

Annual Academic Assessment Plan

(Bachelor of Science in Nursing)

(May 15, 2025)

Program Goals

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.

Program Outcomes

The goal of the B.S.N. program is to prepare graduates to:

1. Integrate evolving nursing knowledge and knowledge from other disciplines to make innovative and effective clinical decisions
2. Provide culturally congruent, person-centered care that respects the uniqueness, dignity and worth of individuals
3. Advocate for the health needs of diverse populations to increase health equity and promote social justice
4. Synthesize evidence to inform nursing practice and contribute to the positive transformation of health care
5. Utilize improvement science to refine health care processes essential for the provision of high quality, safe and cost-effective patient care
6. Collaborate effectively and intentionally with other health care professionals and community stakeholders to provide optimized health care
7. Steward resources and partnerships to provide safe, quality and equitable care to all people
8. Employ information and health care technologies appropriately to support patient care, communication and effective decision making
9. Exhibit collegial, accountable and emotionally intelligent behavior aligned with the American Nurses Association's Code of Ethics and the Arkansas Nurse Practice Act
10. Demonstrate a commitment to personal wellness, lifelong learning and transformational leadership practice

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.

Process for Assessing Each Student Learning Outcome

Over the past two years, EMSON faculty have actively revised the BSN curriculum to align with national nursing trends and meet the recommendations of the Commission on Collegiate Nursing Education (CCNE). As part of the rollout of the new BSN curriculum, EMSON established a Master Evaluation Committee tasked with developing a Systematic Evaluation Plan (SEP) aligned with the revised curriculum and preparing for the upcoming CCNE accreditation review.

While the SEP is still in development, substantial progress has been made, with full implementation anticipated in the Fall 2025 semester. Program Outcomes are now aligned with the Key Elements of the SEP, as outlined below.

Each Student Learning Outcome will be assessed using a standardized process that includes:

- Faculty-led committees (Master Evaluation Committee and Academic Affairs Committee) conducting annual reviews
- Collection of both direct (e.g., exams, assignments, clinical evaluations) and indirect (e.g., surveys) assessment data
- Comparison of student performance against established benchmark goals
- Development of action plans informed by data analysis to enhance curriculum and instruction

Student achievement of program outcomes is evaluated using the following assessment data:

1. Nursing Licensure Exam (NCLEX-RN) Pass Rates

KEY ELEMENT IV-C; Licensure pass rates demonstrate program effectiveness.

Assessment Method	Expected Level of Achievement	Data Sources
NCLEX-RN Results	The pass rate is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31)	Pearson Vue Quarterly Reports

2. Program Completion Rates

KEY ELEMENT IV-B; Program completion rates demonstrate program effectiveness.

Assessment Method	Expected Level of Achievement	Description	Data Sources
BSN Program Annual Completion Rates	Completion rates are 70% or higher	All BSN programs have 5 years to complete NURS courses. For BSN-Prelicensure program time starts upon admission to NURS program (enrollment in first NURS course) and expected completion time is 5 semesters.	COEHP Nursing Program Data

3. Direct Data:

KEY ELEMENT IV-A; a systematic process is used to determine program effectiveness.

KEY ELEMENT IV-F; data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.

Course Artifacts

In the Fall 2024 semester, direct data related to Program Outcomes were collected using the Blackboard Outcomes Assessment tool. As part of this process, specific course assignments (artifacts) were aligned with designated program outcomes. Artifacts were randomly sampled from the learning management system, and faculty-developed rubrics were used to evaluate each outcome. Teams of three faculty reviewers assessed 10 artifacts per outcome.

Rubric criteria are considered met when 100% of artifacts score at the *Proficient* (3) or *Distinguished* (4) level. Any criteria falling below this benchmark trigger recommendations for improvement and/or follow-up discussions with course instructors. Identified areas for improvement are documented and addressed accordingly.

EMSON plans to continue and enhance this evaluation process annually, transitioning to Blackboard's Mastery Tool to facilitate future assessments. This tool enables ongoing review of

student performance on outcome-aligned artifacts. The benchmark for achievement remains 100% of artifacts scoring at the *Proficient* or *Distinguished* levels. Any discrepancies below this standard will again prompt recommendations and follow-up.

Each Program Outcome is aligned with the Domains and Concepts of the *Essentials of Baccalaureate Nursing Education* from the American Association of Colleges of Nursing (AACN), and then mapped to appropriate course artifacts for assessment. This alignment is still in progress and is expected to be fully completed by Fall 2025.

See table below for alignment:

Systematic Evaluation Plan: Program Outcomes (Domains) and Competencies Assessment – BSN

Program Outcome	Domain	Competencies	Assessment Alignment
1. Integrate evolving nursing knowledge and knowledge from other disciplines to make innovative and effective clinical decisions.	Domain 1: Knowledge for Nursing Practice Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.	1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.	NURS 31903 Theories and Frameworks for Practice: Creation of Spirituality Case Study
		1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.	NURS 31903 Theories and Frameworks for Practice: Creation of Spirituality Case Study
		1.3 Demonstrate clinical judgment founded on a broad knowledge base.	NURS 31903 Theories and Frameworks for Practice: Creation of Spirituality Case Study
2. Demonstrate advanced clinical competencies, providing holistic,	Domain 2: Person Centered Care Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important	2.1 Engage with the individual in establishing a caring relationship.	
		2.2 Communicate effectively with individuals.	
		2.3 Integrate assessment skills in practice.	

patient-centered care that addresses the complex needs of individuals and communities.	others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.	2.4 Diagnose actual or potential health problems and needs.	
		2.5 Develop a plan of care.	
		2.6 Demonstrate accountability for care delivery.	
		2.7 Evaluate outcomes of care.	
		2.8 Promote self-care management.	
		2.9 Provide care coordination.	
3. Develop interventions for health promotion to improve health outcomes for diverse populations .	Domain 3: Population Health Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.	3.1 Manage population health.	NURS 40406 Health Systems: Advocacy Project
		3.2 Engage in effective partnerships.	NURS 40406 Health Systems: Advocacy Project
		3.3 Consider the socioeconomic impact of the delivery of health care.	NURS 40406 Health Systems: Advocacy Project
		3.4 Advance equitable population health policy.	NURS 40406 Health Systems: Advocacy Project
		3.5 Demonstrate advocacy strategies.	NURS 40406 Health Systems: Advocacy Project
		3.6 Advance preparedness to protect population health during disasters and public health emergencies.	NURS 40406 Health Systems: Advocacy Project
4. Synthesize evidence to inform nursing practice	Domain 4: Scholarship for the Nursing Discipline Descriptor: The generation, synthesis, translation, application,	4.1 Advance the scholarship of nursing.	NURS 37303 Nurse Think and Inquiry: Evidence Based Practice Project Presentation
		4.2 Integrate best evidence into nursing practice.	NURS 37303 Nurse Think and Inquiry: Evidence

and contribute to the positive transformation of healthcare.	and dissemination of nursing knowledge to improve health and transform health care.		Based Practice Project Presentation
		4.3 Promote the ethical conduct of scholarly activities.	NURS 37303 Nurse Think and Inquiry: Evidence Based Practice Project Presentation
5. Employ analytic methods to lead evidence-based practice and continuous quality improvement in healthcare.	Domain 5: Quality and Safety Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.	5.1 Apply quality improvement principles in care delivery.	
		5.2 Contribute to a culture of patient safety.	
		5.3 Contribute to a culture of provider and work environment safety.	
6. Lead interprofessional collaborations to enhance the quality of healthcare.	Domain 6: Interprofessional Partnerships Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.	6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.	
		6.2 Perform effectively in different team roles, using principles and values of team dynamics	
		6.3 Use knowledge of nursing and other professions to address healthcare needs.	
		6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.	
7. Advocate for equity and health policy initiatives to advance	Domain 7: Systems-Based Practice Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and	7.1 Apply knowledge of systems to work effectively across the continuum of care.	NURS 40406 Health Systems: Advocacy Project
		7.2 Incorporate consideration of cost-effectiveness of care.	NURS 40406 Health Systems: Advocacy Project

population health.	proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.	7.3 Optimize system effectiveness through application of innovation and evidence-based practice.	NURS 40406 Health Systems: Advocacy Project
8. Utilize healthcare technology and data to improve organizational performance and patient outcomes.	Domain 8: Informatics and Healthcare Technologies Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.	8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.	
		8.2 Use information and communication technology to gather data, create information, and generate knowledge.	
		8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.	
		8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.	
		8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.	
9. Embody professionalism, demonstrating commitment	Domain 9: Professionalism Descriptor: Formation and cultivation of a sustainable professional identity, including	9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.	
		9.2 Employ participatory approach to nursing care.	

nt to lifelong learning, ethical practice, and adherence to the standards of the nursing profession.	accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.	9.3 Demonstrate accountability to the individual, society, and the profession.	
		9.4 Comply with relevant laws, policies, and regulations.	
		9.5 Demonstrate the professional identity of nursing.	
		9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.	
10. Implement evidence-based strategies for leadership development and personal wellness.	Domain 10: Personal, Professional, and Leadership Development Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being; contribute to lifelong learning; and support the acquisition of nursing expertise and the assertion of leadership.	10.1 Demonstrate a commitment to personal health and well-being.	
		10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.	
		10.3 Develop capacity for leadership.	

End of Program Survey

An additional source of data for evaluating program effectiveness is the End-of-Program Student Survey. In Fall 2024, this survey was administered using the *Benchworks by Elentra*© platform. However, due to data inconsistencies caused by technical errors within the Elentra system, the decision was made in 2025 to discontinue its use.

Moving forward, the Master Evaluation Committee (MEC) will develop and administer a customized, program-specific online survey for graduating cohorts. This survey will assess student satisfaction across multiple areas, including achievement of Program Outcomes, alignment with the American Association of Colleges of Nursing (AACN) Essentials, and gather information on graduates' future employment and licensing plans.

The MEC will oversee the survey administration process, conduct annual analysis of the results, and use the findings to inform a continuous quality and performance improvement plan.

Annual Academic Assessment Report
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Nursing Licensure Exam (NCLEX-RN) Pass Rates

RN licensure pass rates are a key indicator of EMSON's program effectiveness. (See table below for detailed results.)

To support student success on the NCLEX, EMSON has implemented several targeted strategies. Two faculty members serve as Academic Coaches, meeting individually and in groups with students to develop and strengthen NCLEX test-taking skills. In the final semester, all students are required to complete the ATI Capstone Course, which includes comprehensive NCLEX preparatory content.

Year of Exam	Students Taking Exam	Students Passing Exam*	Percent Passing
2020	207	197	95.1%
2021	210	185	88.1%
2022	208	173	83.1%
2023	263	228	86.7%
2024	336	309	91.9%

**First-time candidates regardless of where they took the exam (NCSBN).*

Program Completion Rates

The most recent completion rate for the Prelicensure Program is 100%. Of the 96 students who began the five-semester nursing program in Spring 2023, all 96 are on track to graduate in Spring 2025. The completion rate for the fall 2024 graduates was 96.8% with 93 out of 96 students graduating within 5 semesters of starting the program.

Direct Data

Course Artifacts

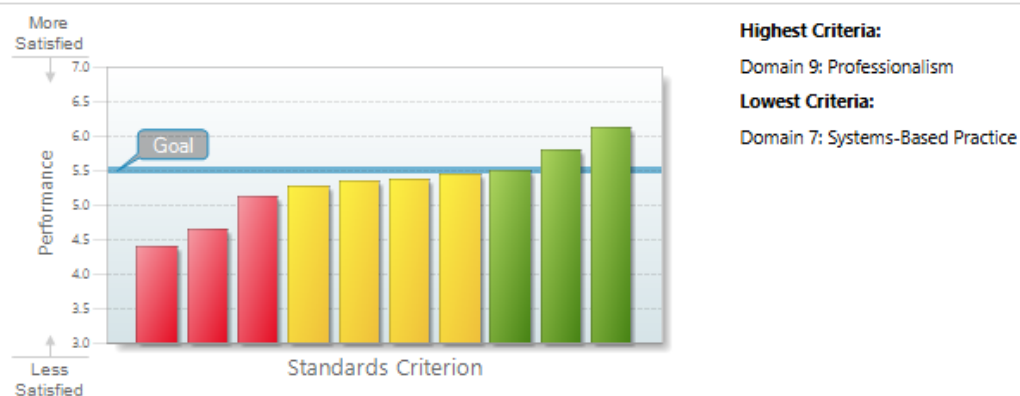
Fall 2024 data analysis indicated that certain course artifacts from the previous curriculum no longer align appropriately with the current BSN Program Outcomes. Based on this finding, the

Master Evaluation Committee determined that no course changes would be recommended at this time, due to the recent implementation of the new curriculum. Evaluation of assignment rubrics and BSN course reports demonstrated that course effectiveness remains intact. The Master Evaluation Committee has since made the necessary adjustments to ensure alignment with the updated curriculum.

End of Program Exit Survey--Benchworks by Elentra© Survey Results

The only data available from Elentra is from 2024. On questions related to the professional standards set by AACN Essentials: Core Competencies for Professional Education, BSN graduates generally reported high levels of preparedness, in Domain 9: Professionalism. BSN graduates felt least prepared in Domain 7: Systems-Based Practice.

AACN Essentials: Core Competencies for Professional Nursing Education, 2021 edition

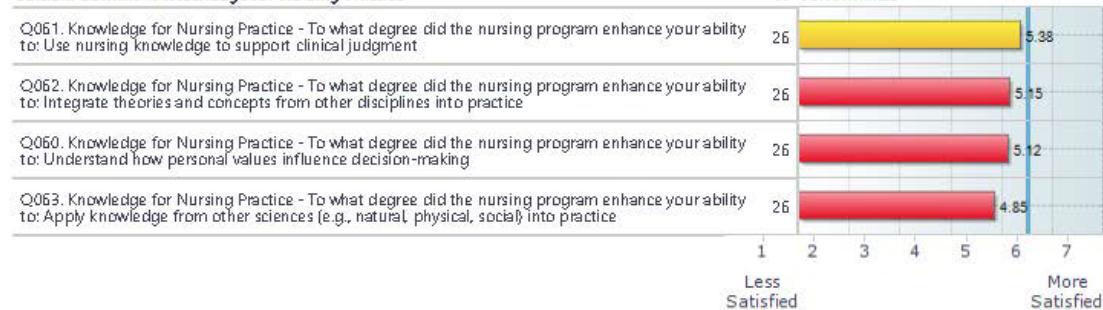


Breakdown of results for each domain:

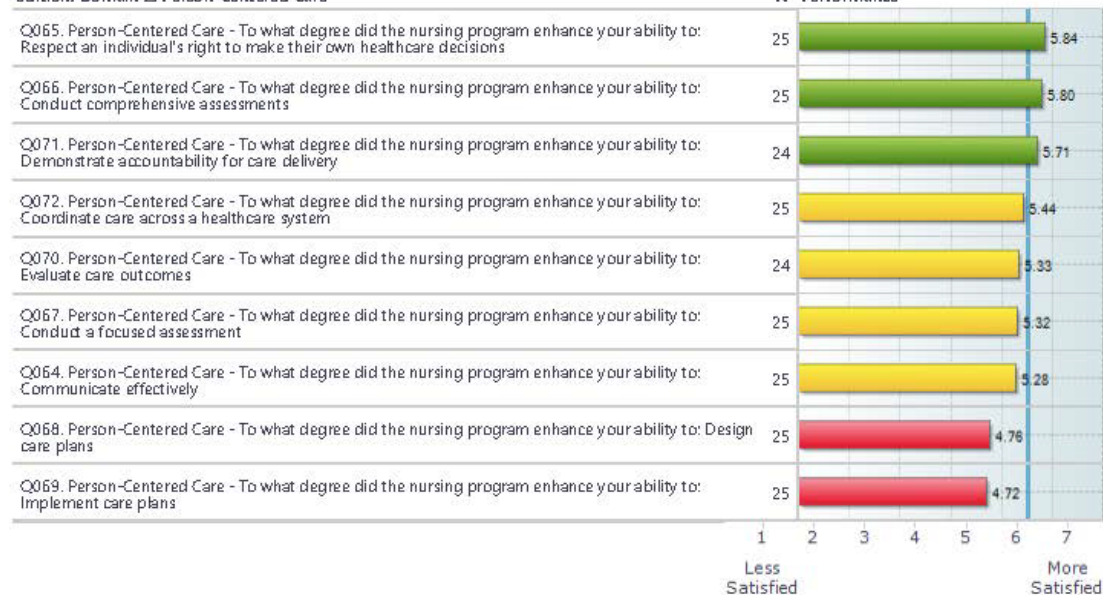
View University of Arkansas results by professional standards.

Population: University of Arkansas (Number Responding = 54)

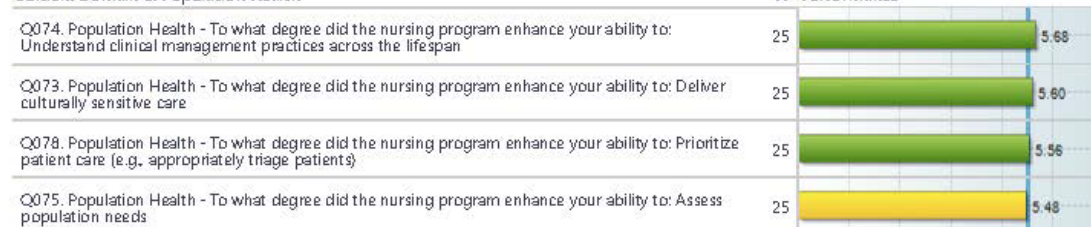
Questions for AACN Essentials: Core Competencies for Professional Nursing Education, 2021 edition: Domain 1: Knowledge for Nursing Practice

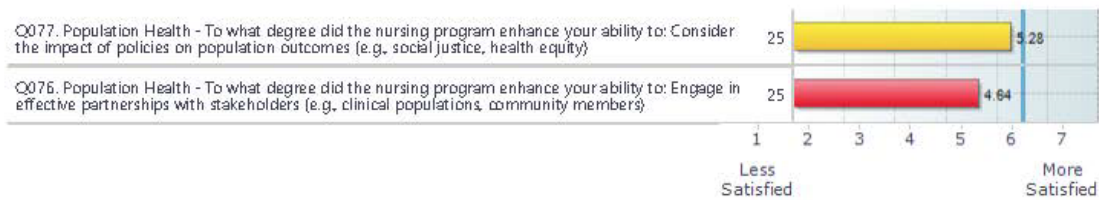


Questions for AACN Essentials: Core Competencies for Professional Nursing Education, 2021 edition: Domain 2: Person-Centered Care

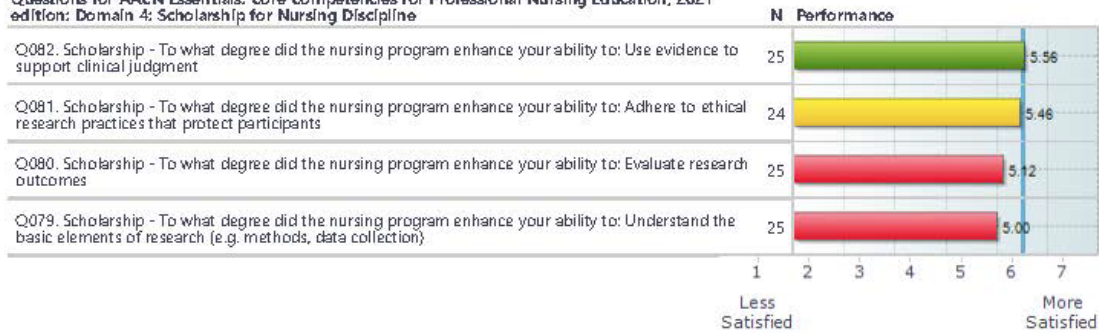


Questions for AACN Essentials: Core Competencies for Professional Nursing Education, 2021 edition: Domain 3: Population Health

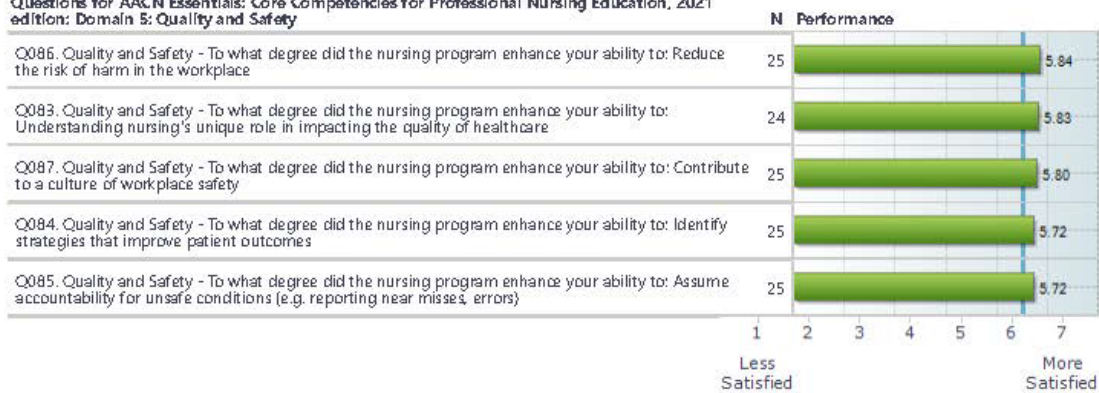




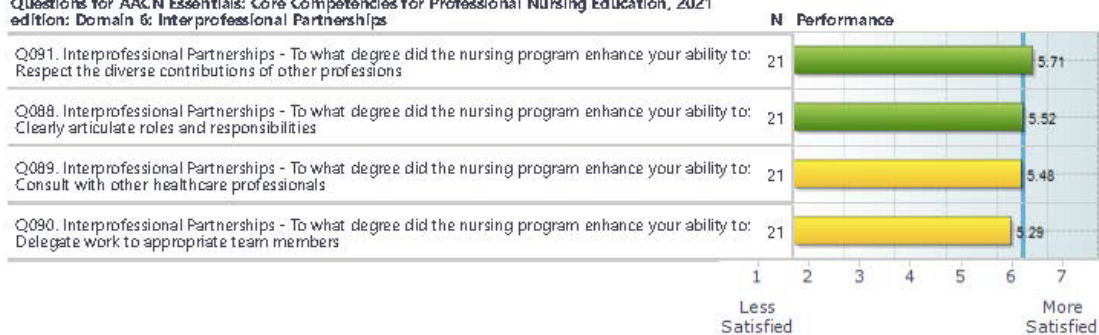
Questions for AACN Essentials: Core Competencies for Professional Nursing Education, 2021 edition: Domain 4: Scholarship for Nursing Discipline



Questions for AACN Essentials: Core Competencies for Professional Nursing Education, 2021 edition: Domain 5: Quality and Safety

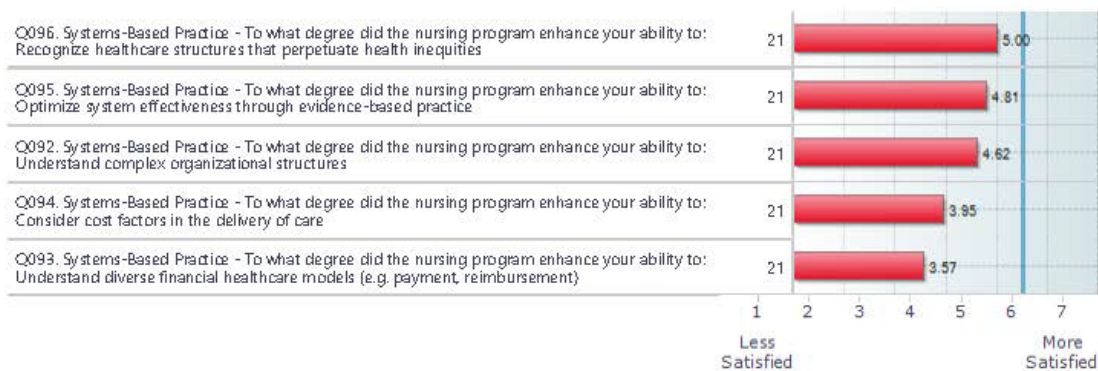


Questions for AACN Essentials: Core Competencies for Professional Nursing Education, 2021 edition: Domain 6: Interprofessional Partnerships

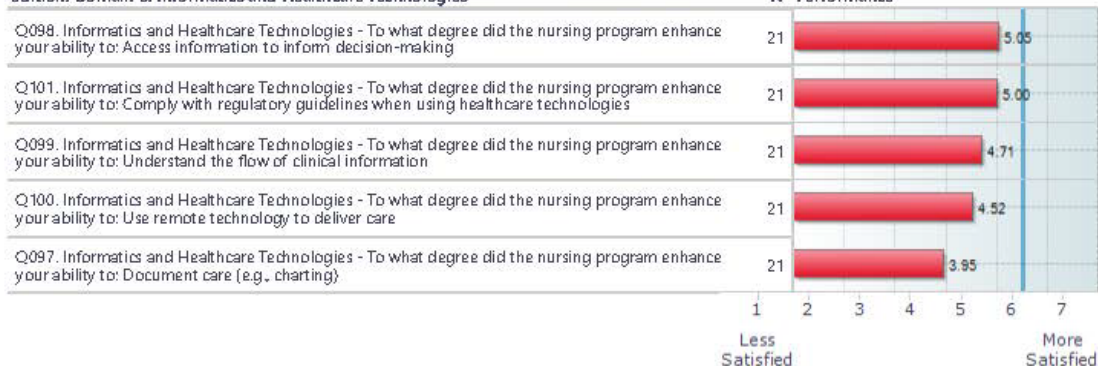


Questions for AACN Essentials: Core Competencies for Professional Nursing Education, 2021 edition: Domain 7: Systems-Based Practice

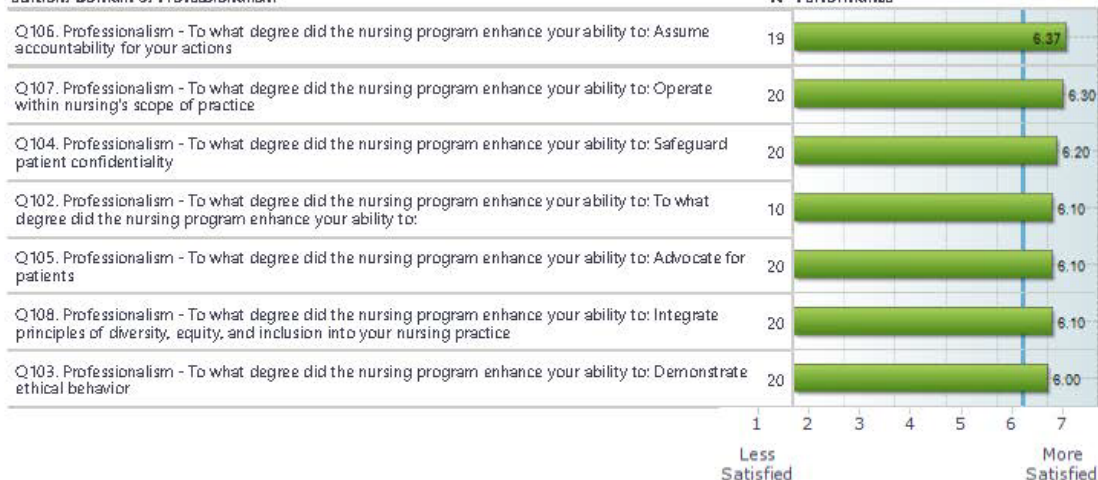
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Questions for AACN Essentials: Core Competencies for Professional Nursing Education, 2021 edition: Domain 8: Informatics and Healthcare Technologies

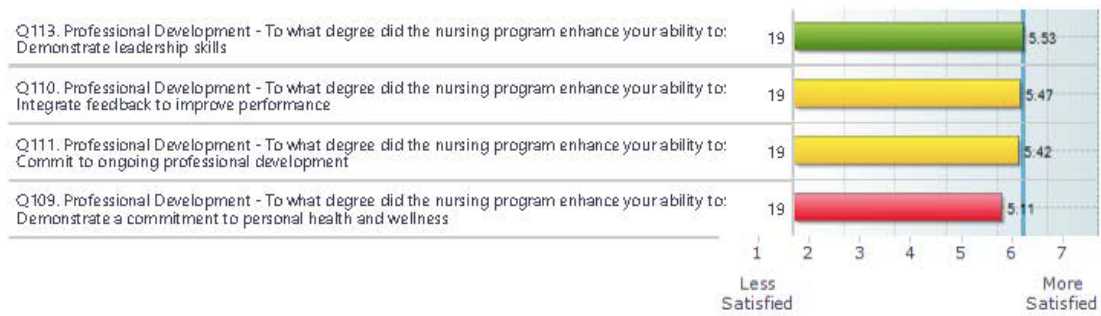


Questions for AACN Essentials: Core Competencies for Professional Nursing Education, 2021 edition: Domain 9: Professionalism



Questions for AACN Essentials: Core Competencies for Professional Nursing Education, 2021 edition: Domain 10: Personal, Professional, and Leadership Development





Up = Your institution has a higher mean than the goal (5.5).

Up = Your institution is within .25 of the goal (5.5).

Down = Your institution has a lower mean than the goal (5.5) by more than .25.