b> 100% of students will participate by leading a section and come to class being prepared to lead a short discussion on the topic by giving a synopsis of the topic. A participation grade will be given.</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes 100% of students received full credit for their participation. (05/07/2018)</p>	<p><b>Use of Result:</b> Will require the oral synopsis to be written and turned in so that there is documentation of preparation of the collaborative session. Will otherwise continue with the learning exercise. (08/28/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
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**Related Documents:**  
[Policy reading assignment \(1\).docx](#)

**Health promotion** - Determines health promotion and disease prevention at the individual and population health levels  
**Goal Status:** Active  
**Start Date:** 08/21/2017  
**Goal Level (Bloom/Webb):** Level 4 (Extended Thinking) [Webb]  
**Institutional Learning:** ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.  
**Assessment Year:** AY17-18

**Direct - Group project, collaborative learning** - Determines health promotion and disease prevention at the individual and population health levels as evidenced by use of the Precede/Proceed Model to assess and, when possible, reduce the health risks of local teens and military veterans.  
**Criteria Target:** In the Spring, 2018 semester, 100% of students will demonstrate competency in nursing care related to health promotion and disease prevention by designing and implementing a health education project receiving at least a B grade from the teens interacting at their Rudyard Teen Health Fair booth.  
**Schedule/Notes:** NURS 432 is the capstone clinical nursing course.  
**High Impact Program Practices 1:** Collaborative Assignments, Projects  
**Related Documents:**  
[432 Teen Health Fair Reflections.docx](#)  
[S18 RUBRIC Teen Health Fair.docx](#)  
[Teen Health Fair Final Report.pdf](#)

**Direct - Experiential , including Service Learning Experience Evaluation** - NURS 325: Nursing of Childbearing Families: A Comprehensive Care Plan will be completed for both a mother and baby dyad that the student has assessed, planned care for and

**Finding Reporting Year:** 2017-2018  
**Goal met:** Yes  
 100% of students in F17 achieved a score of 80% or higher on their CCP. The lowest score was 85% (01/08/2018)

**Finding Reporting Year:** 2016-2017  
**Goal met:** No

**Use of Result:** As this is the first year that the target criteria was fully met for 100% of students achieving a score of 80%, we will continue to evaluate this at this standard. (01/08/2018)

**Use of Result:** In 2016 the

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	<p>implemented. Nursing interventions for health promotion and disease prevention to be demonstrated, as well as a list of priority interventions. Communication to be demonstrated by documenting mutually set pt goals and client response. Clinical instructor input is utilized in final grading for actual implementation of the care plan. (Active)</p> <p><b>Criteria Target:</b> 100% of students will achieve 80% or higher on their Comprehensive Care Plan</p> <p><b>High Impact Program Practices 1:</b> Not applicable to this outcome</p> <p><b>Related Documents:</b>  <a href="#">CCP Template 2015 NURS 325.doc</a>  <a href="#">Student example (good) CCP.docx</a>  <a href="#">Student example (fair) CCP.doc</a></p> <p><b>Direct - Group project, collaborative learning</b> - Determines health promotion and disease prevention at the individual and population health levels as evidenced by use of the Precede/Proceed Model to assess and, when possible, reduce the health risks of local teens and</p>	<p>95% of students in S17 achieved 80% or higher on CCP (21/22)</p> <p>1 student achieved at 72%, and was given a chance to remediate and achieved an 86%. (05/08/2017)</p> <p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes</p> <p>The results from the Spring, 2018 Teen Health Fair were that 100% of the NURS 432 students earned a B or better grade on their health education projects. Beyond that, the teens participating in the Health Fair cited that information they learned from their interactions at the NURS 432 students' booths was likely to make them change their</p>	<p>Achievement goal was 100% of students would achieve a score of 75% or more. This was achieved several semesters, so the goal was increased to 80%, which would demonstrate greater competence above the minimum passing score of 72% for the class. If students were to achieve between 72-79% they were given an opportunity to remediate their work to be able to achieve above an 80%. The idea was that it would allow those students to identify their issues and have an opportunity to correct them and move towards greater competence. Students had to achieve a minimum of 72% to qualify for this. The Spring 17 cohort was the first time that this was implemented and one student was able to increase their score from 75% to 86%. The remainder of the students in the Spring 17 cohort achieved a score of above 80% on their first effort. We will continue to evaluate this and work with students to improve their evaluation of patient outcomes, which was frequently where students had deficiencies. (05/09/2017)</p> <p><b>Use of Result:</b> The Rudyard School Nurse reported that teens continued to ask questions about or were seen to implement some of the health promotion strategies conveyed to them by the NURS 432 students during the Teen</p>

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	<p>military veterans. (Active)</p> <p><b>Criteria Target:</b> In the Fall, 2018 semester, 100% of students will demonstrate competency in nursing care related to health promotion and disease prevention by building a coalition with local veterans to assess and, where possible, reduce their health risks.</p> <p><b>Schedule/Notes:</b> This work began in the Spring, 2018 semester when five students from NURS 432, a faculty member, and one Junior Nursing student who is not in the course but who is a military veteran met with the leadership of the local Veterans of Foreign Wars (VFW) to explain their plans for a project where the health risks of local veterans could be assessed and, when possible, reduced. The VFW leadership agreed to work with the NURS 432 students by informing their membership and other local veteran groups regarding this project. The students performed health assessments via assessing blood pressure, pulse, respirations, temperature, and blood glucose levels, and provided health education regarding those health findings.</p> <p>In June, 2018, faculty members and two students who will be in the Fall, 2018 NURS 432 course volunteered to perform health assessments for veterans participating in the Engineers' Day Honor Ceremony for Veterans. Thirty three veteran</p>	<p>current practices to ones that are more conducive to health. A final report of the findings and recommendations was prepared by the NURS 432 students and delivered to the sponsoring agencies, Chippewa County Health Department and Rudyard Consolidated Schools. (08/29/2018)</p> <p><b>Related Documents:</b></p> <p><a href="#">Teen Health Fair Final Report.pdf</a></p> <p><a href="#">432 Teen Health Fair Reflections.docx</a></p> <p><a href="#">S18 RUBRIC Teen Health Fair.docx</a></p>	<p>Health Fair. Sunscreen use and water consumption rose significantly, and the students were more likely to use the gym for exercise in their free time. (08/29/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>participants had health screenings performed and were given verbal and written health education about the outcomes.</p> <p>The work to build this local coalition and provide health risk assessments will continue in the Fall, 2018 semester and will include providing health education to veterans regarding Per- and Polyfluoroalkyl Substances (PFAS) recently identified in the ground water and soil at several current and former military bases where these veterans may have served.</p> <p><b>Direct - Case Analysis</b> - Students in NURS 326 were assigned their growth and development Omaha care plan on a pediatric patient that they encountered through a outpatient clinical pediatric site.</p> <p><b>Criteria Target:</b> All students will receive a target score of 80% and above on their Omaha Care Plan.</p> <p><b>High Impact Program Practices 1:</b> Service Learning, Community-based learning</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>All students successfully wrote their care plans with the lowest grade being 86% and the highest being 98%. (05/18/2018)</p>	<p><b>Use of Result:</b> We will continue to utilize this Course Assessment Method as it aligns with completing course objections for Health Promotion. No changes. (08/29/2018)</p>
	<p><b>Direct - Writing Intensive Assignment</b> - All students in NURS433 - Community Mental Health Nursing course will complete a Family Assessment and Care Plan. Students will choose a family in community of choice and assess this family according to the concepts and components of Marilyn Friedman</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>94% (n=17/18) students attained 90% or higher on family assessment assignment. 6% (n=1/18) students attained 75% on family assessment assignment. (08/30/2018)</p>	<p><b>Use of Result:</b> Plan is to incorporate more education on OMAHA Care Plan. Most points lost for assignment centered around nursing interventions not being written for nurse to accomplish but as client focus, in a manner that could be measured,</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>family nursing theory while focusing on mental health. A written formal APA paper will be submitted. The paper should be at least 15 pages in length, including Genogram, Eco map, relevant OMAHA nursing focus area, goals, and proposed nursing interventions (do not need to carry them out). The intent of the assignment is for students to use their communication skills to gain assessment data from the family. Students need to ensure that the assessment includes data that provides a clear picture of the status of the family. For example, communication skills need to be expanded beyond "family communicates well". There should also be consistency between the assessment narrative, OMAHA care plan(s) which includes family teaching, Genogram and Eco map. A rubric is used to assess.</p> <p><b>Criteria Target:</b> 100% of students will obtain at least a score of 18/20 points or 90% on comprehensive family assessment assignment.</p> <p><b>High Impact Program Practices 1:</b> Collaborative Assignments, Projects</p> <p><b>High Impact Program Practices 2:</b> Service Learning, Community-based learning</p> <p><b>Related Documents:</b>  <a href="#">Friedman Family Assessment Short Form.pdf</a>  <a href="#">Omaha System Worksheet.docx</a>  <a href="#">family assessment consent.doc</a>  <a href="#">NURS 433 Family Assessment Rubric.</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> No  76% (n=16/21) students attained 90% or higher on family assessment assignment. 24% (n=5/21) students attained 80% or below on family assessment assignment. (05/17/2018)</p> <hr/> <p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> No  88% (n=21/24) students attained 90% or higher on family assessment assignment. 12% (n=3) students attained 85% or lower on family assessment assignment. (05/24/2017)</p>	<p>nor had appropriate or missing time frames. Additionally, the other area where students lost points were for grammar and APA formatting. Plan will be to offer resources for APA formatting and suggestions to utilize grammar/spell checker within Word program. Will continue with this outcome measurement. (12/20/2017)</p> <hr/> <p><b>Use of Result:</b> Plan is to incorporate more education on OMAHA Care Plan. Most points lost for assignment centered around nursing interventions not being written for nurse to accomplish but as client focus, in a manner that could be measured, nor had appropriate or missing time frames. One students earned a 75% due to missing many areas of paper content but did good work on OMAHA Care Plan. Additionally, the other area where students lost points were for grammar and APA formatting. Plan will be to offer resources for APA formatting and suggestions to utilize grammar/spell checker within Word program. Will continue with this outcome measurement. (05/17/2018)</p> <hr/> <p><b>Use of Result:</b> Plan is to incorporate more education about need for pertinent theory identification and inclusion of family dynamics. Most points lost</p>



Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<a href="#">doc</a>		<p>for assignment centered around the exclusion of theory into written family assessment. Additionally, the other area where students lost points were for grammar and APA formatting. Plan will be to offer resources for APA formatting and suggestions to utilize grammar/spell checker within Word program. Will continue with this outcome measurement. (05/24/2017)</p>
		<p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> No  84% (n=21/25) students attained 90% or higher on family assessment assignment. 160% (n=4/25) students attained 80% or lower on family assessment assignment. (12/19/2016)</p>	<p><b>Use of Result:</b> Plan is to incorporate more education about need for pertinent theory identification and inclusion of family dynamics. Most points lost for assignment centered around the exclusion of theory into written family assessment. Additionally, the other area where students lost points were for grammar and APA formatting. Plan will be to offer resources for APA formatting and suggestions to utilize grammar/spell checker within Word program. Will continue with this outcome measurement. (12/19/2016)</p>
		<p><b>Finding Reporting Year:</b> 2015-2016  <b>Goal met:</b> No  80% (n=16/20) students attained 95% or higher on family assessment assignment. 20% (n=43/20) students attained 80% on family assessment assignment. (05/02/2016)</p>	<p><b>Use of Result:</b> Plan is to incorporate more education about need for pertinent theory identification and inclusion of family dynamics. Most points lost for assignment centered around the exclusion of theory into written family assessment. Additionally, the other area where</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
		<p><b>Finding Reporting Year:</b> 2015-2016  <b>Goal met:</b> No            45% (n=9/20) students attained 95% or higher on family assessment assignment. 15% (n=3/20) students attained 90% and 40% (n=8/20) attained 85% or lower on family assessment assignment. (12/28/2015)</p>	<p>students lost points were for grammar and APA formatting. Plan will be to offer resources for APA formatting and suggestions to utilize grammar/spell checker within Word program. Will continue with this outcome measurement. (05/02/2016)</p> <hr/> <p><b>Use of Result:</b> Most of points lost were due to students omitting required theory information and inappropriate APA formatting. Plan is to cover theory inclusion and APA formatting in greater detail during class session on completing Family Assessment. (08/29/2018)</p>
<p><b>Professionalism</b> - Emulates professionalism and inherent values of altruism, autonomy, human dignity, integrity, and social justice  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning</p>	<p><b>Other Findings</b></p>	<p><b>Finding Reporting Year:</b> 2013-2014  <b>Goal met:</b> Yes            Students-Students demonstrate professionalism through professional presentations in the classroom and clinical settings, adhere to the SON Handbook and code of conduct, and professional appearance. See employee survey results 2014-2015. (08/27/2015)</p> <p><b>Related Documents:</b>  <a href="#">Employer Evaluation AY15.pdf</a></p> <hr/> <p><b>Finding Reporting Year:</b> 2013-2014  <b>Goal met:</b> Yes            Alumni-We have broadly assessed that alumni are demonstrating ongoing professionalism through publication, honor society membership, leadership and management positions within their communities, graduate program completion, military service including one Naval nurse assignment to the White House, US Public Health Service faculty and professional presentation at International, National, State and Local conferences.</p>	

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p><b>Other Findings</b></p>	<p>(08/27/2015)</p> <p><b>Related Documents:</b>  <a href="#">S15 Conference Agenda Final.doc</a>  <a href="#">LSNHS Alumni Night.pdf</a>  <a href="#">Annual Spring Conference Agenda April 2014.docx.pdf</a>  <a href="#">Professional Scholarship award.doc</a></p>	
	<p><b>Direct - Laboratory, Clinical, Skill/Competency Assessments -</b>  Each student models professionalism in the clinical setting as evidenced by progressively integrating critical thinking and decision making skills in order to practice nursing safely and with minimal direction for more than one patient and demonstrating competent, caring behaviors by respecting the legal, ethical and moral rights and values of others.  <b>Criteria Target:</b> By the end of the semester, performance is either satisfactory or unsatisfactory.  <b>High Impact Program Practices 1:</b> Not applicable to this outcome  <b>High Impact Program Practices 2:</b> Not applicable to this outcome  <b>Related Documents:</b>  <a href="#">327 Clinical Evaluation Tool.doc</a>  <a href="#">Clinical evaluation tool definitions.docx</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes  N=22. 100% of students in NURS 327 performed at the satisfactory level by the end of the Spring 18 semester clinical rotation. (05/03/2018)</p>	<p><b>Use of Result:</b> Continue to focus on modeling nursing professionalism using the criterion established in clinical evaluation tool. (08/27/2018)</p>
	<p><b>Direct - Laboratory, Clinical, Skill/Competency Assessments -</b>  100% of students will achieve a satisfactory on their final clinical evaluation to adhere to the current ANA Code of Ethics for Nurses  <b>Criteria Target:</b> Graduates will emulate professionalism and inherent values of altruism,</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes  N=21 100% of Adult Med/Surg II students achieved satisfactory on their final clinical evaluation demonstrating professional nonnegotiable ethical standards. (05/29/2018)</p>	<p><b>Use of Result:</b> Continue to utilize the clinical evaluation tool as a marker for qualitative feedback for professional ethics, obligations and duties for the academic year 2018-2019. (05/29/2018)</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>autonomy, human dignity, integrity and social justice.</p> <p><b>High Impact Program Practices 1:</b> Not applicable to this outcome</p> <p><b>High Impact Program Practices 2:</b> Not applicable to this outcome</p> <p><b>Related Documents:</b>  <a href="#">Clinical Evaluation Template 2013 revised 3_20_13CCNE.docx</a></p>		
<p><b>Nursing Practices -</b> Synthesizes nursing practice with patients, individuals, families, groups, communities, and populations across the lifespan and across the continuum of health care environments and the variations of care, the increased complexity, and the increased use of health care resources inherent in caring for patients</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p>	<p><b>Direct - Field Placement/Internship Evaluation -</b> Synthesizes nursing practice with patients, individuals, families, groups, communities, and populations across the lifespan and across the continuum of health care environments and the variations of care, the increased complexity, and the increased use of health care resources inherent in caring for patients as evidenced by completion of NURS 432 Clinical Evaluation Tool</p> <p><b>Criteria Target:</b> 100% of students completing the nursing program will have demonstrated competency in nursing care as measured by the NURS 432 Clinical Evaluation Tool (Fall, 2017) or by providing in-home health assessment and nursing care for a patient, and developing, implementing, and evaluating (when possible) a comprehensive plan of care for that patient (Spring, 2018).</p> <p><b>Schedule/Notes:</b> NURS 432 is the capstone clinical course for the BSN program.</p> <p>NURS 432 students are precepted and evaluated in the home by experienced home health, hospice,</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>In the Spring, 2018 semester, 100% of the students prepared and implemented an appropriate plan of care. Their clinical care of patients was sometimes limited to a single visit so evaluation and sometimes even implementation was impaired by circumstances outside of the student's control, but students were able to identify essential patient problems and develop strategies for addressing them. (08/29/2018)</p> <p><b>Related Documents:</b>  <a href="#">Abby L. and Nina B's Omahas.pdf</a></p>	<p><b>Use of Result:</b> The plans of care developed by the students were used by the student and the other clinical staff providing health care services to the patient to improve each patient's overall health status or provide them with a dignified, caring, supportive end of life experience. The outcomes may eventually be used by the students in their care of other patients but the primary outcome was to improve the care of a specific patient. (08/29/2018)</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>and maternal and infant health nurses regarding their care of patients in their homes. Each student prepares a plan of care which identifies the patient's physical, social, psychological, and spiritual health deficits and the strategies for improving the patient's health status or offering end of life care when health improvement is not possible. This approach will be continued in the Fall, 2018 semester.</p> <p><b>High Impact Program Practices 1:</b> Service Learning, Community-based learning</p> <p><b>High Impact Program Practices 2:</b> Collaborative Assignments, Projects</p> <p><b>Related Documents:</b>  <a href="#">BSN NURSING PROGRAM OUTCOMES-2018.docx</a>  <a href="#">Comprehensive Care Plan Guidelines.docx</a>  <a href="#">NURS432.Clinical Eval Forms.docx</a>  <a href="#">Example of Nursing of Populations Complete Clinical Evaluation.pdf</a></p> <p><b>Direct - Laboratory, Clinical, Skill/Competency Assessments -</b> Applies nursing practice with patients, individuals, families, groups, communities, and populations across the lifespan and across the continuum of health care environments and the variations of care, the increased complexity, and the increased use of health care resources inherent in caring for patients as evidenced by completion of NURS 325 Clinical Evaluation Tool.  <b>Criteria Target:</b> 100% of students</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No            95% of students were able to demonstrate competency in nursing care as measured by the NURS 325 Clinical Eval Tool. One student out of 23 students had several areas of deficiencies that resulted in unsatisfactory clinical performance. (05/07/2018)</p> <hr/> <p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes            100% of students achieved a satisfactory on the clinical evaluation tool. (12/15/2017)</p> <hr/> <p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> Yes</p>	<p><b>Use of Result:</b> Continue to use the clinical evaluation tool to demonstrate student application of nursing practice. (08/28/2018)</p> <hr/> <p><b>Use of Result:</b> Will continue to utilize this clinical evaluation tool</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>completing the nursing program will have demonstrated competency in nursing care as measured by the NURS 325 Clinical Evaluation Tool</p> <p><b>Schedule/Notes:</b> NURS 325 has 36 hours of direct patient care clinical experience.</p> <p><b>High Impact Program Practices 1:</b> Service Learning, Community-based learning</p> <p><b>Related Documents:</b>  <a href="#">Clinical Evaluation Template 2016 revised NUR 325 326.docx</a></p>	<p>100% of students were able to demonstrate competency in nursing care as measured by the NURS 325 Clinical Eval Tool. All students had several areas of deficiencies that resulted in unsatisfactory clinical performance.</p> <p>(05/05/2017)</p>	<p>to evaluate student performance in applying nursing practice.</p> <p>(05/05/2017)</p>
<p><b>Program Review</b> - The Program provides evidence in support of Program Review in accordance with the Higher Learning Commission Criteria for Accreditation (4.A. The institution demonstrates responsibility for the quality of its educational programs. 1. The institution maintains a practice of regular program reviews.)</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Periodic Program Review</p>	<p><b>Indirect - Report/Audit - Internal</b> - The Program conducts evidence-supported regular program review. The Program addresses the key components of the , incorporates feedback from assessment activities, and documents the impact of assessment findings and subsequent actions on student learning.</p> <p><b>Criteria Target:</b> The Program Review will address the following criteria:</p> <ol style="list-style-type: none"> <li>Contribution to LSSU Mission/Vision</li> <li>Metrics of Productivity</li> <li>Internal and External Program Demand</li> <li>Program Quality</li> <li>Program Assessment</li> <li>Opportunity Analysis</li> </ol> <p><b>Schedule/Notes:</b> A re-assessment of the overall BSN Program outcomes is completed yearly by the School of Nursing, with the listed criteria addressed during SON committee meetings.</p> <p><b>High Impact Program Practices 1:</b></p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>A Response report was written by the School of Nursing to our Accreditor (CCNE: Commission on Collegiate Nursing Education) regarding two Outcomes requiring clarification. They included: IV-E Program outcomes demonstrate program effectiveness, and IV-F: Faculty outcomes, individually and in aggregate, demonstrate program effectiveness. We have not yet received notification of their approval of these program assessment reports</p> <p>(08/28/2018)</p> <p><b>Related Documents:</b>  <a href="#">CCNE Response Report 3-14-2018.pdf</a></p>	<p><b>Use of Result:</b> As we are still waiting for approval or comment on these documents, we will continue to evaluate program effectiveness related to program outcomes and faculty outcomes.</p> <p>(05/01/2018)</p>
		<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>In Spring of 2018 the School of Nursing submitted a Continuous Improvement Progress Report (CIPR) to our Program Accreditor (Commission on Collegiate Nursing Education - CCNE) that updated them on our continuous assessment in meeting our BSN Program outcomes.</p> <p>(08/28/2018)</p> <p><b>Related Documents:</b>  <a href="#">CIPR CCNE 6-11-2018.pdf</a></p>	<p><b>Use of Result:</b> We have not yet received feedback or contact regarding this report, so will continue our assessment process.</p> <p>(08/28/2018)</p>
	<p><b>High Impact Program Practices 1:</b></p>	<p><b>Finding Reporting Year:</b> 2016-2017</p>	<p><b>Use of Result:</b> Feedback was</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>Collaborative Assignments, Projects</p> <p><b>High Impact Program Practices 2:</b> Capstone Course(s), Projects</p> <p><b>Related Documents:</b> <a href="#">Plan for Program Review V4a.pdf</a> <a href="#">BSN NURSING PROGRAM OUTCOMES-2018.docx</a></p>	<p><b>Goal met:</b> Yes The School of Nursing submitted a Response Report to our Accreditor (Commission on Collegiate Nursing Education - CCNE) regarding Key Elements IV-E Program outcomes demonstrate program effectiveness , IV-F Faculty outcomes, individually and in aggregate, demonstrate program effectiveness, and IV-H Data analysis is used to foster ongoing program improvement. (11/29/2016)</p> <hr/> <p><b>Finding Reporting Year:</b> 2014-2015 <b>Goal met:</b> Yes Recommendations included to develop and document evidence of the school's successes in 'closing the loop', showing how what you found relative to student learning was used to make changes and how those changes impacted student learning/achievement. (10/09/2014)</p> <p><b>Related Documents:</b> <a href="#">9. Nursing BSN Letter.pdf</a> <a href="#">9. Nursing BSN Program Review 2014 - reviewed.pdf</a></p> <hr/> <p><b>Finding Reporting Year:</b> 2013-2014 <b>Goal met:</b> Yes The School was a leader in innovation using Tracdat to collect and document their program review. (07/08/2014)</p> <p><b>Related Documents:</b> <a href="#">BSN-Nursing-ProgramReview-2014.pdf</a> <a href="#">BS-NursingProgram-Unit Assessment Report - 2014.pdf</a> <a href="#">NURS ALL Course Assessment Report July2014.pdf</a></p>	<p>received about one year later that only one Key Element (IV-H) was satisfactory to them. They requested more information regarding the remaining 2 elements. (09/04/2017)</p> <hr/> <p><b>Use of Result:</b> The next full program review for the BSN degree is scheduled for May 2019. (10/13/2014)</p>
	<p><b>Indirect - Report/Audit - Internal - CULTURE:</b> School-level Goal is in alignment with the Commission on Collegiate Nursing Education (CCNE) Key Element III-F: The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest. We cultivate continuous self-improvement through service, assessment, and accountability. This is accomplished by inclusion and</p>	<p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> Yes 100% of SON Committees had a student representative (10/15/2018)</p> <hr/> <p><b>Finding Reporting Year:</b> 2016-2017 <b>Goal met:</b> Yes</p>	<p><b>Use of Result:</b> SON formal discussion took place Spring 2018 regarding development of a standardized formal application process for student representation on committees. This will be further developed during AY 2018-2019 (10/15/2018)</p> <hr/> <p><b>Use of Result:</b> Faculty continue to encourage students to participate</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>engagement of students, faculty and SON staff in committee discussions and decision-making.</p> <p><b>Criteria Target:</b> One student representative from the generic BSN program is elected to each SON committee during each academic year and LSSU SON faculty participates in regular SON committee meetings.</p> <p><b>Schedule/Notes:</b> Students representatives are nominated by Lake State Student Nursing Association and/or SON faculty. The SON committees are comprised of the Student Affairs Committee (SAC), Curriculum, Outcomes and Learning Resources committees.</p> <p><b>Indirect - Report/Audit - Internal - ACADEMICS:</b> School-level Goal: is in alignment with the Commission on Collegiate Nursing Education (CCNE) Key Element III-A: The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals, and with the roles for which the program is preparing its graduates. We will cultivate continuous academic and co-curricular improvement to provide relevant programs and support services.</p> <p><b>Criteria Target:</b> The School of Nursing Curriculum/Outcomes committee will evaluate Predictor test, NCLEX-RN pass rates, and item performance of BSN graduates each</p>	<p>100% of SON committees had a student representative for the academic year (10/15/2016)</p> <p><b>Finding Reporting Year:</b> 2018-2019 <b>Goal met:</b> Yes SON faculty continue to meet to assess NCLEX-RN and predictor test data. HLTH 310 PathoPharmacology course was created Summer 2018 and approved by the University Curriculum Committee in October 2018. This course will be offered during the Spring 2019 semester (10/15/2018)</p> <p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> Yes Assessment of Pharmacology scores on NCLEX-RN: students scored in 33rd percentile compared to all test-takers nationally (10/15/2017)</p>	<p>on SON Committee (10/15/2017)</p> <p><b>Use of Result:</b> Continue to track and trend Pharmacology item scores on Predictor and NCLEX-RN exams beginning Fall 2019 (10/15/2018)</p> <p><b>Use of Result:</b> The threading of Pharmacology concepts was evaluated within all courses in the BSN Curriculum by the SON faculty. An identified area of opportunity to support student learning in this area was to integrate an elective Pathopharmacology course for students who had already taken the Pathophysiology and Pharmacology courses. This course will be created in the Summer of 2018 (10/15/2018)</p>



Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>semester, to engage in academic and co-curricular improvement</p> <p><b>Schedule/Notes:</b> Student outcomes are linked to both course and program objective in alignment with program assessment measures that are tracked and trended.</p>	<p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> Yes</p> <p>Faculty assessed Pharmacology scores on NCLEX-RN results for graduates and found that students scored in the 48 percentile compared to all test takers nationally. (04/21/2017)</p> <p><b>Related Documents:</b>  <a href="#">Curriculum Threading for Test Plan.docx</a></p>	<p><b>Use of Result:</b> Through continuous assessment of curricular improvement, this result of 48th percentile began a formal discussion among the School of Nursing and the Curriculum committee to assess threading of Pharmacological concepts through the BSN curriculum. See supportive document titled "Curriculum Threading for Test Plan" page 23 for discussion and plan.</p> <p>- begin discussion on the creation of a PathoPharmacology course to support the student application of these concepts (10/15/2018)</p>
	<p><b>Indirect - Report/Audit - Internal - FINANCE:</b> School-level Goal: is in alignment with the Commission on Collegiate Nursing Education (CCNE) Key Element II-A: Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed. We will cultivate data-informed budgetary processes that are open, transparent, and in alignment with institutional priorities</p> <p><b>Criteria Target:</b> SON Learning Resources Committee to engage in continuous data collection related to sufficient fiscal and physical resources through student and faculty surveys</p> <p><b>Related Documents:</b></p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>The survey (n=32) completed February 2018 demonstrated that 78.13% of respondents chose either agree or strongly agree to the question "There is enough open lab hours for me to practice", 15.63% chose neutral or no opinion. For the question "The nursing lab has enough equipment for me to learn the skills required within the nursing program", 71.88% chose agree or strongly agree, 15.63% were neutral. (04/27/2018)</p> <hr/> <p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> No</p> <p>The Learning Resources survey was not completed this Academic Year (04/28/2017)</p>	<p><b>Use of Result:</b> These results will be shared with faculty by the Learning Resources Committee in Fall 2018 for discussion. (04/27/2018)</p> <hr/> <p><b>Use of Result:</b> Implement Learning Resources Survey during next Academic Year (04/28/2017)</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p><a href="#">Lab Resources Survey.pdf</a></p> <p><b>Indirect - Report/Audit - Internal - ENROLLMENT:</b> The SONHS will increase the number of qualified pre-nursing students admitted to the BSN program, after completion of pre-nursing courses, from 24 to 28 students during both the fall and spring admissions cycles beginning in the 2015-2016 AY</p> <p><b>Criteria Target:</b> 100% of 28 available openings will be filled by qualified pre-nursing students each semester (or total 56 per AY)</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> No</p> <p>Total # of students for 2018: 42 Spring 2018: 15 Fall 2018: 27 (10/15/2018)</p> <hr/> <p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> No</p> <p>Total # of students for 2017: 50 Spring 2017: 22 Fall 2017: 28 (12/15/2017)</p> <hr/> <p><b>Finding Reporting Year:</b> 2015-2016</p> <p><b>Goal met:</b> No</p> <p>Total students in 2016 accepted: 46 Spring 2016: 19 Fall 2016: 27 (12/16/2016)</p>	<p><b>Use of Result:</b> Focus on recruitment for Spring semesters. Academic Assistant to work with Admissions to assist transfer students to evaluate transfer credits and review previous coursework. Update website to market 'no waiting list' for Spring semesters (10/15/2018)</p> <hr/> <p><b>Use of Result:</b> Facilitate ease of application to program by having application open on website full 12 months. Increase outreach to transfer students (10/15/2018)</p> <hr/> <p><b>Use of Result:</b> Continue to target transfer students, increase marketing (12/16/2016)</p>
<p><b>2.1 Program Enrollment - Strategy</b></p> <p>2.1 The Program establishes realistic goals for program enrollment that are optimistic, realistic, achievable.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Enrollment</p>	<p><b>Regular, recurring -</b> The program sets goals for program enrollment which are time-based, progressive, achievable and quantitative.</p> <p><b>Criteria Target:</b> Please see Enrollment section under Program Review</p>		