

Bachelor of Science in Nursing Assessment Report 2019-2020

Pre-licensure students enrolled in the Eleanor Mann School of Nursing (EMSON) are prepared for the role of provider of direct and indirect care, designer of care, coordinator of care and manager of care. The baccalaureate generalist nurse is a member of the profession who advocates for the patient and the profession. The Bachelor of Science in Nursing (BSN) curriculum reflects expected student learning outcomes that are consistent with the overall program outcomes.

Student Learning Outcomes - Graduates of the BSN program are expected to be able to:

- 1. Contribute leadership to promote quality care and patient safety.*
- 2. Integrate evolving knowledge into clinical nursing practice.*
- 3. Demonstrate skill in utilizing healthcare technology and information systems.*
- 4. Apply knowledge of health care policy, finance, and regulatory environments to advocate for quality health care.*
- 5. Collaborate with inter-professional teams to improve healthcare outcomes.*
- 6. Provide health protection and promotion, risk reduction, and disease prevention to individuals, families, and populations.*
- 7. Demonstrate behaviors that reflect altruism, autonomy, human dignity, integrity, and social justice.*
- 8. Adapt nursing care to meet the needs of patients across the lifespan and health care continuum, respecting variations in populations, environments, and access to care.*

In addition, course objectives are included in each course syllabus and are designed to foster the development of knowledge, skills and attitudes necessary for baccalaureate generalist nursing practice.

It is expected that all students will demonstrate attainment of program outcomes through a systematic program evaluation process outlined in the program evaluation plan attached to this document. The program evaluation plan was reviewed and revised by the Program Evaluation Committee in 2019/2020 and recommendations for changes will be made to full faculty in August 2020.

1. The EMSON's RN licensure pass rates is an outcome that demonstrates program effectiveness. See Table 1.
2. In 2020, the RN-BSN program evaluated 6 of the 8 program outcomes using Blackboard Outcomes Assessment program. In this process, specific course assignments are aligned with program outcomes. Artifacts are randomly pulled from the learning management system. Faculty have developed rubrics for each of the outcomes evaluated and reviewed 10 artifacts for each outcome using teams of 3 reviewers. The team reviews artifacts individually and then meet again at the end of the review period to discuss any outlying scores and to complete the evaluation process. Any rubric criteria not meeting the benchmark of 100% of artifacts scoring a 3 or 4 requires suggestions for improvement and/or discussion with the course instructor as needed. Areas for improvement have been identified and numerous changes have already been

made. EMSON plans to continue and extend this outcome evaluation in 2020/2021.

Table 1. Program Summary of All First Time Candidates Licensed in all Jurisdictions

Year of exam	Students Taking Exam	Students Passing the Exam	Percent Passing
2012	95	89	94%
2013	127	118	93%
2014	172	142	83%
2015	187	158	85%
2016	192	178	92.71%
2017	186	177	95.16%
2018	197	193	97.9%
2019/2020	114	110	96.49%

- Another source of data used to assess program effectiveness is the EBI Skyfactor© survey. Upon graduation, students are provided with the online survey, which allows them to reflect on their own learning and report their satisfaction with various aspects of the program. Survey responses to (American Association Colleges of Nursing (AACN) Essential questions are examined to evaluate program effectiveness. Results from the past 6 years are reported in Table 2. Results that did not meet our benchmark of 5.5 are highlighted in red. Results indicate improvement in most areas over the past 6 years, although benchmark was not met in two areas. We attribute improvement to the regular sharing of data with faculty, addressing student concerns introduced by student representative at faculty meetings, and follow-up meetings with student focus groups to further understand and address their concerns.

Table 2 EBI Skyfactor© Results	Mean (n)						2019-2020
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-19	
1. Liberal Education for Baccalaureate Generalist Nursing Practice - To what degree did your non-nursing courses enhance your ability to: Value the ideal of lifelong learning to support excellence in nursing practice.	4.85 (96)	5.02 (52)	5.11 (123)	4.94 (62)	5.19 (54)	4.76 (29)	5.42 (26)

2. Basic Organizational and Systems Leadership for Quality Care and Patient Safety - To what degree did the Nursing Program teach you to: Apply research based knowledge as a basis for practice	6.08 (101)	5.85 (53)	5.88 (127)	5.75 (60)	6.07 (58)	6.11 (35)	6.11 (27)
3. To what degree did the Nursing Program teach you to: Integrate theory to develop a foundation for practice	5.36 (100)	5.38 (52)	5.21 (130)	5.25 (64)	5.64 (58)	5.89 (35)	6.07 (27)
4. To what degree did the Nursing Program teach you to: Use appropriate technologies to assess patients	6.05 (101)	5.65 (52)	5.67 (128)	5.61 (64)	5.80 (56)	6.12 (33)	6.14 (28)
5. To what degree did the Nursing Program teach you to: Understand the effects of health policies on diverse populations	5.61 (100)	5.46 (52)	5.69 (131)	5.55 (64)	5.86 (58)	6.15 (34)	6.04 (27)
6. To what degree did the Nursing Program teach you to: Incorporate knowledge of cost factors when delivering care	5.08 (101)	4.52 (53)	4.91 (130)	4.90 (63)	5.31 (58)	5.49 (35)	5.54 (28)
7. To what degree did the Nursing Program teach you to: Communicate with healthcare professionals to deliver high quality patient care	5.83 (100)	5.46 (52)	5.61 (130)	5.61 (64)	5.63 (59)	6.03 (35)	5.96 (28)

8. To what degree did the Nursing Program teach you to: Work with inter-professional teams	5.81 (99)	5.31 (52)	5.60 (128)	5.59 (63)	5.65 (57)	6.17 (35)	6.27 (26)
9. To what degree did the Nursing Program teach you to: Assess predictive factors that influence the health of patients	5.96 (101)	5.45 (53)	5.59 (130)	5.53 (64)	5.88 (59)	6.03 (35)	6.07 (28)
10. To what degree did the Nursing Program teach you to: Provide culturally competent care	5.78 (99)	5.64 (53)	5.68 (129)	5.79 (62)	5.88 (58)	6.09 (35)	6.11 (28)
11. To what degree did the Nursing Program teach you to: Act as an advocate for vulnerable patients	6.13 (101)	5.91 (53)	5.93 (129)	5.84 (62)	6.19 (59)	6.50 (34)	6.36 (28)
12. To what degree did the Nursing Program teach you to: Demonstrate accountability for your own actions	6.26 (101)	6.11 (53)	6.07 (128)	5.84 (62)	6.17 (59)	6.32 (34)	6.30 (27)
13. To what degree did the Nursing Program teach you to: Incorporate nursing standards into practice	6.21 (99)	6.04 (52)	5.90 (126)	5.72 (64)	6.05 (59)	6.35 (34)	6.36 (28)
14. To what degree did the Nursing Program teach you to: Evaluate individual's ability to assume responsibility for self-care	5.91 (97)	5.75 (53)	5.60 (128)	5.46 (63)	5.55 (78.6)	6.16 (32)	5.93 (27)

15. To what degree did the Nursing Program teach you to: Delegate nursing care while retaining accountability	5.69 (98)	5.58 (52)	5.60 (127)	5.49 (63)	5.84 (58)	6.16 (32)	6.11 (28)
16. Institution Specific Questions - Do you feel that the standardized tests you took during the program helped to identify areas in which you needed additional preparation before taking NCLEX?	5.11 (99)	4.87 (54)	4.37 (111)	4.07 (54) 27.8 % were neutr al	4.82 (51) 19.6 % were neutra l	4.64 (25)	
17. Institution Specific Questions - How satisfied were you with the access to library resources, both online and face-to-face resources?	5.47 (98)	5.52 (54)					
18. Overall Evaluation - Regarding your experience at this Nursing school, to what degree: How inclined are you to recommend your nursing school to a close friend?	5.07 (99)	5.02 (53)	5.63 (129)	6.00 (64)	6.10 (60)	6.46 (35)	6.43 (28)
19. Overall Evaluation - Regarding your experience at this Nursing school, to what degree: Were you challenged to do your best academic work	5.94 (97)	5.79 (53)	6.14 (129)	5.86 (63)	6.52 (58)	6.46 (35)	6.57 (28)

25. I felt supported by and connected to the faculty in the online environment.							5.80 (20)
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4. The Program Evaluation Committee has identified the following program evaluation benchmark:

- Aggregate student course evaluations (end of course survey) reflect at least a 4.25 on a 5-point scale on the following statements:

	Fall 2019	Spring 2020
<ul style="list-style-type: none"> • <i>Q5: Teaching and learning practices and environments were appropriate for achieving course objectives</i> 	4.05	4.42
<ul style="list-style-type: none"> • <i>Q8: This course encourages me to think critically</i> 	4.23	4.48

**Eleanor Mann School of Nursing
Program Evaluation Plan – Updated 5/22/2020**

Standard I

Program Quality: Mission & Governance

Key Element	Sources of Data	Responsible Party * writes the report	Frequency of Review	Expected Outcomes
I-A. The mission, goals, and expected program outcomes are: <ul style="list-style-type: none"> ▪ congruent with those of the parent institution; and ▪ reviewed periodically and revised as appropriate. 	<ul style="list-style-type: none"> • U of A Mission • COEHP Mission • EMSON Mission & Philosophy • Student Outcomes • Committee/Dept. Minutes • EMSON and Global Campus Websites 	<ul style="list-style-type: none"> • Standing committees • Director • Assistant director • UG/GR program coordinators • PEC 	Every 4 years Last review 8/2019	EMSON mission, goals and expected student outcomes are accessible to students. They are congruent and consistent with parent institution and professional nursing standards and guidelines.
I-B. The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	<ul style="list-style-type: none"> • UG/GR Catalogs • EMSON Strategic Plan • Student handbooks • EMSON and Global Campus websites • Minutes (AAC, Faculty) • AACN Essentials of Baccalaureate Education (2008) • AACN Essentials of Master’s Education in Nursing (2011) • AACN Essentials of Doctoral Education for Advanced Nursing Practice (2006), • Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016) 	<ul style="list-style-type: none"> • Academic Affairs Committee • PEC • UG/GR program coordinators 	Every 4 years Last review 8/2019	Systematic reviews are conducted. They include input from community of interest to foster program improvement.
I-C. The mission, goals, and expected program outcomes reflect the needs	<ul style="list-style-type: none"> • Committee/program minutes 	<ul style="list-style-type: none"> • Director • Assistant director 		

and expectations of the community of interest.	<ul style="list-style-type: none"> • Students: course evaluations, end-of-program evaluations; advising sessions • Alumni surveys 	<ul style="list-style-type: none"> • UG/GR program coordinators 		
I-D. The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.	<ul style="list-style-type: none"> • EMSON Personnel Document • COEHP Personnel Document • Annual Peer/Director faculty evaluations • UA Promotion & Tenure policies • ASBN and CCNE Annual Reports 	<ul style="list-style-type: none"> • Director • UG/GR Program Coordinators • *Peer evaluation committee 	May, 2020 EMSON and COEHP Personnel Documents approved	Expected faculty outcomes are clearly identified, written (documented in faculty handbook) & shared with faculty by the director. They are congruent with those of parent institution.
I-E. Faculty and students participate in program governance.	<ul style="list-style-type: none"> • Committee Minutes • Faculty Handbooks • Student representatives attend program level meetings 	<ul style="list-style-type: none"> • EMSON standing Committees 	Ongoing	Roles of faculty and students in governance of program are clearly defined and promote participation.
I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are: <ul style="list-style-type: none"> ▪ fair and equitable; ▪ published and accessible; and ▪ reviewed and revised as necessary to foster program improvement. 	<ul style="list-style-type: none"> • COEHP Personnel Document • EMSON Personnel Document • UG/GR Catalogs • University, college and school's Web pages • Faculty/Student/Staff Handbooks • Committee Minutes • (Faculty, AAC, FAC, SAC) • University Provost's Office • Course syllabi 	<ul style="list-style-type: none"> • EMSON standing committee chairs • UG/GR Program Coordinators • Director • Assistant director 	Ongoing	Nursing faculty are involved in development, review, and revision of academic program policies. Differences in EMSON and COEHP/UA are identified and are in support of achievement of the program's mission, goals and expected student outcomes. A process is in place by which policy review occurs annually

				and revisions are made as needed.
I-G. The program defines and reviews formal complaints according to established policies.	<ul style="list-style-type: none"> • Student Handbooks • Record of formal complaints (FAC and/or SAC minutes) 	<ul style="list-style-type: none"> • UG/GR program coordinators • Director • Assistant director 	Ongoing per U of A policy	A formal complaint is defined and a record compiled of those complaints.
I-H. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.	<ul style="list-style-type: none"> • UG/GR Catalogs • EMSON Web-Site • EMSON Admission materials • Student Handbooks • Recruitment materials 	<ul style="list-style-type: none"> • EMSON Standing Committee Chairs • GR/UG Program Coordinators • Director • Assistant director 	Ongoing	References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate. Accreditation status is publicly disclosed.

Standard II

Program Quality: Institutional Commitment and Resources

Key Element	Data	Responsible Party * writes the report	Frequency	Expected Outcomes
II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed	<ul style="list-style-type: none"> • EMSON Budget • Budget Priorities for fiscal year (Minutes) • Simulation Lab Inventory • Foundation Budgets • Tele-fee priorities 	<ul style="list-style-type: none"> • UG/GR Program Coordinators • Faculty • *Director 	Ongoing	The budget enables achievement of program's mission, goals and expected faculty/student outcomes. The budget also support the development, implementation, and

<p>periodically, and resources are modified as needed.</p>	<ul style="list-style-type: none"> • AACN Salaries of Instructional and Administrative Nursing Faculty in Baccalaureate and Graduate Programs in Nursing 			<p>evaluation of program. Nursing compensation supports recruitment & retention of qualified faculty. Physical space is sufficient and enables EMSON to meet mission, goals, and expected student/faculty outcomes. A process is in place for regular review of EMSON's fiscal and physical resources and improvements are made as appropriate.</p>
<p>II-B. Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.</p>	<ul style="list-style-type: none"> • EBI/Skyfactor exit surveys; alumni surveys • Student end-of-course surveys • End-of-program surveys • Readiness to practice survey • Faculty satisfaction survey • NEC Committee Minutes 	<ul style="list-style-type: none"> • EMSON Standing Committee Chairs • *Director 	<p>Ongoing</p>	
<p>II-C. Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.</p>	<ul style="list-style-type: none"> • Faculty surveys of resources • Student survey of resources (EBI) • Academic advisors 	<ul style="list-style-type: none"> • *Director • EMSON standing committee chairs • UG/GR program coordinators 	<p>Ongoing</p>	<p>Academic support services (library, IT, Global Campus, admission & advising services) are regularly reviewed and found to be adequate for students and faculty to meet program requirements and achieve mission, goals, and expected student/faculty outcomes. Improvements are made as appropriate.</p>

<p>II-D. The chief nurse administrator of the nursing unit:</p> <ul style="list-style-type: none"> ▪ is a registered nurse (RN); ▪ holds a graduate degree in nursing; ▪ holds a doctoral degree if the nursing unit offers a graduate program in nursing; ▪ is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and ▪ provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes. 	<ul style="list-style-type: none"> • Vitae • Director’s annual evaluations 	<ul style="list-style-type: none"> • COEHP Dean • *Program Evaluation Committee 	<p>Ongoing</p>	<p>The Director has budgetary, decision-making, and evaluation authority comparable to that of chief administrators of similar units at UA. She consults, as appropriate with faculty and other communities of interest, to make decision to accomplish the mission, goals, and expected student/faculty outcomes. The Director is perceived by the communities of interest to be an effective leader of the nursing unit.</p>
<p>II-E. Faculty are:</p> <ul style="list-style-type: none"> ▪ sufficient in number to accomplish the mission, goals, and expected program outcomes; ▪ academically prepared for the areas in which they teach; and ▪ experientially prepared for the areas in which they teach. 	<ul style="list-style-type: none"> • Faculty Vitae • Faculty list consisting of academic rank, educational degrees, licensure, certifications, and experiences. • Faculty Workload guidelines • List of course/clinical sections • Status of faculty searches • EMSON faculty/course evaluations • Hiring requests 	<ul style="list-style-type: none"> • Director • UG/GR Program Coordinators • EMSON Faculty Standing Committee • *Program Evaluation Committee 	<p>Ongoing</p>	<p>The FTE of faculty formula for calculating FTE is clearly delineated; the mix of FT and PT faculty is appropriate to achieve mission, goals, and expected student/faculty outcomes. Faculty-student clinical ratios (1:8 BSN, 1:6 DNP) meet Board of Nursing’s and accrediting body’s professional practice standards. Faculty are academically prepared for the areas in which they teach. Rationale is provided for the use of faculty who do</p>

				not have a graduate degree. Faculty hold RN licensure. Clinical faculty are experienced in the clinical area of the course and maintain clinical expertise. Faculty supervising the DNP program hold appropriate licensure and certification.
II-F. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.	<ul style="list-style-type: none"> • Preceptor list with credentials • Preceptor contracts & orientation • Preceptor vitae • Student evaluations of preceptor(s) • Clinical coordinator evaluation of preceptor 	<ul style="list-style-type: none"> • *UG/GR Program Coordinators • Course faculty 	Ongoing	The roles of preceptors or mentors with respect to teaching, supervision, and student evaluation are clearly defined; congruent with mission, goals, expected student outcomes; and congruent with relevant professional nursing standards &/or guidelines. Preceptors and/or mentors have the expertise to support student achievement of expected learning outcomes. Preceptor/mentor performance expectations are clearly communicated to preceptors.
II-G. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.	<ul style="list-style-type: none"> • COEHP Annual Report • Development offerings (FAC & TFSC sponsored) • Faculty Vitae • Annual faculty evaluations • Faculty workloads 	<ul style="list-style-type: none"> • Director • EMSON Standing Faculty Committees • UG/GR program coordinators • *Program Evaluation Committee 	Ongoing	Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role (teaching, research, practice, service) and in support of the mission, goals, and expected student outcomes.

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Standard III

Program Quality: Curriculum and Teaching-Learning Practices

<p>III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:</p> <ul style="list-style-type: none"> ▪ are congruent with the program’s mission and goals; ▪ are congruent with the roles for which the program is preparing its graduates; and ▪ consider the needs of the program–identified community of interest. 	<ul style="list-style-type: none"> • AAC minutes • UG/GR program minutes • Curriculum plan • Program outcomes • EMSON course & clinical evaluations • EMSON faculty evaluations of clinical sites • CNO meetings 	<ul style="list-style-type: none"> • Academic Affairs Committee Chair • Assistant director • *UG/GR program coordinators 	<p>Every 4 years</p> <ul style="list-style-type: none"> • BSN Jr. level courses • 12/2019 • BSN Sr. level Courses 12/2019 • MSN courses 2020 • DNP courses 2020 • RN/BSN 4/2019 • LPN/BSN 10/2018;10/2022 	<p>Curricular objectives (course, unit, Level, competencies) provide clear statement of expected individual student learning outcomes which contribute to the achievement of the mission, goals, and expected aggregate student outcomes.</p>
<p>III-B. Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula</p>	<ul style="list-style-type: none"> • AR State Board of Nursing regulations • AACN standards: <ul style="list-style-type: none"> • The Essentials of Baccalaureate Education for Professional Nursing Practice (2008) 	<ul style="list-style-type: none"> • Academic Affairs Committee Chair • Assistant director • *UG/GR Coordinators 	<p>Every 4 years</p> <ul style="list-style-type: none"> • BSN Jr. level courses • 12/2019 • BSN Sr. level Courses 12/2019 • RN/BSN 4/2019 • LPN/BSN 10/2018;10/2022 	<p>Each degree program incorporates professional nursing standards and guidelines relevant to that program, area, role, population focus, or specialty. The program clearly demonstrates where and how content, knowledge, and skilled required by identified sets of standards are incorporated into the curriculum.</p>

<p>incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).</p>				
<p>III-C. Master’s curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</p> <ul style="list-style-type: none"> ▪ Master’s program curricula incorporate professional standards and guidelines as appropriate. <ul style="list-style-type: none"> a. All master’s degree programs incorporate The Essentials of Master’s Education in Nursing (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. b. All master’s degree programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016). 	<ul style="list-style-type: none"> • AACN standards: <ul style="list-style-type: none"> • The Essentials of Master's Education in Nursing (2011) 		<p>Every 4 years</p> <ul style="list-style-type: none"> • MSN courses 4/2020 	

<ul style="list-style-type: none"> ▪ Graduate-entry master’s program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) and appropriate graduate program standards and guidelines. 				
<p>III-D. DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</p> <ul style="list-style-type: none"> ▪ DNP program curricula incorporate professional standards and guidelines as appropriate. <ul style="list-style-type: none"> a. All DNP programs incorporate The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program. b. All DNP programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse 	<ul style="list-style-type: none"> • AACN standards: <ul style="list-style-type: none"> • The Essentials of Doctoral Education for Advanced Nursing Practice (2006) • Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016) 		<p>Every 4 years</p> <ul style="list-style-type: none"> • DNP courses 2020 	

<p>Practitioner Programs (NTF, 2016).</p> <ul style="list-style-type: none"> ▪ Graduate-entry DNP program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) and appropriate graduate program standards and guidelines. 				
<p>III-E. Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016).</p>	<p>N/A</p>			
<p>III-F. The curriculum is logically structured to achieve expected student outcomes.</p> <ul style="list-style-type: none"> ▪ Baccalaureate curricula build on a foundation of 	<ul style="list-style-type: none"> • Self-study 	<ul style="list-style-type: none"> • Assistant Director • *UG/GR Program Coordinators • Academic Affairs Committee Chair 	<p>In conjunction with review of courses</p>	<p>BSN faculty and students can articulate how knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. RN to BSN</p>

<p>the arts, sciences, and humanities.</p> <ul style="list-style-type: none"> ▪ Master’s curricula build on a foundation comparable to baccalaureate-level nursing knowledge. ▪ DNP curricula build on a baccalaureate and/or master’s foundation, depending on the level of entry of the student. ▪ Post-graduate APRN certificate programs build on graduate-level nursing competencies and knowledge base. 				<p>program demonstrates how these nurses acquire BSN competencies and essentials. MSN and DNP programs incorporate generalist knowledge from BSN and delineate how students acquire doctoral-level competencies of Essentials.</p>
<p>III-G. Teaching-learning practices:</p> <ul style="list-style-type: none"> ▪ support the achievement of expected student outcomes; ▪ consider the needs and expectations of the identified community of interest; and ▪ expose students to individuals with diverse life experiences, perspectives, and backgrounds. 	<ul style="list-style-type: none"> • EMSON course syllabi • End of Course/Faculty Evaluations • End of Course reports • UG/GR Dept. minutes • Alumni/Exit surveys • CNO Council minutes • Clinical evaluations 	<ul style="list-style-type: none"> • Assistant director • *UG/GR Program Coordinators • Academic Affairs Committee Chair 	<p>Ongoing</p>	<p>Teaching-learning practices and environment (classroom, clinical, lab, simulation, distance education) support the achievement of individual student learning outcomes identified in course, unit, and/or level objectives.</p> <p>The curriculum and teaching-learning practices are appropriate to the student population and consider the needs of the program-identified community of interest.</p>

<p>III-H. The curriculum includes planned clinical practice experiences that:</p> <ul style="list-style-type: none"> ▪ enable students to integrate new knowledge and demonstrate attainment of program outcomes; ▪ foster interprofessional collaborative practice; and ▪ are evaluated by faculty. 	<ul style="list-style-type: none"> • Clinical Course Syllabi • Faculty meeting minutes • AAC minutes • PT Clinical faculty evaluations • UG/GR Dept. Minutes • Clinical Affiliation Agreements • Clinical evaluation tool • Simulation scenarios 	<ul style="list-style-type: none"> • Assistant director • *UG/GR Program Coordinators • Academic Affairs Committee Chair 	<p>Ongoing</p>	<p>Students in each degree program have the opportunity to develop professional competencies in practice settings aligned to the educational preparation. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practices are designed to ensure students are competent to enter nursing practice at the level indicated by the degree. The design, implementation, and evaluation of clinical practice experiences are aligned to student and program outcomes.</p>
<p>III-I. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.</p>	<ul style="list-style-type: none"> • Student Handbooks • EMSON Clinical Evaluation tools • Course syllabi 	<ul style="list-style-type: none"> • *UG/GR Program Coordinators • Academic Affairs Committee Chair • Course faculty 	<p>Ongoing</p>	<p>Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. A process is in place for communicating the evaluation of individual student performance to students.</p>
<p>III-J. The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation</p>	<ul style="list-style-type: none"> • Alumni/Exit surveys • Student evaluations of courses • UG/GR Dept. minutes • End-of-course reports 	<ul style="list-style-type: none"> • Academic Affairs Committee Chair • *UG/GR Program Coordinators 	<p>Every semester</p>	<p>Faculty use data from student evaluations to inform decisions that facilitate achievement of student outcomes.</p>

data are used to foster ongoing improvement.				
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Standard IV

Program Effectiveness: Assessment and Achievement of Program Outcomes

Key Element	Data	Responsible Party * writes the report	Frequency	Expected Outcome
IV-A A systematic process is used to determine program effectiveness.	<ul style="list-style-type: none"> • Program Evaluation Plan 	<ul style="list-style-type: none"> • *Program Evaluation Committee • Director • Assistant director • UG/GR program coordinators 	Ongoing	<p>A process is in place that is written, ongoing, comprehensive, uses quantitative, and qualitative data, has timelines for collection, review, and analysis of data, and is periodically reviewed & revised.</p> <p>The records are maintained on the EMSON server.</p>
IV-B. Program completion rates demonstrate program effectiveness.	<ul style="list-style-type: none"> • BSN, MSN, and DNP graduation rates • Attrition data 	<ul style="list-style-type: none"> • UG/GR Program Coordinators • Assistant director • *Director 	Yearly May	Each program demonstrates achievement of required program outcomes; completion rates are 70% or higher.
IV-C. Licensure pass rates demonstrate program effectiveness.	<ul style="list-style-type: none"> • NCLEX results 	<ul style="list-style-type: none"> • UG/GR Program Coordinators • Assistant director • *Director 	Ongoing	<p>The NCLEX pass rate is 80% or higher for first-time takers.</p> <p>Licensure rates for APRNs are 80% or higher for first-time takers.</p>

IV-D. Certification pass rates demonstrate program effectiveness.	<ul style="list-style-type: none"> • Certification Rates 	<ul style="list-style-type: none"> • UG/GR Program Coordinators • Assistant director • *Director 	Ongoing	Certification pass rates are 80% or higher for first-time takers.
IV-E. Employment rates demonstrate program effectiveness.	<ul style="list-style-type: none"> • Graduate surveys 	<ul style="list-style-type: none"> • UG/GR Program Coordinators • Assistant director • *Director 	After graduation	The employment rate is 70% or higher for each program (BSN, MSN, and DNP).
IV-F. Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.	<ul style="list-style-type: none"> • Standing committee minutes 	<ul style="list-style-type: none"> • UG/GR Program Coordinators • Assistant director • *Director 	Ongoing	The program uses outcome data for program improvement. Provide examples.
IV-G. Aggregate faculty outcomes demonstrate program effectiveness.	<ul style="list-style-type: none"> • Annual Faculty Evaluation • EMSON Personnel Document • Student evaluations of course 	<ul style="list-style-type: none"> • Personnel committee • *Director • PEC 	Annually - spring	<ul style="list-style-type: none"> • Faculty achieve aggregate rating of 2.5 on 3-point scale per faculty evaluation document • Aggregate student course evaluations (end of course survey) reflect at least a 4.25 on a 5-point scale on the following statements: <ul style="list-style-type: none"> • <i>Q5: Teaching and learning practices and environments were appropriate for achieving course objectives</i> • <i>Q8: This course encourages me to think critically</i>
IV-H. Aggregate faculty outcome data are analyzed and used, as appropriate,	<ul style="list-style-type: none"> • Annual faculty evaluation • Student evaluations of course 	<ul style="list-style-type: none"> • Personnel committee • *Director • Assistant director 	Ongoing	Aggregate data are reviewed and recommendations for improvement are addressed by the appropriate committee

to foster ongoing program improvement.				or course faculty. Examples provided in formal reports.
IV-I. Program outcomes demonstrate program effectiveness.	<ul style="list-style-type: none"> • Student Satisfaction Surveys <ul style="list-style-type: none"> ◦ End of program surveys • Outcome assessment data • Clinical evaluations 	<ul style="list-style-type: none"> • UG/GR Program Coordinators • Assistant director • *Director 	Ongoing	<ul style="list-style-type: none"> • 100% of students in cohort achieve 75% or higher on NURS 4722 clinical evaluation • 100% of students in cohort achieve 75% or higher in capstone course evaluation (RN-BSN) • 100% of students in cohort achieve 75% or higher on NURS 6244 clinical evaluation • Each item on the Skyfactor End of Program survey will score at least 5.5 on a 7-point scale.
IV-J. Program outcome data are used, as appropriate, to foster ongoing program improvement.	<ul style="list-style-type: none"> • UG/GR dept. minutes • SAC/AAC minutes • Kaplan results • NCLEX/Certification data • Program completion data • Student outcome assessment data • Student satisfaction survey • Employer surveys 	<ul style="list-style-type: none"> • UG/GR Program Coordinators • Assistant director • Director • Faculty Committees • Faculty 	Ongoing	The program uses outcome data for program improvement (Ex: completion, licensure, certification, employment rates, program outcomes, and formal complaints). Examples provided in formal reports.

