

ANNUAL PROGRAM ASSESSMENT REPORT

(For AY 2013-2014 through 2018-2019)

CURRENT YEAR - AY 2017-2018 (Year 5)

UNIT	SCHOOL OF NURSING
Department (if applicable)	N/A
Degree/Program	Bachelor of Science in Nursing
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Use size 10 font.

Annually, complete a separate report for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Reports are to be sent electronically to assessment@washburn.edu by **June 30 each year.**

SECTION I

2017-2018 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

Assessment of all of the academic programs within the School of Nursing is an ongoing process so data is collected annually (both qualitative and quantitative) with the primary goal to inform faculty of needed changes to the curriculum using a continuous quality improvement process.

Projects completed by the level 4 students in NU 462 Quality & Safety; NU 465 Clinical Prevention & Population Health, & NU 468 Pediatric Medical/Surgical Nursing continue to provide support to clinical agencies to facilitate improvement in patient care and outreach to community partners. The students are using learning opportunities to improve care within long-term care agencies, hospitals, and the community. These skills are highly regarded by our local employers.

Portfolios continue to be a mechanism to assess student's mastery of the end-of-program outcomes. Portfolios are a graduation requirement in the SON. Portfolios are graded in the capstone course. Satisfactory completion of the portfolio is required for a passing grade in Capstone (NU 494). Students continue to demonstrate mastery of each outcome. **Table 1 Portfolio Student Learning Outcomes Summary Data** provide extensive metrics associated with the portfolio that are used in the semester and annual curriculum review process. All faculty are involved in this process and are assigned a portfolio group of students in either the spring or the fall semesters. While portfolios are useful to measure the broad competencies noted in the end-of-program outcomes, they have limited value in understanding one of the major key performance indicators for the pre-licensure program, and that is the first-time pass rate for the NCLEX-RN examination.

As stated previously in earlier SON Assessment Reports, the SON's number one priority is to improve the first-time NCLEX-RN pass rate. The development of a student success model began this past academic year, with the awarding of a Kansas Board Of Regents funded grant to support academic success for at-risk nursing students. The grant project is titled "The Diamond Success Project". A high-risk predictor model was developed as part of the grant to identify which students across all four nursing levels (semesters) might be at risk for failure. The at-risk students identified in each level were assigned a faculty mentor. The faculty mentor was tasked to meet with the at-risk students individually and face-to-face to gauge what factors were associated with the students lack of satisfactory academic performance. The goal of the faculty-student meetings were to develop individualized plans for academic success for every at-risk nursing student. The

student-faculty meetings included reviewing with students how to study in nursing school, how to effectively use the electronic nursing textbooks, time management, and test-taking strategies. Level 4 (senior) students were encouraged to focus on how to use their ATI reports to enhance their preparation for the NCLEX-RN examination. See *Table 2 for a list of the NCLEX pass rates since 2014*. As part of the Diamond Success model exam score averages were monitored over time (see *Table 6, Exam averages*). The data suggest that students in level 1 and 2 have a higher percentage of course grades in the B and C range, while students in Level 3 and 4 course grades average in the A and B range. Most of the students who are not successful in nursing school struggle the most in level 1 and 2, underscoring the need for an early intervention program for at-risk nursing students. Student metrics associated with the Diamond Success program support assisting students early in the upper division-nursing program so that the students can integrate their learning resources, improve their study habits, and comprehend complex nursing content. In the Fall 2017 semester, 65 students over all 4 levels were assigned to one of 10 faculty involved in the program. In the Spring there were 75 students invited to participate with the same 10 faculty. The majority of the students in the Diamond Success Project made satisfactory academic progress. In addition to the faculty-led support services, another component of the Diamond Success Project was the tutoring program. Funding from the grant provided free tutoring for all nursing students in the bottleneck nursing courses, e.g. pathophysiology, pharmacology, and Medical-Surgical courses. Tutoring was provided weekly and at times to accommodate the majority of students enrolled in the respective courses (e.g. pathophysiology, pharmacology, or Medical-Surgical courses).

ATI product integration continues in the pre-licensure program as a method of assessing concurrent validity with faculty-designed course examinations. ATI has developed standardized nursing content over eight major nursing domains. Each of the eight content mastery exams are threaded throughout the SON curriculum. In four courses faculty weighted the ATI assessment for that content area as the same as an exam to encourage students to use the ATI product. The faculty use feedback from the proctored assessment report data to evaluate course content and instruction. *Table 3 is a spreadsheet of the Comprehensive Predictor Exam results from Fall 2014-Spring 2018.*

In the last academic year, mapping the NCLEX-RN test blueprint to the SON curriculum content was completed. A few gaps between the NCLEX-RN test blueprint and curriculum content were noted. Next steps in the process are to use the gap analysis to make any additional curricular changes, and to focus on a more granular evaluation between the test questions in the nursing courses to the NCLEX-RN test blueprint. This task will be completed during the 2018-2019 academic year. Additional professional faculty development in item writing and analysis will be undertaken in the upcoming academic year.

All assessment data is reviewed with the pre-licensure faculty in August, allowing for needed adjustments to didactic, assessment, clinical practicum competencies. Any School of Nursing policies that have a potential impact on the 1st time NCLEX-RN pass rates are included as part of the SON systematic assessment process. In addition, we will be reviewing our NCLEX data at the end of the 2nd quarter (June 30, 2018).

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

The SON Advisory Council does not include student membership. The Advisory Council includes leaders of health, health related (i.e. commercial insurance executives), and community partners (i.e. Topeka Housing Authority).

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? *Cell will expand to accommodate your text.*

Yes (describe what and why below) No

We will have our 10-year CCNE visit in October 2018 and will not be making any changes this coming year. The only change at this point we are considering for 2018-2019 is to evaluate PSLO's slightly differently, instead of all 8 each year we are considering 4 each year.

2016-2017 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

Assessment of all of the academic programs within the School of Nursing is an ongoing process. Once again this academic year qualitative and quantitative data were gathered with the primary goal to inform faculty of needed changes to the curriculum using a continuous quality improvement process.

Projects completed by the level 4 students in NU 462 Quality & Safety; NU 465 Clinical Prevention & Population Health, & NU 468 Pediatric Medical/Surgical Nursing continue to provide support to clinical agencies to facilitate improvement in patient care and outreach to community partners. The students are using learning opportunities to improve care within long-term care agencies, hospitals, and the community. The NU 462 class is partnering with the Kansas Foundation for Medical Care to improve the quality of care in several long-term care facilities in the area. These skills are highly regarded by our local employers.

Portfolios continue to be a mechanism to assess student's mastery of the end-of-program outcomes. Portfolios are a graduation requirement in the SON. Portfolios are graded in the capstone course. Satisfactory completion of the portfolio is required for a passing grade in Capstone (NU 494). Students continue to demonstrate mastery of each outcome. **Table 1 Portfolio Student Learning Outcomes Summary Data 2014-2017 and Table 2 Portfolio Scores Fall 2014-Spring 2017** provide extensive metrics associated with the portfolio that are used in the semester and annual curriculum review process.

The SON's number one priority is to improve the first-time NCLEX-RN pass rate. The development of a student success model began this year, with the submission of a KBOR grant and additional data analysis for risk identification. Several mechanisms are being discussed and/or implemented including the process by which at-risk students are identified and offered academic supports services. The at-risk students identified in level 4 were assigned a faculty mentor for 1:1 meetings and support, prior to taking the NCLEX-RN. These meetings included reviewing with students on how to use their ATI reports to enhance their preparation for the NCLEX-RN examination. See **Table 3 for a list of the NCLEX pass rates since 2014.**

We continue to use ATI as an external vendor to assess our student's knowledge related to nursing content. Eight of the content mastery exams are threaded throughout the SON curriculum. In four courses faculty weighted the ATI assessment for that content area as the same as an exam. This was new this year as a way to encourage students to use the ATI product as it is a national assessment of student knowledge in each content area used extensively in nursing programs. This was a way to encourage students to see the importance and value of the ATI assessments. The faculty use feedback from the proctored assessment report data to evaluate course content and instruction. **Table 4 is a spreadsheet of the Comprehensive Predictor Exam results from Fall 2014-Spring 2017.** Faculty have been working to map the SON curriculum to the NCLEX-RN detailed test blueprint. This final step will facilitate significant changes by identifying the curricular gaps between the NCLEX-RN exam and the BSN curriculum, so that corrective actions can be taken. One of the SON honors students created an educational module for all students on the ATI experience. This will be used in all Level 1 courses in Fall 2017.

All assessment data will be reviewed with the faculty as a whole in August in order to make needed adjustments to didactic, assessment, clinical practicum competencies, or other School of Nursing policies that will have a positive impact on the 1st time NCLEX-RN pass rates.. In addition, we will be reviewing our NCLEX data at the end of the 2nd quarter (June 30, 2017).

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

Feedback from Assessment committee rubric was reviewed for action items. All positive feedback was received, no changes made based on comments. The committee continues to look at what data should be gathered, have implemented a data analysis project for identification of at risk students. The leadership of the assessment committee is transitioning in the fall of 2017.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? *Cell will expand to accommodate your text.*

Yes (describe what and why below) No

NU 320 & 322 have been added to the Curriculum Mapping section, these courses are part of a curriculum revision that began with the Spring 2017 class. In addition, NU 324 & 326 have been added. These course, will be taught for the first time in Fall 2017. Additionally the Data Collection Calendar and Analysis & Reporting calendar have been updated.

2015-2016 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

Assessment of all of the academic programs within the School of Nursing is an ongoing process. Once again this academic year qualitative and quantitative data were gathered with the primary goal to inform faculty of needed changes to the curriculum using a continuous quality improvement process. First, a qualitative study was conducted with students from the Fall 2015 graduating class using focus groups. Four sessions were conducted with a total of 17 students attending (25% of the class). This data provided valuable feedback on the overall program experience. In addition, data was gathered on the 4 upper division semesters within the BSN (pre-licensure) program. This information has been shared by the research team with faculty at the different levels within the BSN program. The students attending the focus groups were also asked to provide feedback on a potential curriculum change related to the current pre-requisite courses. All students felt that bringing pathophysiology back into the upper division nursing curriculum would be a positive change. The students were also in favor of the proposed changes to the pharmacology course. Changes in organization and content flow have been made based on recommendations.

Projects completed by the level 4 students in NU 462 Quality & Safety; NU 465 Clinical Prevention & Population Health, & NU 468 Pediatric Medical/Surgical Nursing were very good. The students are using learning opportunities to improve care within long-term care agencies, hospitals, and the community. One of the NU 465 Public Safety Announcements created by a group of students is now being used by the Topeka Police Department. The NU 462 class is partnering with the Kansas Foundation for Medical Care to improve the quality of care in several long-term care facilities in the area. These skills are highly regarded by our local employers.

Portfolios continue to be a mechanism to assess student's mastery of the end-of-program outcomes. Portfolios are a graduation requirement in the SON. Portfolios are graded in the capstone course. Satisfactory completion of the portfolio is required for a passing grade in Capstone (NU 494). Students continue to demonstrate mastery of each outcome. **Table 1 Portfolio Student Learning Outcomes Summary Data 2010-2016 and Table 2 Portfolio Scores Spring 2009-Spring 2016** provide extensive metrics associated with the portfolio that are used in the semester and annual curriculum review process.

The SON continues to work on raising the first-time NCLEX-RN pass rate. A retrospective analysis that included over 500 BSN graduates conducted by the Strategic Analysis and Reporting division of the university examined predictors of first-time NCLEX-RN pass rates. The findings indicated that the best predictor of passing the NCLEX-RN on the first attempt was the score on the ATI Comprehensive Predictor. First-time NCLEX-RN pass rates are one of the Key Performance Indicators (KPIs) of the School of Nursing. At this time, the first-time NCLEX-RN pass rates at Washburn University are remaining level with Kansas pass rates but are slightly below the national NCLEX-RN first-time pass rates. We continue to explore multiple pathways to enhance student success as measured by an improvement in the first-time NCLEX-RN pass rates. Several mechanisms are being discussed and/or implemented including the process by which at-risk students are identified and offered academic supports services, the addition of an NCLEX prep mini-course imbedded within the nursing NU 494 Capstone course, faculty development on test-writing skills, the addition of the ATI Pharmacology assessment in level 4 to provide students a better indication of what content they need to master prior to taking the NCLEX-RN exam, and additional reviews with students on how to use their ATI reports to enhance their preparation for the NCLEX-RN examination. In addition, systematic changes have begun within the four semesters of the BSN program to improve student performances when taking the NCLEX-RN examination. See **Table 3 for a list of the NCLEX pass rates since 2001.**

We continue to use ATI as an external vendor to assess our student's knowledge related to nursing content. Eight of the content mastery exams are threaded throughout the SON curriculum. Faculty use the ATI assessment results to make adjustments to course content. Remediation is required of students not achieving the required benchmark. Results from the ATI exams allow the SON faculty to benchmark WU students to students in other BSN programs and to the national average (both BSN & ADN) programs. Feedback on student performance is provided to course instructors after each assessment and is also discussed at the fall faculty retreat. Attached to this report in **Table 4 is a spreadsheet of the Comprehensive Predictor Exam results from Fall 2007-Spring 2016.** Based on NCLEX results and ATI performance, the curriculum & assessment committees are looking at a revision to the ATI testing and remediation policy. A recommendation to include the nutrition assessment (this is currently not being used) during Level 1 within our curriculum is being discussed. During fall 2016, NU 465 will be using

the ATI content mastery assessment as their final examination. Courses where the ATI tests are given are in the process of mapping content to the ATI Content Descriptors so we can ensure students are prepared for the assessment. Points awarded for these assessments will be increased in courses beginning in the fall of 2016 to increase NCLEX-RN pass rates. Faculty have been working to map the SON curriculum to the NCLEX-RN detailed test blueprint. This final step will facilitate significant changes by identifying the curricular gaps between the NCLEX-RN exam and the BSN curriculum, so that corrective actions can be taken.

Simulation continues to demonstrate a positive impact on student learning, specifically with quality and safety measures as well as critical thinking skills. The National Council State Board of Nursing published a research study examining the use of simulation in lieu of clinical hours. The study found no statistically significance difference in those students who completed up to 50% of their clinical hours in simulation as compared to students who received traditional clinical practicum experiences. The SON has continued to implement simulated experiences in each of the 4 upper division semesters in the BSN program. Students are asked to rate their satisfaction with simulation. The majority of students favor using simulation to augment existing clinical training at the BSN level. Dr. Carpenter, Dr. Isaacson and Barb Stevenson are looking at skill development using simulation as a method of evaluation. The first phase of the study assessed students at the beginning of their clinical experiences and in the second phase, the same students were assessed during their senior/final semester. Changes to the instruction on complex skills has been modified and again threaded throughout the curriculum based on observation of student performance during this study. The third phase of this study will compare student performance between the second and fourth semesters of the program, with data collection continuing in the fall 2016 semester.

The SON values the input of our students. Each semester the graduating seniors are asked to provide feedback on the eight end-of-program outcomes. See **Table 5 Senior Curriculum Review Fall 2014-Spring 2016 (revised curriculum)**. This feedback along with comments related to strengths and weaknesses of the program have been instrumental to facilitating curricular change. This data is reviewed at the end of the semester during the special curriculum review meeting.

The SON will begin to prepare for our 2018 CCNE accreditation visit this fall. The SON systematic assessment plan (a CCNE requirement) will be used as a guide. This past spring the SON successfully completed the 5 year university program review process.

In addition to the efforts listed above data has been collected from the staff nurses (external stakeholders) at one local hospital related to our student performance. This information will be analyzed and shared with faculty at the fall retreat scheduled for August, 2016.

Innovations by the SON faculty during this last year have provided some amazing experiences for our students. In January the entire graduating class participated in the free dental clinic that was conducted at the Kansas Expocentre. This was a phenomenal learning opportunity related to clinical prevention and population health. Additionally, the senior students also completed the United Way bus tour. The United Way staff facilitated student learning related to challenges faced by individuals within our community and then highlighted resources available. Evaluations on both of these experiences were very positive.

All level 3 & 4 students attend the 1st annual SON end-of-life symposium let by Dr. David Carter. Students had the opportunity to hear from a cancer patient's mom, physician and nurses providing end-of-life care. The medical staff discussed the ethical challenges staff face on a daily basis. Active learning occurred via case studies with faculty facilitating student discussion. The student feedback on this day was extremely positive. Plans are underway to make this an annual event.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

Rubrics have been developed for the NU 318 ethics assignment and have been developed for the written assignments in NU 386. An assessment tool has been created as part of a research study to be used with simulation. The tool allows faculty to critique communication, critical thinking and skill performance. ATI data is summarized in tables provided. Summary of data analysis by the Strategic Analysis and Reporting department can be found in the shared folder.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? Cell will expand to accommodate your test

Yes (describe what and why below) No A curriculum change approved by the Kansas State Board of Nursing will be implemented with the Spring 2017 class. This change will necessitate a plan change in the next academic year. Pathophysiology will move from a prerequisite course to two new

courses; one three credit hour course during level 1 and one two credit hour course to be taught in level 2. In addition to the pathophysiology change, the pharmacology course will move from a 4 credit hour course taught in Level 1 to 2 two-hour courses (1st class in level 1 and 2nd class in level 2). Pharmacology content will be matched with the NU 386 medical/surgical content to facilitate student learning. Program Assessment Plan will be modified after classes are initiated.

2014-2015 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

Assessment within the SON continues to be an ongoing process. During this academic year qualitative and quantitative data was gathered both with the primary goal to inform faculty of needed changes to the curriculum using the continuous quality improvement process. A qualitative study was conducted with the first cohort of BSN graduates from the revised SON curriculum (this will be repeated with the Fall 2015 class) using a focus group methodology. This data provided some valuable feedback on the overall program experience. In addition, data was gathered on the 4 upper division semesters within the program. This information has been shared by the research team with faculty at the different levels within the BSN program. Changes in organization and content flow have been made based on recommendations. A follow up in fall of 2015 will allow us to see if we are making progress from the student's perspective.

Portfolios continue to be a mechanism to assess student's mastery of the end-of-program outcomes. Portfolios are a graduation requirement in the SON. Portfolios are graded in the capstone course. Satisfactory completion of the portfolio is required for a passing grade in Capstone (NU 494). At the May 2014 Academic Policy Committee (APC) meeting a decision was made to have the students' address 4 of the 8 outcomes. The outcomes are randomly assigned based on the student's portfolio advisor. This change was implemented with the fall 2014 class. The end-of-program outcomes are also new for the SON curriculum, they are based on the 2008 ACCN's *Essential Guidelines of Baccalaureate Nursing*. Data has been gathered related to specific assignments and experiences students are using to identify mastery of the individual outcomes but this has not been analyzed at this time. Students continue to demonstrate mastery of each outcome. **Table 1 Portfolio Student Learning Outcomes Summary Data 2010-2015 and Table 2 Portfolio Scores Spring 2009-Spring 2015** provide extensive metrics associated with the portfolio that are used in the semester and annual curriculum review process.

The SON continues to work on bringing up the NCLEX pass rate. The SON pass rate has dropped since changes were made to the national examination in the Spring of 2013. During the fall 2014 semester NCLEX prep courses were offered by the SON faculty but were not required. As such attendance varied. For the 2nd time an ATI Live Review course was offered to help students prepare for the exam. During the spring 2015 semester the NCLEX prep classes provided by SON faculty were added as a required component of the NU 494 Capstone course. Classes were held every Monday for two hours. The ATI Live Review was also provided for this class. The spring 2015 class is still in the process of taking the NCLEX at the time of writing this report so it is not clearly understood if interventions implemented have made a difference. The School of Nursing remains level with state and national NCLEX first-time pass rates. The School of Nursing goal is to obtain a 95% first-time pass rate for the NCLEX exam in 2015. Multiple efforts continue to focus on attainment of this goal. **See Table 3 for a list of the NCLEX pass rates since 2001.**

We continue to use ATI as an external vendor to assess our student's knowledge related to nursing content. Eight of the content mastery exams are threaded throughout the SON curriculum, faculty use assessment results to make adjustments to course content. Remediation is required of students not achieving the required benchmark. Instructors are provided the content areas covered in the ATI norm-referenced assessments but not specific information about the types of questions on the ATI modules. Results from the ATI exams allow the SON faculty to benchmark WU students to students in other BSN programs and to the national average (both BSN & ADN) programs. Feedback on student performance is provided to course instructors after each assessment and is also discussed at the fall faculty retreat. Attached to this report in **Table 4 is a spreadsheet of the Comprehensive Predictor Exam results from Fall 2007-Spring 2015**. Based on NCLEX results and ATI performance the curriculum & assessment committees are looking at a revision to the ATI testing and remediation policy. A recommendation has also been to include the nutrition assessment (this is currently not being used) during Level 1 within our curriculum.

Simulation continues to demonstrate a positive impact on student learning, specifically with quality and safety measures as well as critical thinking skills. The National Council State Board of Nursing recently published a research study in which they looked at the use of simulation in lieu of clinical hours. They study found no statistically significance difference in those students who completed up to 25 or 50% of their clinical hours in simulation as compared to students who received traditional clinical practicum experiences. The SON has continued to implement simulated experiences in each of the 4 upper division semesters in the BSN program. Students are asked to rate their satisfaction with simulation. The majority of students favor using simulation to augment existing clinical training at the BSN level. Dr. Carpenter, Dr. Isaacson and Barb Stevenson are in the second phase of a study looking at skill development using simulation as a method of evaluation. Data has been presented at national, international and local conferences. Changes to the instruction on complex skills has been modified and again threaded throughout the curriculum based on observation of student performance. The third phase of this study will compare student performance in the second and fourth level of the program.

The SON values the input of our students. Each semester the graduating seniors are asked to provide feedback on the eight end-of-program outcomes. See **Table 5 Senior Curriculum Review Fall 2014-Spring 2015 (revised curriculum)**. This feedback along with comments related to strengths and weaknesses of the program have been instrumental to facilitating curricular change.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

The only comment made by the Assessment Committee reviewers was that we needed to better identify our stakeholders and how we share information with them. The comments indicated that faculty involvement was clearly noted in the assessment process, but external stakeholders appeared absent from the process.

Students are involved in the following SON committees: assessment, curriculum and simulation. Students also attend the SON Academic Policy Committee (APC) where changes in policy are made. The Dean or Associate Dean meets monthly during the semester with elected student representatives of each level to discuss current issues (Dean's Council).

The School's NCLEX pass rates are published on the Kansas State Board of Nursing website and will be published soon on the SON website. The SON Advisory Committee meets annually with the Dean to discuss current status of the school and to provide input. The Dean also meets regularly with CNOs of area hospitals to share program changes and to discuss performance of graduates.

Pending approval by the CNO at St. Francis we will be conducting a survey of nursing staff related to our student's performance during the fall 2015 semester.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? Cell will expand to accommodate your test

Yes (describe what and why below) No

2013-2014 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

Assessment of SON student learning outcomes is ongoing and occurs on a weekly, semester, and annual basis. Information, both quantitative and qualitative, is used to inform faculty in a continuous quality improvement process methodology so as to improve the overall strength of the undergraduate nursing program. End-of-program assessment falls squarely on the review of the student's portfolio. Each student is required to complete a portfolio as a graduation requirement. The portfolio addresses how each student has mastered the eight end-of-program outcomes. Each student works on the portfolio throughout his/her nursing education. A faculty member is assigned to assist the student in the development of the portfolio as well as grading the final assignment. Historically, the portfolio was a paper-pen assignment but is now in an electronic format. This allows students to integrate newer technologies available in higher education that can be

useful in post-graduation employment. Portfolios are graded in the capstone course and satisfactory completion of the portfolio is required for a passing grade in Capstone

Table 1 Portfolio Student Learning Outcomes Summary Data 2010-2014 and Table 2 Portfolio Scores Spring 2009-Spring 2014 provide extensive metrics associated with the portfolio that are used in the semester and annual curriculum review process.

Frequent student learning assessments are completed through the use of an outside testing vendor. The SON began using the Assessment Technologies Institute (ATI), a comprehensive assessment and review program to establish a process for external validity testing of our PSLOs. The program provides review materials related to nursing content and preparation for the NCLEX-RN licensure exam. The program also provides practice exams, skills modules and content mastery exams. The eight content mastery proctored exams have been integrated into existing nursing courses in all four semesters of the upper-division nursing program. Additional features added in the past two years are the learning systems module which provides practice questions related to specific content areas and the nurse logic modules which review the professional role of the nurse, study skills and test-taking strategies.

The ATI Learning Systems product is utilized to assist the student with NCLEX – RN examination preparation. During the course of the student’s matriculation in the four-semester upper-division nursing program, each student is required to complete the following content mastery proctored ATI assessments (Fundamentals, Nursing of Children, Maternal/Newborn, Medical/Surgical, Pharmacology, Community Health, Leadership, and Mental Health). Content assessment is linked and imbedded within the corresponding nursing courses (e.g. Nursing of children ATI content mastery assessment is imbedded within the Nursing of Children course). In the final semester of the nursing program, each student must complete additional preparation prior to taking the ATI Comprehensive Predictor exam. The Comprehensive Predictor exam includes seven specific content areas (Fundamentals, Nutrition, Maternal/Newborn, Nursing of Children, Pharmacology, Leadership, & Mental Health) and eight of the ten medical/surgical assessments. The ATI Comprehensive predictor exam provides a global assessment of all of the learning outcomes for the pre-licensure student. The ATI Comprehensive predictor exam, like other ATI content-area assessments, is embedded in the NU 490 Capstone course.

In 2013 modifications to the NCLEX exam were made by the National Council State Boards of Nursing. The degree of difficulty increased with the changes to the 2013 NCLEX exam. To address the increase in complexity of the NCLEX examination changes a three day Live Review course was utilized in the Spring of 2014 to help with NCLEX preparation. The SON is currently doing a retrospective research study to identify at-risk nursing students. The goal of the small research study is to develop and test an algorithm to assist faculty members with early identification of at-risk students using intense one-on-one counseling and testing services. The goal of the SON is twofold: to increase retention rates to exceed 90% and to improve first-time NCLEX pass rates to exceed 95% on an annual basis. Between 2007 and 2012 the NCLEX pass rate was 90.01%. In the first quarter of 2013 the pass rate had decreased and with the change in the test blueprint continues to be lower than expected. See **Table 3 for a list of the NCLEX pass rates since 2001**. Overall pass rate for the KSBN reporting time period of 6/1/2011 – 5/31/2012 was 91.43% and for the time period of 6/1/2012 – 5/31/2013 was 82.52%. For the time period of 6/1/2013 – 5/1/2013 the pass rate was 79.6%. It is clear that the SON has established an acceptable first-time pass rate for pre-licensure graduates over the past twelve years but has work to do with restoring the rate after the last 3 semesters of students. The class graduating in the spring of 2014 is the last class to graduate with the previous nursing curriculum. As stated above the goal of the SON is to improve first-time NCLEX pass rates to reach or exceed 95% and every effort is being made to bring this rate back up.

Instructors are provided the content areas covered in the ATI norm-referenced assessments but not specific information about the types of questions on the ATI modules. Results from the ATI exams allow the SON faculty to benchmark WU students to students in other BSN programs and to the national average (BSN & AND) programs combined. Feedback on student performance is provided to course instructors after each assessment and is also discussed at the fall faculty retreat. Attached to this report in **Table 5 is a spreadsheet of the Comprehensive Predictor Exam results from Fall 2007-Spring 2014**. The test was updated in the spring of 2014 and norming data is not currently available for the new test.

Simulation is another teaching modality currently being used in the SON to enhance students’ clinical experiences. Simulation provides each student a common clinical learning experience. Simulation has been demonstrated to have a positive impact on student learning, specifically with quality and safety measures as well as critical thinking skills. The SON has continued to implement simulated experiences in each of the 4 upper division semesters in the BSN program. Preliminary data by students who were asked to rate their satisfaction with simulation have demonstrated that the majority of students favor using simulation to augment existing clinical training at the BSN level. Dr. Carpenter, Dr. Isaacson and Barb Stevenson are in the second phase of data collection looking at skill development

using simulation as a method of evaluation. Preliminary data demonstrated a problem with retention of technique with several complex skills. As a result, changes have been made to the curriculum in the first semester (Level 1) to improve upon how skills are being taught and then the process for reassessing the same skills is being revisited in the final semester prior to capstone. Data analysis will be completed in August 2014.

The SON values the input of our students. Each semester the graduating seniors are asked to provide feedback on the eight end-of-program outcomes. See **Table 6 Senior Curriculum Review Fall 2010-Fall 2012**. This feedback along with comments related to strengths and weaknesses of the program have been instrumental to facilitating curricular change.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

No items from the 2012-2013 SON assessment report need to be addressed in the BSN assessment report. However, based on lower NCLEX pass rates in the Spring 2013 and Fall 2013 classes from previous graduating classes the School of Nursing has modified activities preparing students to pass the RN-NCLEX examination on the first attempt. The goal is to achieve a first-time pass rate over 90% and then above 95% by 2015. The school is in the process of developing an algorithm to help identify at-risk students which would begin the preparation for improved test-taking strategies prior to the senior semester. A new product will be introduced in the Fall 2014 with the incoming class to provide students additional opportunity to practice NCLEX questions (Elsevier product; will be bundled with other texts, cost approximately \$20/semester).

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report?

Yes (describe what and why below) No

New forms and new curriculum. This report contains primarily information from the previous curriculum. The first class to graduate from the revised curriculum will be December 2014. At that time we will utilize the new PSLO's listed on the assessment plan. We will be utilizing ATI proctored content mastery results more fully in the Fall 2014 with required remediation done for anyone scoring less than a level 2.

SECTION II

Delete rows that are not needed. Copy and paste to add rows. Cells will expand to accommodate your text.

2017-2018 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.).
<p>PSLO #1 Apply principles of leadership to deliver quality patient care in complex systems.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must</p>	<p>Course Level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks, student performance is reviewed by faculty members and students receive individual counseling as needed; See BSN assessment plan for</p>	<p>Courses with multiple faculty meet weekly/monthly as needed to discuss student performance using real-time didactic (and when appropriate clinical evaluations) grades</p> <p>Faculty who teach courses that are taught at a specific level (e.g. Level 1 courses) meet twice a semester (or more often during major curricular change phases) to discuss student</p>

	<p>achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>specific assignments associated with Outcome 1.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only) are available in D2L.</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 4 Senior Curriculum Review; Table 5 ATI Proficiency Level by Group).</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p> <p>97.5% progression of students in level 1 (Both Fall 2016 & Spring 2017;</p> <p>87.7% progression of students in level 2 Fall 2016 & 89.7% progression in Spring 2017;</p> <p>95.8% progression of students in level 3 (Fall 2016) & 89.1% (Spring 2017;</p> <p>100% progression of students in level 4 (Both Fall 2015 & Spring 2016).</p> <p>**Holds true for all outcomes.</p>	<p>performance, student workload, course and level outcomes (when appropriate).</p> <p>The Director of the Prelicensure Program is informed by course/level coordinators/faculty of possible at-risk students in all upper-division nursing courses. A process improvement plan is discussed between the Director and the faculty with direct involvement with the at-risk student.</p> <p>Chair of the SON Assessment Committee continues to collect end-of-semester portfolio data that is shared with Assessment Committee members.</p> <p>End-of-semester meetings are held for all faculty to comment/plan strategies to improve student learning on the course/level/ and end of program outcomes. Minutes are kept of the end-of-semester meetings for purposes of recording proposed changes needed for the BSN (pre-licensure program).</p> <p>Annual faculty meetings held in August allow the Chairperson of the SON Assessment Committee to inform all SON faculty of the status of our performance metrics (including specific information on Outcome 1), and goals of the SON Assessment Committee for refining the assessment process.</p> <p>The Dean of the SON meets monthly with the VPAA to discuss any concerns regarding SON performance metrics.</p> <p>***This statement is true for all 8 PSLOs</p>
<p>PSLO # 2 Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in the planning, implementation,</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course grade books; See BSN matrix & PSLO assessment plan for</p>	

<p>and evaluation of patient care.</p>	<p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>specific assignments associated with Outcome 2.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only).</p> <p>100% of level 4 students received positive marks on clinical performance tool related to this outcome.</p> <p>100% of students in level 2 & 4 met the requirements to pass simulation as part of the ongoing research study mentioned previously.</p> <p>Sim chart assignments are part of the clinical grade in (311, 356, 386, 456 & 494). Grading rubrics have been developed and vary by level. Students must pass these assignments in order to meet the paperwork requirement of clinical.</p>	
<p>PSLO # <u>3</u> Demonstrate skill in using patient care technologies, information systems and communication devices to support quality nursing practice.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks in D2L; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 3.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p>	
<p>Indirect:</p>			

	<p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p> <p>The BSN-Score Card was piloted this year with students in the second Medical-Surgical course.</p>	<p>and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p> <p>100% of students successfully passed NU 325 for the academic year.</p> <p>100% of students have demonstrated mastery of this outcome through completion of their NU 462 Quality & Safety Projects.</p>	
	<p>Indirect:</p> <p>There were two incidences in the spring semester where employed nurses at local hospitals complained to the nursing faculty about student performance.</p>	<p>Clinical faculty associated with the students met with both the nurses and the students to complete a performance-improvement plan to support successful demonstration of nursing skills associated with PSLO #3.</p>	
<p>PSLO # <u>4</u> Practice strategies to change local and global health policy by influencing sociocultural, economic, legal, and political systems.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course grade books; See BSN matrix & PSLO assessment for specific assignments associated with Outcome 4.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p>	

		<p>100% of level 4 students participated in the United Way Tour to better understand the needs of the community. This is a course requirement for NU 465 Clinical Prevention & Population Health. Positive feedback from program organizers was received related to the professionalism of our students,</p> <p>All level 3 & 4 students attended the Day at the Legislature sponsored by the Kansas State Nursing Association.</p> <p>100% of Level 2 students received a positive preceptor evaluation for their home health experience (6 different agencies).</p>	
	Indirect:		
<p>PSLO # 5 Integrate interprofessional communication patterns into nursing practice.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 5.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p>	

		<p>Communication is part of all clinical performance tools, and feedback is provided to students on the tool and in person. Students are asked to reflect on their performance. All simulations have a communication component to them whether it be with the patient, staff, physician or other healthcare provider. Feedback is provided during debriefing.</p> <p>As part of the ongoing research study 100% of the students met minimum requirements of effective communication during the simulation. Data has been collected comparing individual students during level 2 & then again in level 4.</p> <p>Students have discussed in their portfolios their individual growth related to this outcome. See portfolio data related to this outcome.</p> <p>The psychosocial client need category on the ATI comprehensive review focuses primarily on communication, see Table 3. Videotaping of communication with mental health clients continue as part of NU 446. This is a pass/fail assignment where students reflect on their communication growth. All students completed this assignment.</p>	
	<p>Indirect:</p>		
<p>PSLO # <u>6</u> Participate with community partners in clinical prevention and</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other</p>	

<p>population-focused interventions that are timely, effective, safe, efficient, equitable, and patient-centered.</p>	<p>successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 6.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p> <p>100% of level 4 students completed the United Way bus tour and assignment related to the experience. 100% of level 4 students successfully completed the NU 465 Community Assessment Project, NU 462 Quality & Safety Project and the NU 468 Public Safety Announcement.</p>	
<p>PSLO # <u>7</u> Incorporate professional values in formation of ethical comportment and personal accountability for nursing practice.</p>	<p>Indirect:</p> <p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p>	<p>Indirect:</p> <p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 7.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p>	

	<p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal.</p> <p>New grading rubric was trialed for the NU 318 ethics assignment. All students successfully completed this assignment.</p>	
	<p>Indirect:</p>		
<p>PSLO #8 Integrate knowledge, skills, and attitudes necessary for baccalaureate generalist nursing practice.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 7.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal. 100% of students having passed the NCLEX-RN examination are employed.</p>	
	<p>Indirect:</p>		
<p>Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.</p>			

SON faculty review the results of ATI content mastery assessments they are responsible for to determine areas that need reinforcing within their respective courses. Unfortunately a database that includes all of the course changes based upon evaluation of the ATI data has not been constructed, such that any potential association between changes and performance metrics cannot be substantiated. Going forward the Director of Assessment will work to establish a more robust rapid cycle quality improvement process at the BSN program level. In January, the School of Nursing entered into an agreement with ATI to become a “Complete Partner School”. This partnership will provide additional resources that can be used in the assessment process. Part of the partnership will include a curricular assessment of ATI products that can be added into the existing BSN curriculum.

The SON has moved to online testing for course exams, with the help of the staff at Mabee Library students are testing online. Testing procedures have been developed to simulate the environment of the NCLEX testing sites. The NCLEX test is an online exam.

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

At new major orientation to the BSN program, students are informed of the end-of-program outcomes as well as the Key Performance Indicators (KPIs) for the SON (i.e. NCLEX-RN pass rates). Ongoing learning opportunities are imbedded within the curriculum that focus on PSLO and KPIs. In addition, ATI is discussed with the students starting at the new major’s orientation event and continues throughout the program. The new ATI student portal provides students the opportunity to review their results, and to initiate remediation soon after completing the ATI exam. This information was reviewed with all students after they take an ATI assessment. All students now have access to the ATI *Pulse* product which shows student progress and potential for success on the NCLEX-RN exam.

The Dean meets with the SON Advisory Council on an annual basis. She is also in contact with nursing leaders throughout the city and the state to discuss professional nursing issues that affect Washburn nursing students. Informal discussions are held with nurse managers and nursing faculty during clinical days and as capstone experiences are arranged to determine how our graduates are doing. Feedback has been very positive.

The SON faculty and administration were *not successful* in developing and piloting a survey designed for nurse managers who have direct knowledge of the baseline skills of the BSN graduates as noted in last year’s annual assessment report.

2016-2017 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.).
PSLO #1 Apply principles of leadership to deliver quality patient care in complex systems.	Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses. Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must	Course Level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks, student performance is reviewed by faculty members and students receive individual counseling as needed; See BSN assessment plan for	Courses with multiple faculty meet weekly/monthly as needed to discuss student performance using real-time didactic (and when appropriate clinical evaluations) grades Faculty who teach courses that are taught at a specific level (e.g. Level 1 courses) meet twice a semester (or more often during major curricular change phases) to discuss student

	<p>achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>specific assignments associated with Outcome 1.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only) are available in D2L.</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 5 Senior Curriculum Review; Table 6 ATI Proficiency Level by Group).</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p> <p>97.5% progression of students in level 1 (Both Fall 2016 & Spring 2017;</p> <p>87.7% progression of students in level 2 Fall 2016 & 89.7% progression in Spring 2017;</p> <p>95.8% progression of students in level 3 (Fall 2016) & 89.1% (Spring 2017;</p> <p>100% progression of students in level 4 (Both Fall 2015 & Spring 2016).</p> <p>**Holds true for all outcomes.</p>	<p>performance, student workload, course and level outcomes (when appropriate).</p> <p>The Director of the Prelicensure Program is informed by course/level coordinators/faculty of possible at-risk students in all upper-division nursing courses. A process improvement plan is discussed between the Director and the faculty with direct involvement with the at-risk student.</p> <p>**Spring 2017 semester level 2 courses moved from an 8 week format to a 16 week format in preparation for curricular changes in the fall 2017. Saw an increase in student failure as students struggled with the rigor and volume of work. Students not passing exams were required to meet with course faculty after each exam. A majority of students indicated they were not reading the text book. Study skills and test-taking skills were also reviewed.</p> <p>Chair of the SON Assessment Committee continues to collect end-of-semester portfolio data that is shared with Assessment Committee members.</p> <p>End-of-semester meetings are held for all faculty to comment/plan strategies to improve student learning on the course/level/ and end of program outcomes. Minutes are kept of the end-of-semester meetings for purposes of recording proposed changes needed for the BSN (pre-licensure program).</p> <p>Annual faculty meetings held in August allow the Chairperson of the SON Assessment Committee to inform all SON faculty of the status of our performance metrics (including specific information on Outcome 1), and goals of the SON Assessment Committee for refining the assessment process.</p>
	<p>Indirect:</p>		

			<p>The Dean of the SON meets monthly with the VPAA to discuss any concerns regarding SON performance metrics. ***This statement is true for all 8 PSLOs</p>
<p>PSLO # <u>2</u> Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in the planning, implementation, and evaluation of patient care.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course grade books; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 2.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only). 100% of level 4 students received positive marks on clinical performance tool related to this outcome.</p> <p>100% of students in level 2 & 4 met the requirements to pass simulation as part of the ongoing research study mentioned previously.</p> <p>98% of students passed the clinical portion of the program when providing care to clients in the clinical setting. (2 students did not pass clinical, one of those students was also not passing the didactic portion of the course). (For those students not progressing in a particular course, the academic issue was related to poor test-taking skills). Sim chart assignments are part of the clinical grade in (311, 356, 386, 456 & 494). Grading</p>	

		<p>rubrics have been developed and vary by level. Students must pass these assignments in order to meet the paperwork requirement of clinical.</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 5 Senior Curriculum Review data; Table 6 ATI Proficiency Level by Group) Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal.</p>	
	Indirect:		
<p>PSLO # <u>3</u> Demonstrate skill in using patient care technologies, information systems and communication devices to support quality nursing practice.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks in D2L; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 3.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 3 with NCLEX pass rates, Table 5 Senior Curriculum Review; Table 6 ATI Proficiency Level by Group)</p>	

		<p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p> <p>100% of students successfully passed NU 325 for the academic year.</p> <p>98% (2 students did not pass clinical requirements during Spring 2017) of students in clinical courses met this requirement. In portfolios students continue to talk about their growth related to this outcome.</p> <p>100% of students have demonstrated mastery of this outcome through completion of their NU 462 Quality & Safety Projects.</p>	
	Indirect:		
<p>PSLO # <u>4</u> Practice strategies to change local and global health policy by influencing sociocultural, economic, legal, and political systems.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course grade books; See BSN matrix & PSLO assessment for specific assignments associated with Outcome 4.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 4 ATI Comprehensive</p>	

		<p>Predictor Exam scores-psychosocial integrity area; Table 5 Senior Curriculum Review scores; Table 6 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p> <p>100% of level 4 students participated in the United Way Tour to better understand the needs of the community. This is a course requirement for NU 465 Clinical Prevention & Population Health. Positive feedback from program organizers was received related to the professionalism of our students,</p> <p>All level 3 & 4 students attended the Day at the Legislature sponsored by the Kansas State Nursing Association.</p> <p>100% of Level 2 students received a positive preceptor evaluation for their home health experience (6 different agencies).</p>	
	Indirect:		
<p>PSLO # <u>5</u> Integrate interprofessional communication patterns into nursing practice.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 5.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor</p>	

	<p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 5 Senior Curriculum Review Scores; Table 6 ATI Proficiency Level by group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p> <p>Communication is part of all clinical performance tools, and feedback is provided to students on the tool and in person. Students are asked to reflect on their performance. All simulations have a communication component to them whether it be with the patient, staff, physician or other healthcare provider. Feedback is provided during debriefing.</p> <p>As part of the ongoing research study 100% of the students met minimum requirements of effective communication during the simulation. Data has been collected comparing individual students during level 2 & then again in level 4, and analysis will be completed in October 2017.</p> <p>Students have discussed in their portfolios their individual growth related to this outcome. See portfolio data related to this outcome.</p>	
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		<p>They psychosocial client need category on the ATI comprehensive review focuses primarily on communication, see Table 4. Videotaping of communication with mental health clients continue as part of NU 446. This is a pass/fail assignment where students reflect on their communication growth. All students completed this assignment.</p>	
	<p>Indirect:</p>		
<p>PSLO # <u>6</u> Participate with community partners in clinical prevention and population-focused interventions that are timely, effective, safe, efficient, equitable, and patient-centered.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 6.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 4 with ATI Comprehensive Predictor exam scores – health promotion & risk reduction; Table 5 Senior Curriculum Review scores; Table 6 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p>	

		100% of level 4 students completed the United Way bus tour and assignment related to the experience. 100% of level 4 students successfully completed the NU 465 Community Assessment Project, NU 462 Quality & Safety Project and the NU 468 Public Safety Announcement.	
	Indirect:		
PSLO # 7 Incorporate professional values in formation of ethical comporment and personal accountability for nursing practice.	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 7.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 3 with NCLEX exam pass rates; Table 4 with ATI Comprehensive Predictor Exam scores; Table 5 Senior Curriculum Review Scores; Table 6 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal.</p>	

		New grading rubric was trialed for the NU 318 ethics assignment. All students successfully completed this assignment.	
	Indirect:		
<p>PSLO #8 Integrate knowledge, skills, and attitudes necessary for baccalaureate generalist nursing practice.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 7.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 3 with NCLEX exam pass rates; Table 4 with ATI Comprehensive Predictor Exam scores; Table 5 Senior Curriculum Review Scores; Table 6 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal. 100% of students having passed the NCLEX-RN examination are employed.</p>	
	Indirect:		

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Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

SON faculty review the results of ATI content mastery assessments they are responsible for to determine areas that need reinforcing, the same is true for the ATI Comprehensive Predictor Assessment. Will be working with ATI to do a curricular assessment of ATI product use for changes in the next academic year. In addition, faculty have been involved in mapping the curriculum to the NCLEX test blueprint.

The SON has moved to online testing for course exams, with the help of the staff at Mabee Library students are testing online. Testing procedure has been developed to simulate the environment of the NCLEX testing sites. The NCLEX test is an online exam. Item writing work is also occurring at the different levels. The level 2 & level 3 med/surg courses have reviewed test questions and continue to work on. Staff have attended several item-writing workshops.

A student database is being created to help with early identification of at-risk students, this also with the SON “Diamond Success” plan which will be implemented in the fall 2017 will help faculty with early identification and assistance of students. A grant from the KBOR will help with funding of this program.

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

At new major orientation to the BSN program, students are informed of the end-of-program outcomes as well as the Key Performance Indicators (KPIs) for the SON (i.e. NCLEX-RN pass rates). Ongoing learning opportunities are imbedded within the curriculum that focus on PSLO and KPIs. In addition, ATI is discussed with the students starting at the new major’s orientation event and continues throughout the program. The new ATI student portal provides students the opportunity to review their results, and to initiate remediation soon after completing the ATI exam. This information was reviewed with all students after they take an ATI assessment. During the spring 2017 a student completed a voiceover presentation on “The ATI Experience” this will be uploaded in each level to reinforce how to remediate. All students now have access to the ATI pulse which shows student progress and potential for success on the NCLEX-RN exam.

The Dean meets with the SON Advisory Council on an annual basis. She is also in contact with nursing leaders throughout the city and the state to discuss professional nursing issues that affect Washburn nursing students. Informal discussions are held with nurse managers and nursing faculty during clinical days and as capstone experiences are arranged to determine how our graduates are doing. Feedback has been very positive.

SON will be developing a survey to ask nurse managers feedback on our graduate performance. 100% of students who have passed the NCLEX-RN exam are employed.

2015-2016 Academic Year

Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.)

<p>PSLO #1 Apply principles of leadership to deliver quality patient care in complex systems.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course Level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks, student performance is reviewed by faculty members and students receive individual counseling as needed; See BSN assessment plan for specific assignments associated with Outcome 1.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only) are available in D2L.</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 5 Senior Curriculum Review; Table 6 ATI Proficiency Level by Group).</p> <p>*ATI Leadership assessment has moved from Level 3 to Level 4 as content for this exam is taught in both levels. Students need a 76.7 to achieve a level 2 on this assessment.</p> <p>Undergraduate Admission and Progression Committee (UAEC) review at-risk students for retention and/or dismissal</p> <p>97.2% progression of students in level 1 (Both Fall 2015 & Spring 2016);</p> <p>98.6% progression of students in level 2 (Both Fall 2015 & Spring 2016);</p> <p>98.7% progression of students in level 3 (Fall 2015) & 98.5% (Spring 2016);</p> <p>100% progression of students in level 4 (Both Fall 2015 & Spring 2016).</p>	<p>Courses with multiple faculty meet weekly/monthly as needed to discuss student performance using real-time didactic (and when appropriate clinical evaluations) grades</p> <p>Faculty who teach courses that are taught at a specific level (e.g. Level 1 courses) meet twice a semester (or more often during major curricular change phases) to discuss student performance, student workload, course and level outcomes (when appropriate).</p> <p>The Director of the Prelicensure Program is informed by course/level coordinators/faculty of possible at-risk students in all upper-division nursing courses. A process improvement plan is discussed between the Director and the faculty with direct involvement with the at-risk student.</p> <p>Chair of the SON Assessment Committee continues to collect end-of-semester portfolio data that is shared with Assessment Committee members.</p> <p>End-of-semester meetings are held for all faculty to comment/plan strategies to improve student learning on the course/level/ and end of program outcomes. Minutes are kept of the end-of-semester meetings for purposes of recording proposed changes needed for the BSN (pre-licensure program).</p> <p>Annual faculty meetings held in August allow the Chairperson of the SON Assessment Committee to inform all SON faculty of the status of our performance metrics (including specific information on Outcome 1), and goals of the SON Assessment Committee for refining the assessment process.</p> <p>The Dean of the SON meets monthly with the VPAA to discuss any concerns regarding SON performance metrics.</p> <p>***This statement is true for all 8 PSLOs</p>
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		<p>**Holds true for all outcomes.</p>	
<p>PSLO #2 Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in the planning, implementation, and evaluation of patient care.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course grade books; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 2.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only). 100% of level 4 students received positive marks on clinical performance tool related to this outcome.</p> <p>100% of students in level 2 & 4 met the requirements to pass simulation as part of the ongoing research study mentioned previously.</p> <p>100% of students passed the clinical portion of the program when providing care to clients in the clinical setting. (For those students not progressing in a particular course, the academic issue was related to poor test-taking skills). Sim chart assignments are part of the clinical grade in (311, 356, 386, 456 & 494). Grading rubrics have been developed and vary by level. Students must pass these assignments in order to meet the paperwork requirement of clinical.</p>	

		<p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 5 Senior Curriculum Review data; Table 6 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal.</p>	
<p>PSLO #3 Demonstrate skill in using patient care technologies, information systems and communication devices to support quality nursing practice.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks in D2L; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 3.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 3 with NCLEX pass rates, Table 5 Senior Curriculum Review; Table 6 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p> <p>98.6% of students successfully passed NU 325 for the academic year.</p> <p>100% of students in clinical courses met this requirement. In portfolios</p>	

		<p>students continue to talk about their growth related to this outcome.</p> <p>100% of students have demonstrated mastery of this outcome through completion of their NU 462 Quality & Safety Projects.</p>	
<p>PSLO #4 Practice strategies to change local and global health policy by influencing sociocultural, economic, legal, and political systems.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course grade books; See BSN matrix & PSLO assessment for specific assignments associated with Outcome 4.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 4 ATI Comprehensive Predictor Exam scores- psychosocial integrity area; Table 5 Senior Curriculum Review scores; Table 6 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p> <p>100% of level 4 students participated in the Kansas Miracle Dental Fair in January 2016. Positive feedback from program organizers was received related to the professionalism of our students and the high quality of care they provided.</p>	

		<p>All level 3 & 4 students attended the Day at the Legislature sponsored by the Kansas State Nursing Association.</p> <p>All level 3 & 4 students attended the SON End-of-Life Symposium and positive student evaluations were received.</p> <p>100% of Level 2 students received a positive preceptor evaluation for their home health experience (6 different agencies used-Rubric in shared drive).</p>	
<p>PSLO #5 Integrate interprofessional communication patterns into nursing practice.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 5.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 5 Senior Curriculum Review Scores; Table 6 ATI Proficiency Level by group)</p> <p>Undergraduate Admission and Progression Committee (UAEC) review at-risk students for retention and/or dismissal</p> <p>Communication is part of all clinical performance tools, and feedback is provided to students on the tool and in person. Students are asked to reflect on their performance. All simulations have</p>	

		<p>a communication component to them whether it be with the patient, staff, physician or other healthcare provider. Feedback is provided during debriefing.</p> <p>As part of the ongoing research study 100% of the students met minimum requirements of effective communication during the simulation. Data has been collected comparing individual students during level 2 & then again in level 4, and analysis will be completed in August 2016.</p> <p>Students have discussed in their portfolios their individual growth related to this outcome. See portfolio data related to this outcome.</p> <p>They psychosocial client need category on the ATI comprehensive review focuses primarily on communication, see Table 4.</p> <p>Videotaping of communication with mental health clients continue as part of NU 446. This is a pass/fail assignment where students reflect on their communication growth. All students completed this assignment.</p>	
<p>PSLO #6 Participate with community partners in clinical prevention and population-focused interventions that are timely, effective, safe, efficient, equitable, and patient-centered.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 6.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p>	

	<p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 4 with ATI Comprehensive Predictor exam scores – health promotion & risk reduction; Table 5 Senior Curriculum Review scores; Table 6 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p> <p>100% of level 4 students completed the United Way bus tour and assignment related to the experience. The same is true for the Red Cross Disaster and the Dental Clinical in January 2016.</p> <p>100% of level 4 students successfully completed the NU 465 Community Assessment Project, NU 462 Quality & Safety Project and the NU 468 Public Safety Announcement. One of the PSAs is now being used by the Topeka Police Department.</p>	
<p>PSLO #7 Incorporate professional values in formation of ethical comportment and personal accountability for nursing practice.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 7.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio</p>	

	<p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Student Learning Outcomes; Table 2 with Portfolio Scores; Table 3 with NCLEX exam pass rates; Table 4 with ATI Comprehensive Predictor Exam scores; Table 5 Senior Curriculum Review Scores; Table 6 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal.</p> <p>100% of level 3 & 4 participated in the SON End-of-Life Symposium during the Spring 2016 semester.</p> <p>New grading rubric was trialed for the NU 318 ethics assignment. All students successfully completed this assignment.</p>	
<p>PSLO #8 Integrate knowledge, skills, and attitudes necessary for baccalaureate generalist nursing practice.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 7.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 3 with Portfolio Scores; Table 4 with NCLEX exam pass rates; Table 5 Senior Curriculum Review Scores; Table 6 ATI Proficiency Level by Group)</p>	

		<p>Review Scores; Table 6 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal.</p> <p>100% of students having passed the NCLEX-RN examination are employed.</p>	
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Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

A strong push at the end of this semester is to implement a systematic plan to improve the first-time NCLEX pass rates. This will occur through various new activities or through the enhancement of existing activities such as the analysis of individual ATI test scores to improve student performance prior to sitting for the NCLEX-RN examination. One of the key strategies will be the mapping of the SON curriculum to the NCLEX detailed test blueprint which is underway. Results of the simulation study continue to provide faculty with information related to skill development, communication and critical thinking. Complex skills are now reviewed each semester in either simulations or boot camps (ex. Foley, IVs, medication administration).

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

At the initial student orientation to the BSN program, students are informed of the end-of-program outcomes as well as the Key Performance Indicators (KPIs) for the SON (i.e. NCLEX-RN pass rates). Ongoing learning opportunities are imbedded within the curriculum that focus on PSLO and KPIs. In addition, ATI is discussed with the students starting at the new major's orientation event and continues throughout the program. The new ATI student portal provides students the opportunity to review their results, and to initiate remediation soon after completing the ATI exam. This information was reviewed with all students after they take an ATI assessment.

The Dean meets with the SON Advisory Council on an annual basis. She is also in contact with nursing leaders throughout the city and the state to discuss professional nursing issues that affect Washburn nursing students. Informal discussions are held with nurse managers and nursing faculty during clinical days and as capstone experiences are arranged to determine how our graduates are doing. Feedback has been very positive.

2014-2015 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.)
<p>PSLO #1 Apply principles of leadership to deliver quality patient care in complex systems.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully</p>	<p>Course Level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN assessment plan for specific assignments associated with</p>	<p>Courses with multiple faculty meet weekly/monthly as needed to discuss student performance using real-time didactic (and when appropriate clinical evaluations) grades</p>

	<p>pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Outcome 1.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 5 Senior Curriculum Review; Table 6 ATI Proficiency Level by Group).</p> <p>Undergraduate Admission and Progression Committee (UAEC) review at-risk students for retention and/or dismissal</p> <p>Every 5 years the Dean of the SON sends out an employer survey that asks about professional values in the delivery of caring and ethical practice by BSN graduates.</p> <p>97.2% progression of students in level 1 (Both Fall 2014 & Spring 2015);</p> <p>98.6% progression of students in level 2 (Both Fall 2014 & Spring 2015);</p> <p>98.7% progression of students in level 3 (Fall 2014) & 98.5% (Spring 2015);</p> <p>100% progression of students in level 4 (Both Fall 2014 & Spring 2015).</p> <p>**Holds true for all outcomes.</p>	<p>Faculty who teach courses that are taught at a specific level (e.g. Level 1 courses) meet twice a semester (or more often during major curricular change phases) to discuss student performance, student workload, course and level outcomes (when appropriate).</p> <p>The Associate Dean of the SON is informed by course/level coordinators/faculty of possible at-risk students in all upper-division nursing courses. A process improvement plan is discussed between the Associate Dean and the faculty with direct involvement with the at-risk student.</p> <p>Chair of the SON Assessment Committee continues to collect end-of-semester portfolio data that is shared with Assessment Committee members.</p> <p>Monthly and as needed meetings are held for faculty who co-teach course(s) to discuss student performance.</p> <p>End-of-semester meetings are held for all faculty to comment/plan strategies to improve student learning on the course/level/ and end of program outcomes. (e.g. Students continue to write about the impact the ethics paper in NU 309 had on their understanding of values and ethics. In the new curriculum this assignment is now completed in NU 318, it has been modified from a paper to an assignment. The health policy debates in NU 479 (in new curriculum course will be NU 450) also contribute greatly to the student's understanding of this outcome. Debates cover relevant health care topics and ask the students</p>
<p>PSLO #2 Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in the planning, implementation, and evaluation of patient care.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course grade books; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 2.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio</p>	<p>Faculty who teach courses that are taught at a specific level (e.g. Level 1 courses) meet twice a semester (or more often during major curricular change phases) to discuss student performance, student workload, course and level outcomes (when appropriate).</p> <p>The Associate Dean of the SON is informed by course/level coordinators/faculty of possible at-risk students in all upper-division nursing courses. A process improvement plan is discussed between the Associate Dean and the faculty with direct involvement with the at-risk student.</p> <p>Chair of the SON Assessment Committee continues to collect end-of-semester portfolio data that is shared with Assessment Committee members.</p> <p>Monthly and as needed meetings are held for faculty who co-teach course(s) to discuss student performance.</p> <p>End-of-semester meetings are held for all faculty to comment/plan strategies to improve student learning on the course/level/ and end of program outcomes. (e.g. Students continue to write about the impact the ethics paper in NU 309 had on their understanding of values and ethics. In the new curriculum this assignment is now completed in NU 318, it has been modified from a paper to an assignment. The health policy debates in NU 479 (in new curriculum course will be NU 450) also contribute greatly to the student's understanding of this outcome. Debates cover relevant health care topics and ask the students</p>

	<p>successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>(See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 5 Senior Curriculum Review data; Table 6 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p> <p>Every 5 years the Dean of the SON sends out an employer survey that asks about end-of-program outcomes.</p>	<p>to look at both sides of an issue.) Minutes are kept of the end-of-semester meetings for purposes of recording proposed changes needed for the BSN (pre-licensure program).</p> <p>Annual faculty meetings held in August allow the Chairperson of the SON Assessment Committee to inform all SON faculty of the status of our performance metrics (including specific information on Outcome 1), and goals of the SON Assessment Committee for refining the assessment process.</p> <p>The Dean of the SON meets monthly with the VPAA to discuss any concerns regarding SON performance metrics.</p> <p>***This statement is true for all 8 PSLOs</p>
<p>PSLO #3 Demonstrate skill in using patient care technologies, information systems and communication devices to support quality nursing practice.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 3.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 3 with NCLEX pass rates, Table 5 Senior Curriculum Review; Table 6 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p> <p>Every 5 years the Dean of the SON sends out an employer survey that asks about professional values in the delivery of caring and ethical practice by BSN graduates.</p>	

<p>PSLO #4 Practice strategies to change local and global health policy by influencing sociocultural, economic, legal, and political systems.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course grade books; See BSN matrix & PSLO assessment for specific assignments associated with Outcome 4.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 4 ATI Comprehensive Predictor Exam scores- psychosocial integrity area; Table 5 Senior Curriculum Review scores; Table 6 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p> <p>Every 5 years the Dean of the SON sends out an employer survey that asks about professional values in the delivery of caring and ethical practice by BSN graduates.</p>	
<p>PSLO #5 Integrate interprofessional communication patterns into nursing practice.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 5.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 5 Senior Curriculum Review Scores; Table 6 ATI Proficiency Level by group)</p>	

	<p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio</p>	<p>Undergraduate Admission and Progression Committee (UAEC) review at-risk students for retention and/or dismissal</p> <p>Every 5 years the Dean of the SON sends out an employer survey that asks about professional values in the delivery of caring and ethical practice by BSN graduates.</p>
<p>PSLO #6 Participate with community partners in clinical prevention and population-focused interventions that are timely, effective, safe, efficient, equitable, and patient-centered.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 6.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 4 with ATI Comprehensive Predictor exam scores – health promotion & risk reduction; Table 5 Senior Curriculum Review scores; Table 6 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal</p> <p>Every 5 years the Dean of the SON sends out an employer survey that asks about professional values in the delivery of caring and ethical practice by BSN graduates.</p>
<p>PSLO #7 Incorporate professional values in formation of ethical comportment and personal accountability for nursing practice.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 7.</p>

	<p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio</p>	<p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 3 with NCLEX exam pass rates; Table 4 with ATI Comprehensive Predictor Exam scores; Table 5 Senior Curriculum Review Scores; Table 6 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal.</p> <p>Every 5 years the Dean of the SON sends out an employer survey that asks about professional values in the delivery of caring and ethical practice by BSN graduates.</p>	
<p>PSLO #8 Integrate knowledge, skills, and attitudes necessary for baccalaureate generalist nursing practice.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: Pass on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Student must achieve a minimum of 75% on clinical paperwork.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 7.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 3 with NCLEX exam pass rates; Table 4 with ATI Comprehensive Predictor Exam scores; Table 5 Senior Curriculum Review Scores; Table 6 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAPR) review at-risk students for retention and/or dismissal.</p>	

	pre-licensure students will successfully complete the portfolio	Every 5 years the Dean of the SON sends out an employer survey that asks about professional values in the delivery of caring and ethical practice by BSN graduates.	
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Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

See the statement that outlines faculty involvement in the above grid, column 4. This year assessment was discussed at the Fall faculty retreat, the Fall BSN curriculum review meeting as well as the spring BSN curriculum review meeting. In addition, a group of faculty members are currently working on an At-Risk Program that will be piloted in the Fall of 2015. All faculty have been asked to provide input on the new At-Risk Program as well as identify students currently at risk for non-retention. SON faculty are in the process of reviewing course content and outcomes as they relate to the PSLOs. As the project progresses the curriculum map may be modified. Faculty continue to work on how to improve NCLEX pass rates using the following actions: a) test-taking strategies are incorporated throughout the curriculum, b) students have the opportunity to practice test-taking online, and c) the ATI content mastery assessments give the student and faculty an indication of the student's performance. In the past academic year the ATI fundamentals assessment test that is given in level 2 has been repeated at level 4 to measure students' progress related to fundamental nursing knowledge. More detailed information about this assessment will be reported in the 2016 SON annual assessment report.

The assessment committee will be working on a project along with the curriculum committee to map the NCLEX test blueprint categories of Safety & Infection Control and Basic Care & Comfort to the curriculum. These are categories that students are consistently performing low on in ATI assessments.

In May 2015 the Dean of the SON held a meeting with the nurse managers at one of the local hospitals to discuss competencies of a new graduate nurse. Clinical faculty will be using this criteria to help develop nursing graduates with the required skills for the current work environment.

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

NCLEX is discussed with all classes as they progress through the program. In addition, ATI is discussed with the students starting at the new major's orientation event and continuing throughout the program. The Dean meets with the SON advisory committee on an annual basis. She is also in contact with nursing leaders throughout the city and the state to discuss professional nursing issues that affect Washburn nursing students. As previously stated the Dean meets with the SON Advisory board on an annual basis and talks with CNOs of our local hospitals. Informal discussions are held with nurse managers during clinical days and as capstone experiences are arranged to determine how our graduates are doing. Feedback has been very positive.

2013-2014 Academic Year

Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.)
PSLO #1 Incorporate professional values in the delivery of caring ethical practice	Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or	Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN	Courses with multiple faculty meet weekly/monthly as needed to discuss student performance using real-time didactic (and when appropriate clinical evaluations) grades Faculty who teach courses that are taught at a specific level (e.g. Level 1 courses) meet twice

	<p>higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: 75% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio</p>	<p>assessment plan for specific assignments associated with Outcome 1.</p> <p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 4 Preceptor Evaluation Scores; Table 6 Senior Curriculum Review; Table 7 ATI Proficiency Level by Group).</p> <p>Undergraduate Admission and Progression Committee (UAEC) review at-risk students for retention and/or dismissal</p> <p>Every 5 years the Dean of the SON sends out an employer survey that asks about professional values in the delivery of caring and ethical practice by BSN graduates.</p> <p>100% progression of students in level 1; 98.6% progression of students in level 2; 94.4% progression of students in level 3; 97.6% progression of students in level 4 **Holds true for all outcomes.</p>	<p>a semester (or more often during major curricular change phases) to discuss student performance, student workload, course and level outcomes (when appropriate).</p> <p>The Associate Dean of the SON is informed by course/level coordinators/faculty of possible at-risk students in all upper-division nursing courses. A process improvement plan is discussed between the Associate Dean and the faculty with direct involvement with the at-risk student.</p> <p>Chair of the SON Assessment Committee continues to collect end-of-semester portfolio data that is shared with Assessment Committee members.</p> <p>Monthly and as needed meetings are held for faculty who co-teach course(s) to discuss student performance.</p> <p>End-of-semester meetings are held for all faculty to comment/plan strategies to improve student learning on the course/level/ and end of program outcomes. (e.g. Students continue to write about the impact the ethics paper in NU 309 had on their understanding of values and ethics. In the new curriculum this assignment is now completed in NU 318, it has been modified from a paper to an assignment. The health policy debates in NU 479 (in new curriculum course will be NU 450) also contribute greatly to the student's understanding of this outcome. Debates cover relevant health care topics and ask the students to look at both sides of an issue.) Minutes are kept of the end-of-semester meetings for purposes of recording proposed changes needed for the BSN (pre-licensure program).</p> <p>Annual faculty meetings held in August allow the Chairperson of the SON Assessment Committee to inform all SON faculty of the status of our performance metrics (including specific information on Outcome 1), and goals</p>
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			<p>of the SON Assessment Committee for refining the assessment process. The Dean of the SON meets monthly with the VPAA to discuss any concerns regarding SON performance metrics. ***<i>This statement is true for all 8 PSLOs</i></p>
<p>PSLO #2 Design, coordinate and manage innovative health care.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses. Practicum courses: 75% minimum passing percentage on the clinical evaluation tool or 75% on written assignments; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Completion of all simulation-focused learning activities associated with specific practicum courses. Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course grade books; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 2. Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only) End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 4 Preceptor Evaluation Scores) Table 6 Senior Curriculum Review data; Table 7 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAEC) review at-risk students for retention and/or dismissal Every 5 years the Dean of the SON sends out an employer survey that asks about end-of-program outcomes Results: 100% progression of students in level 1;</p>	<p>**See statement found in PSLO #1</p>

		<p>98.6% progression of students in level 2; 94.4% progression of students in level 3; 97.6% progression of students in level 4 **Holds true for all outcomes. Students failing courses successfully completed the clinical portion of the course but were unsuccessful in the didactic portion of the class. Both clinical and didactic must be repeated for students reinstated to the program.</p>	
<p>PSLO #3 Formulate and evaluate nursing decisions using critical thinking skills.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses. Practicum courses: 75% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Completion of all simulation-focused learning activities associated with specific practicum COURSES. Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 3. Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only) End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 3 with NCLEX pass rates, Table 4 Preceptor Evaluation Scores, Table 6 Senior Curriculum Review; Table 7 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAEC) review at-risk students for retention and/or dismissal</p>	<p>**See statement found in PSLO #1</p>

		<p>Every 5 years the Dean of the SON sends out an employer survey that asks about professional values in the delivery of caring and ethical practice by BSN graduates.</p> <p>**ATI Critical Thinking test will no longer be utilized. Students do not take the test seriously after completing all other assessment during their final semester, including the university based ETS proficiency test. See Table 7 for ATI content mastery test results.</p> <p>100% progression of students in level 1; 98.6% progression of students in level 2; 94.4% progression of students in level 3; 97.6% progression of students in level 4 **Holds true for all outcomes.</p>	
<p>PSLO #4 Select and appraise effective professional and therapeutic communication patterns.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses. Practicum courses: 75% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses. Completion of all simulation-focused learning activities associated with specific practicum courses. Portfolio: end-of-program assessment; 100% of all graduating pre-licensure</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course grade books; See BSN matrix & PSLO assessment for specific assignments associated with Outcome 4. Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only) End-of Program Assessment: Student's portfolio</p>	<p>**See statement found in PSLO # 1</p>

	<p>students will successfully complete the portfolio.</p>	<p>(See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 4 Preceptor Evaluation Scores; Table 5 ATI Comprehensive Predictor Exam scores- psychosocial integrity area; Table 6 Senior Curriculum Review scores; Table 7 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAEC) review at-risk students for retention and/or dismissal</p> <p>Every 5 years the Dean of the SON sends out an employer survey that asks about professional values in the delivery of caring and ethical practice by BSN graduates.</p> <p>100% progression of students in level 1; 98.6% progression of students in level 2; 94.4% progression of students in level 3; 97.6% progression of students in level 4 **Holds true for all outcomes.</p>	
<p>PSLO #5 Evaluate the need for and the efficacious use of technology in holistic assessment.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses. Practicum courses: 75% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 5. Semester level Assessment: Student course evaluations, final course grades, clinical preceptor</p>	<p>**See statement found in PSLO #1</p>

	<p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 4 Preceptor Evaluation Scores; Table 6 Senior Curriculum Review Scores; Table 7 ATI Proficiency Level by group)</p> <p>Undergraduate Admission and Progression Committee (UAEC) review at-risk students for retention and/or dismissal</p> <p>Every 5 years the Dean of the SON sends out an employer survey that asks about professional values in the delivery of caring and ethical practice by BSN graduates.</p> <p>100% progression of students in level 1; 98.6% progression of students in level 2; 94.4% progression of students in level 3; 97.6% progression of students in level 4 **Holds true for all outcomes.</p>	
<p>PSLO #6 Collaborate with community partners to establish health promotion goals and implement risk reduction strategies.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses. Practicum courses: 75% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses.</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 6. Semester level Assessment: Student course evaluations, final course grades, clinical preceptor</p>	

	<p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio</p>	<p>evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 4 Preceptor Evaluation Scores; Table 5 with ATI Comprehensive Predictor exam scores – health promotion & risk reduction; Table 6 Senior Curriculum Review scores; Table 7 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAEC) review at-risk students for retention and/or dismissal Every 5 years the Dean of the SON sends out an employer survey that asks about professional values in the delivery of caring and ethical practice by BSN graduates.</p> <p>100% progression of students in level 1; 98.6% progression of students in level 2; 94.4% progression of students in level 3; 97.6% progression of students in level 4 **Holds true for all outcomes.</p>	
<p>PSLO #7 Design nursing measures to manage disease and maximize health.</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all pre-licensure didactic courses. Practicum courses: 75% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will</p>	<p>Course level Assessment: Weekly/monthly assessments of student learning through examinations, quizzes, and other written assignments are collected in course gradebooks; See BSN matrix & PSLO assessment plan for specific assignments associated with Outcome 7.</p>	<p>**See statement found in PSLO #1</p>

	<p>successfully pass all pre-licensure practicum courses.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>Semester level Assessment: Student course evaluations, final course grades, clinical preceptor evaluations (for practicum courses only)</p> <p>End-of Program Assessment: Student's portfolio (See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 3 with NCLEX exam pass rates; Table 4 Preceptor Evaluation Scores; Table 5 with ATI Comprehensive Predictor Exam scores; Table 6 Senior Curriculum Review Scores; Table 7 ATI Proficiency Level by Group)</p> <p>Undergraduate Admission and Progression Committee (UAEC) review at-risk students for retention and/or dismissal</p> <p>Every 5 years the Dean of the SON sends out an employer survey that asks about professional values in the delivery of caring and ethical practice by BSN graduates.</p> <p>100% progression of students in level 1; 98.6% progression of students in level 2; 94.4% progression of students in level 3; 97.6% progression of students in level 4</p> <p>**Holds true for all outcomes.</p>	
<p>PSLO #8 Participate in multidimensional efforts to influence health care policy locally and globally</p>	<p>Direct: Didactic courses: 75% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or</p>	<p>Courses with multiple faculty meet weekly/monthly as needed to discuss student performance using real-time didactic (and when</p>	<p>**See statement found in PSLO #1</p>

	<p>higher percent of students will successfully pass all pre-licensure didactic courses.</p> <p>Practicum courses: 75% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all pre-licensure practicum courses.</p> <p>Completion of all simulation-focused learning activities associated with specific practicum courses.</p> <p>Portfolio: end-of-program assessment; 100% of all graduating pre-licensure students will successfully complete the portfolio.</p>	<p>appropriate clinical evaluations) grades</p> <p>Faculty who teach courses that are taught at a specific level (e.g. Level 1 courses) meet twice a semester (or more often during major curricular change phases) to discuss student performance, student workload, course and level outcomes (when appropriate)</p> <p>The Associate Dean of the SON is informed by course/level coordinators/faculty of possible at-risk students in all upper-division nursing courses. A process improvement plan is discussed between the Associate Dean and the faculty with direct involvement with the at-risk students.</p> <p>Chair of the SON Assessment Committee continues to collect end-of-semester portfolio data that is shared with Assessment Committee members.</p> <p>See Table 1 with Portfolio Student Learning Outcomes; Table 2 with Portfolio Scores; Table 4 Preceptor Evaluation Scores; Table 6 with Senior Curriculum Review scores)</p> <p>100% progression of students in level 1; 98.6% progression of students in level 2; 94.4% progression of students in level 3; 97.6% progression of students in level 4</p> <p>**Holds true for all outcomes.</p>	
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Describe how faculty members were involved in using assessment data to improve student learning.

Since Spring 2013 NCLEX first-time pass rates have declined. The reasons for the decline are multifocal but the major factor was the changes made by the National Council State Board of Nursing (NCSBN) to the RN-NCLEX examination that went into effect in April 2013. The Spring 2013 class had 20 graduates

who did not pass the exam. During the fall 2013 semester the capstone seminar format was changed to allow additional NCLEX prep information, along with information on how to deal with test anxiety. Faculty volunteered to assist with this preparation using a small group format. During the Spring 2014 semester a decision was made to switch from the Virtual ATI Online Review Course to a 3-day ATI Live Review. This course provided the students with 18 hours of live instruction related to the NCLEX exam. Feedback from the students was very positive related to the format and the resources provided.

Faculty continue to work on developing courses within the new curriculum and to ensure that students are prepared for the next level. For example, during the fall 2013 semester students entering in Level 2 had difficulty passing the required math proficiency exam. A discussion was held with Level 1 faculty and changes were made for spring 2014 within the Level 1 courses to improve math proficiency. In addition, changes were enacted in Level 2 to improve both the teaching and assessment of math proficiency. Faculty members continue to meet as specialty groups (e.g. pediatric faculty) to ensure that content is sequentially designed and provided to students in alignment with the appropriate skills required for professional nurses with a BSN-level education. As the curriculum continues to evolve faculty involved in teaching Leadership content have been meeting to evaluate and modify existing content to allow for an increased emphasis on professional leadership within the BSN pre-licensure curriculum.

Describe how stakeholders are engaged in your assessment plan and process.

The Dean reports to the SON advisory committee annually to discuss program changes and current trends in healthcare and nursing education. In addition, the Dean meets with leaders of all of the local health care agencies four times a year to discuss how best the SON can meet the employer workforce needs of their professional nursing staff.

SECTION III

2017-2018 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

During the 2017-2018 year there were no new programs or experiences developed outside of our established creative practices.

2016-2017 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

2015-2016 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

Please see the comments noted earlier in this document related to the Population Health experiences through the Dental clinic experience, the United Way Bus Tour. In addition, the inaugural End-of-Life symposium was a new experience for students to aid in their understanding of palliative and end-of-life decision making skills required for nurses.

2014-2015 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

The 2014-2015 academic year saw the first class of students graduating from the revised BSN curriculum. The program has modified all clinical courses such that courses in the 2nd and 3rd levels of the program are taught in a modified 8 week format. The new format allows students to be immersed in the course content. The final clinical course, capstone (NU 494) has increased clinical hours from 96-144 hours. Feedback from the students and preceptors found the increase in clinical hours very beneficial. All parties expressed they felt the additional 4 days (48 hours) of clinical gave the students more time to master their clinical skills, further develop organization skills, and work on improving time management when delivering patient care services. Other benefits included the opportunity to work on delegation to nursing staff and improving inter-professional communication (these are things they may not be able to do in a traditional clinical experience).

2013-2014 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

SECTION IV

2017-2018 Academic Year

In light of what you have learned through your assessment efforts this year, what are your plans for the next academic year?

With the 10-year CCNE accreditation visit in October 2018, there will not be any major changes to the curriculum or assessment of student learning occurring. The Diamond Success program will expand with additional funding from the Kansas Board of Regents. Further development and refinement of the BSN Score Card and the High-Risk Analysis model will continue into the upcoming academic year. There will be an emphasis on orienting the new nursing faculty to the assessment process for their respective programs (both undergraduate and graduate). Through the ATI Complete Partnership model a two-day mandatory test-writing workshop will be held for all nursing faculty in early August.

2016-2017 Academic Year

In light of what you have learned through your assessment efforts this year, what are your plans for the next academic year?

2015-2016 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

Implement a systematic plan to improve NCLEX pass rate. Some activities will include:

curriculum mapping to the NCLEX test blueprint

Pilot At-Risk student success program

Continue simulation study to gain further knowledge of any curriculum gaps between PSLO and curriculum.

Review ATI program & implement an ATI integration plan throughout the curriculum.

2014-2015 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

Improve NCLEX pass rate.

Pilot At-Risk program

Continue simulation study

Review ATI program & integration throughout the curriculum.

Begin curriculum mapping to the NCLEX test blueprint (are we covering all required areas-do they need to be covered in more than one area)

2013-2014 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

As we progress with the revised curriculum we will continue to look at common threads throughout the SON. The SON will be conducting an employer survey regarding the level of preparation of our new graduates in the summer of 2014. There will be renewed interest to review closely preceptor evaluations in the capstone course in part because the clinical hours for this course will be increasing from 96 to 144 hours. The final two leadership courses (NU 462 & 494) will be taught for the first time in the fall 2014. Lastly, the SON assessment committee has developed a survey for staff nurses regarding student performance with the goal to pilot at St. Francis Health Center in the fall of 2014.

Supporting documents (rubrics, summary data tables/charts, etc.) should be in your department's assessment subfolder on the shared drive in the correct academic year subfolder.