

# Academic Program Assessment Report

**Assessment** is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

**Be sure to SAVE your progress as you work!**

**Academic Program**  
Nursing, B.S.N.

**Submission Year**  
2020-2021

**Assessment Coordinator Name**  
Holisa C Wharton

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## Program Goal

### Goal

#### Goal 1

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

#### Program Goal

To comply with Program Productivity as defined by the South Carolina Commission on Higher Education

#### Pillar of Success Supported

High-Demand, Market-Driven Programs

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

## Major Enrollment

### Timeframe for this Outcome

2019-2020

### Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major for Baccalaureate degree programs is greater than or equal to 12.5

### Performance Target for "Partially Met"

Not Applicable

### Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the major for Master degree programs is less than 12.5

#### Assessment Measure Used

Enrollment and Graduation data extracted from Banner

#### Frequency of Assessment

Annually

#### Data Collected for this Timeframe (Results)

480.0

#### Score (Met=3, Partially Met=2, Not Met=1)

3

#### Comments/Narrative

The Bachelor of Science in Nursing major continues to improved Program Productivity as indicated by the 2019-2020 headcount enrollment of 480.0 up from 460.4 in 2018-2019. The housing of the First Year Advisor (FYA) in Barratt Hall and frequent collaboration between FYA, the ASC, and the Dean of the SON allow for improved retention of students.

#### Resources Needed to Meet/Sustain Results

A total of 2 Nursing Success Advisors. We currently have one. Lander Administration approved the hiring of a second FYA that will be assigned to nursing starting spring 2021.

#### Explanation of How Resources Will Be Used

## Outcome 2

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Completions (Degrees Awarded)

**Timeframe for this Outcome**

2019-2020

**Performance Target for "Met"**

Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is greater than or equal to 8

**Performance Target for "Partially Met"**

Not Applicable

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of degrees awarded for a Master's degree is less than 8.

**Assessment Measure Used**

Enrollment and Graduation data extracted from Banner

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

49.8

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

The completions (degrees awarded) exceeds the required 8 with a slight decline from 52.2 in 2018-2019 to 49.8 in 2019-2020. Several retention efforts have been implemented in the School of Nursing, such as an open lab for skill practice and remediation, medication calculation instruction and competency assessment has been improved, faculty closely monitoring course DFW rates. Finally, the acquisition of the Assessment Technology Complete Partnership was established in Fall 2017 as a third party program improvement effort.

**Resources Needed to Meet/Sustain Results**

A total of 4 clinical instructors. We currently have two. Lander Administration approved the hiring of a third clinical instructor for spring 2021. The SON has submitted a request to hire the fourth clinical instructor for fall 2021.

In order to sustain and improve degree completion rate in the BSN program the University will need to secure additional facilities to allow for adequate lab instructional space, classroom instructional space, faculty space, and student space. There is also a need for improved technology support to ensure security, access, and integrity during computer-based testing. Lander Administration has approved the renovations of the Legion Building for utilization by the SON for laboratory instruction.

**Explanation of How Resources Will Be Used**

Two clinical instructors will be strategically assigned to the Upper-level 1 semester to meet the demand of 9 hours per week of skills lab instruction, practice, and evaluation. Two clinical instructors will be strategically assigned to Upper-level 2 semester to meet the demand of 12 hours per week of medical-surgical clinical instruction, practice, and supervision. Select job duties will also be redistributed from administrative assistant to clinical instructors as a quality improvement measure. The utilization of full-time clinical instructors will improve continuity of instruction from classroom to clinical setting and meet compliance full-time to part-time ratios.

THE SON IS APPROVED BY THE STATE BOARD OF NURSING. THE STATE BOARD OF NURSING ENFORCES CHAPTER 91 DEPARTMENT OF LABOR, LICENSING AND REGULATION. SECTION 91-11, CRITERIA FOR INITIAL AND CONTINUING APPROVAL OF BASIC PROGRAMS

PREPARING REGISTERED NURSES STATES THE FULL-TIME EQUIVALENT (FTE) OF QUALIFIED CLINICAL INSTRUCTORS WILL NOT EXCEED 30 PERCENT OF THE FULL-TIME EQUIVALENT FACULTY (FTE) FILLED POSITIONS FOR THE NURSING PROGRAM.

Resources will be used to run concurrent sections of on-campus laboratory instruction and allow single, large classes versus current practice of breaking class into two smaller groups.

## Goal Summary

### Goal Summary/Comments

The completions (degrees awarded) exceeds the required 8 and is relatively stable at 55.4 in 2017-2018, 52.2 in 2018-2019, and 49.8 2019-2020.

### Changes Made/Proposed Related to Goal

The SON plans to continue improvement related to the completion of the program through innovative retention efforts as seen with the implementation of full-time clinical instructor role. The Dean will work with faculty and Lander Administration to transition the full-time clinical instructor to clinical faculty appointments to promote professional development and employee satisfaction.

### Upload Rubrics/Other Files

Faculty Request Form for Full-time Clinical Instructor for Spring 2020.docx

Faculty Request Form for Full-time Clinical Instructor for Fall 2021.docx

Proposal to hire additional advisor for July 2020 (003).docx

## Goal 2

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

### Program Goal

Educate professional nurses for current and future practice to meet healthcare needs, and to advance professionally.

### Pillar of Success Supported

Graduates Who Are Gainfully Employed or Admitted to Graduate School

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention,

employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Graduation Percentage

**Timeframe for this Outcome**

2019-2020

**Performance Target for "Met"**

Greater than 80% of each cohort entering the traditional BSN option graduated with a BSN within 10 semesters.

**Performance Target for "Partially Met"**

Greater than 80% of each cohort entering the traditional BSN option is projected to graduate with a BSN within 10 semesters.

**Performance Target for "Not Met"**

Less than 80% of each cohort entering the traditional BSN option is projected to graduate with a BSN within 10 semesters.

**Assessment Measure Used**

School of Nursing end of academic year retention report

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

CY-2012-92%  
CY-2013-86%  
CY-2014-86%  
CY-2015-87%  
CY-2016-80%  
CY-2017-88%  
CY-2018-100%  
CY-2019- 86%  
CY-2020 projected grad rate 93%

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

The School of Nursing continues to graduate students with a baccalaureate degree in nursing that successfully complete the NCLEX on the first attempt and attain gainful employment immediately upon graduation.

Graduation rates remain above 80%.

**Resources Needed to Meet/Sustain Results**

Additional lab instructional space, classroom instructional space, faculty office space and student study space.

Nine full-time faculty members

**Explanation of How Resources Will Be Used**

In order to sustain a graduation rate at or above 80% for nursing majors the University will need to

secure additional facilities to allow for adequate lab instructional space, classroom instructional space, faculty space, and student space. The Dean of the School of Nursing continues to study faculty needs and faculty mix to meet the demands of the 2-2 curriculum implemented in fall 2019.

## **Outcome 2**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

First-time NCLEX-RN licensing exam pass rate

**Timeframe for this Outcome**

2019-2020

**Performance Target for "Met"**

The School of Nursing has a program success rate on the NCLEX-RN licensing exam within 5% of the national mean.

**Performance Target for "Partially Met"**

NA

**Performance Target for "Not Met"**

The School of Nursing does not have a program success rate on the NCLEX-RN licensing exam within 5% of the national mean.

**Assessment Measure Used**

South Carolina Board Of Nursing Annual NCLEX Report

**Frequency of Assessment**

Quarterly

**Data Collected for this Timeframe (Results)**

National Pass Rate for CY 2018- 88.03%  
Lander Pass Rate for CY 2018- 100%  
National Pass Rate for CY 2019- 81.35%  
South Carolina Pass Rate for CY 2019-90.81%  
Lander Pass Rate for CY 2019-100%

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

The School of Nursing maintains a program success rate on the NCLEX-RN licensing exam above the state and national averages.

**Resources Needed to Meet/Sustain Results**

Funds to purchase simulation facilities and equipment and to improve instructional technology support and access.

### **Explanation of How Resources Will Be Used**

Funds will be used to purchase new simulation laboratories to develop scenario-based assessments and evaluations to prepare students for the Next Generation NCLEX exam and improved technology and internet access to simulate NCLEX computer testing environment.

## **Outcome 3**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Employment rate

**Timeframe for this Outcome**

2019-2020

**Performance Target for "Met"**

One hundred (100%) of Lander nursing graduates who seek employment in nursing are employed as registered nurses within six months of graduation.

**Performance Target for "Partially Met"**

NA

**Performance Target for "Not Met"**

Less than one hundred (100%) of Lander nursing graduates who seek employment in nursing are employed as registered nurses within six months of graduation.

**Assessment Measure Used**

Senior Survey and Pinning Forms

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

Spring 2018-100%

**Score (Met=3, Partially Met=2, Not Met=1)**

3

Fall 2018-100%

Spring 2019- 100%

Fall 2019- 100%

**Comments/Narrative**

The School of Nursing continues to enhance the Nursing Majors Communication Board as a resource

for communicating job vacancies and residency programs, etc.

**Resources Needed to Meet/Sustain Results**

N/A

**Explanation of How Resources Will Be Used**

N/A

## **Outcome 4**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Use appropriate problem-solving approaches in varied settings to promote wellness for diverse client systems;

**Timeframe for this Outcome**

2019-2020

**Performance Target for "Met"**

Group score greater than 50% in assessment outcomes of priority setting, foundational thinking in nursing and clinical judgement/critical thinking in nursing.

**Performance Target for "Partially Met"**

NA

**Performance Target for "Not Met"**

Group score less than 50% in assessment outcomes of priority setting, foundational thinking in nursing and clinical judgement/critical thinking in nursing.

**Assessment Measure Used**

ATI Reports: Outcomes- priority setting, foundational thinking in nursing and clinical judgement/critical thinking in nursing  
Fundamentals for Nursing Practice  
Medical/Surgical Nursing  
Maternal Newborn Nursing  
Mental Health Nursing  
Pharmacology  
Pediatric Nursing  
Nursing Leadership

**Frequency of Assessment**

End of each semester

## Community Health

### **Data Collected for this Timeframe (Results)**

Prelicensure: Group score greater than 50% in assessment outcomes of priority setting, foundational thinking in nursing and clinical judgement/critical thinking in nursing. (See ATI reports)

RN-BSN: Individual score greater than 50% in assessment outcomes of priority setting, foundational thinking in nursing and clinical judgement/critical thinking in nursing (See ATI reports)

### **Score (Met=3, Partially Met=2, Not Met=1)**

3

### **Comments/Narrative**

2017- Based on several semesters of Critical Thinking Assessment Data the Nursing Faculty Organization believed that better evaluation of critical thinking can take place with the use of ATI testing data and plans to adopt the Complete ATI Complete Partnership in fall 2017 which will allow for Evaluation of Generic Critical Thinking Skills upon entrance and exit of nursing program as well as strategic evaluation of nursing specific critical thinking skills throughout curriculum.

### **Resources Needed to Meet/Sustain Results**

Continue to assess the course fees to cover the cost of the Complete ATI Partnership.

### **Explanation of How Resources Will Be Used**

The ATI Complete Partnership provides seamless integration of third-party assessments and remediation throughout the nursing curriculum. A course fee for ATI is assessed in each course where an ATI assessment is administered. The fee collected is used to pay for the ATI Complete Partnership.

## **Outcome 5**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

### **Enter Outcome**

Apply the nursing process to promote an optimal level of wellness through the use of primary, secondary, and tertiary prevention/intervention strategies for individuals, families, groups, and communities across the lifespan

### **Timeframe for this Outcome**

2019-2020

**Performance Target for "Met"**

The cohort's group score was greater than 50% for each part of the nursing process.

**Performance Target for "Partially Met"**

The cohort's group score was greater than 50% for some but not all parts of the nursing process.

**Performance Target for "Not Met"**

The cohort's group score was less than 50% for each part of the nursing process.

**Assessment Measure Used**

ATI report: Outcome- Nursing Process  
Fundamentals for Nursing Practice  
Medical/Surgical Nursing  
Maternal Newborn Nursing  
Mental Health Nursing  
Pharmacology  
Pediatric Nursing  
Nursing Leadership  
Community Health

**Frequency of Assessment**

Each semester

**Data Collected for this Timeframe (Results)**

See ATI reports- group scores for all See ATI reports-

**Score (Met=3, Partially Met=2, Not Met=1)**

2

Prelicensure group scores for all cohorts was greater than 50% for each part of the nursing process.

RN-BSN individual scores for was greater than 50% for some but not all parts of nursing process.

**Comments/Narrative**

Group performance scores remain consistent and at or above goal of 50% for prelicensure but not for individual scores for RN-BSN. The Nursing Process consist of 5 parts: assessment, analysis/diagnosis, planning, implementation/intervention, and evaluations. At least one RN-BSN student scored below the 50% bench mark in the evaluation. Evaluation of care is an area that continues to show up as a problem for RN-BSN students. Dean will recommend adjunct faculty reinforce content and skills of evaluation of care.

Individual student performance on ATI assessments are evaluated each semester and data from these assessments are used to guide program improvement efforts.

**Resources Needed to Meet/Sustain Results**

Continue to assess the course fees to cover the cost of the Complete ATI Partnership.

**Explanation of How Resources Will Be Used**

The ATI Complete Partnership provides seamless integration of third-party assessments and remediation throughout the nursing curriculum. A course fee for ATI is assessed in each course where an ATI assessment is administered. The fee collected is used to pay for the ATI Complete Partnership.

## Outcome 6

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Synthesize nursing theory with knowledge from selected other disciplines as a basis for caregiving, communication, therapeutic interventions, and critical thinking

**Timeframe for this Outcome**

2019-2020

**Performance Target for "Met"**

The cohort's group score was greater than 50% for each of the BSN Essential categories.

**Performance Target for "Partially Met"**

The cohort's group score was greater than 50% for some but not all of the BSN Essentials.

**Performance Target for "Not Met"**

The cohort's group score was less than 50% for each of the BSN Essentials.

**Assessment Measure Used**

ATI report: Outcome- BSN Essentials  
Fundamentals for Nursing Practice  
Medical/Surgical Nursing  
Maternal Newborn Nursing  
Mental Health Nursing  
Pharmacology  
Pediatric Nursing  
Nursing Leadership  
Community Health

**Frequency of Assessment**

Each semester

**Data Collected for this Timeframe (Results)**

Prelicensure group scores for all cohorts were greater than 50% for each part of the BSN Essentials.

**Score (Met=3, Partially Met=2, Not Met=1)**

3

RN-BSN individual scores for was greater than 50% for some but not all parts of nursing process

**Comments/Narrative**

Group performance scores remain consistent and at or above goal of 50% for prelicensure but not for individual scores for RN-BSN. The BSN Essentials evaluate 7 areas Libera Education for

Baccalaureate Generalist Nursing Practice, Basic Organization and System Leadership for Quality Care and Patient Safety, Scholarship for Evidence-Based Practice, Interprofessional Communication and Collaboration, Clinical Prevention and Populations Health, Professionalism and Professional Values, and Baccalaureate Generalist Nursing Practice. RN-BSN students scored less than the 50% benchmark in areas of Baccalaureate Generalist Nursing Practice and informatics. Assessment Coordinator to follow-up with appropriate RN-BSN faculty to discuss how best to reinforce the content area.

Individual student performance on ATI assessments are evaluated each semester and data from these assessments are used to guide program improvement efforts. See attached BSN Assessment Plan.

### **Resources Needed to Meet/Sustain Results**

Continue to assess the course fees to cover the cost of the Complete ATI Partnership.

### **Explanation of How Resources Will Be Used**

The ATI Complete Partnership provides seamless integration of third-party assessments and remediation throughout the nursing curriculum. A course fee for ATI is assessed in each course where an ATI assessment is administered. The fee collected is used to pay for the ATI Complete Partnership.

## **Outcome 7**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

### **What type of Outcome would you like to add?**

Student Learning Outcome

#### **Enter Outcome**

Demonstrate leadership strategies to advance nursing practice and the nursing profession

#### **Timeframe for this Outcome**

2019-2020

#### **Performance Target for "Met"**

The cohort's group score was greater than 50% for each of the NLN competency categories.

#### **Performance Target for "Partially Met"**

The cohort's group score was greater than 50% for some but not all of the NLN competency categories.

#### **Performance Target for "Not Met"**

The cohort's group score was less than 50% for all of the NLN competency categories.

#### **Assessment Measure Used**

ATI Report: NLN Competency-Professional Identity and BSN Essential- Basic Organization and

#### **Frequency of Assessment**

Each semester

Systems Leadership for Quality Care and Patient Safety  
Fundamentals for Nursing Practice  
Medical/Surgical Nursing  
Maternal Newborn Nursing  
Mental Health Nursing  
Pharmacology  
Pediatric Nursing  
Nursing Leadership  
Community Health

**Data Collected for this Timeframe (Results)**

See ATI report: Prelicensure: The group score for each Prelicensure cohort and individual scores for RN-BSN was greater than 50% for the specified NLN competency areas of Professional Identity and BSN Essential of Basic Organization and Systems Leadership for Quality Care and Patient Safety.

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

Group performance scores for prelicensure and individual scores for RN-BSN remain consistent and at or above goal of 50%.

Individual student performance on ATI assessments are evaluated each semester and data from these assessments are used to guide program improvement efforts. See attached BSN Assessment Plan.

**Resources Needed to Meet/Sustain Results**

Continue to assess the course fees to cover the cost of the Complete ATI Partnership.

**Explanation of How Resources Will Be Used**

The ATI Complete Partnership provides seamless integration of third-party assessments and remediation throughout the nursing curriculum. A course fee for ATI is assessed in each course where an ATI assessment is administered. The fee collected is used to pay for the ATI Complete Partnership.

## Outcome 8

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Utilize nursing research findings to improve the quality of evidence-based nursing practice;

**Timeframe for this Outcome**

2019-2020

**Performance Target for "Met"**

The cohort's group score was greater than 50% for each of the QSEN categories.

**Performance Target for "Partially Met"**

The cohort's group score was greater than 50% for some but not all parts of the QSEN categories.

**Performance Target for "Not Met"**

The cohort's group score was less than 50% for each of the QSEN categories.

**Assessment Measure Used**

ATI report: Outcome- QSEN  
Fundamentals for Nursing Practice  
Medical/Surgical Nursing  
Maternal Newborn Nursing  
Mental Health Nursing  
Pharmacology  
Pediatric Nursing  
Nursing Leadership  
Community Health

**Frequency of Assessment**

Each semester

**Data Collected for this Timeframe (Results)**

Prelicensure cohort's group score and RN-BSN individual scores were greater than 50% for each of the QSEN categories.

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

Group performance scores remain consistent and at or above 50% for prelicensure and is an improvement for RN-BSN from 2018-2019 where goal was partially met but is met for 2019-2020.

Individual student performance on ATI assessments are evaluated each semester and data from these assessments are used to guide program improvement efforts. See attached BSN Assessment Plan.

**Resources Needed to Meet/Sustain Results**

Continue to assess the course fees to cover the cost of the Complete ATI Partnership.

**Explanation of How Resources Will Be Used**

The ATI Complete Partnership provides seamless integration of third-party assessments and remediation throughout the nursing curriculum. A course fee for ATI is assessed in each course where an ATI assessment is administered. The fee collected is used to pay for the ATI Complete Partnership.

## Outcome 9

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of

performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Incorporate established standards of professional nursing as the foundation for one's own nursing practice

**Timeframe for this Outcome**

2019-2020

**Performance Target for "Met"**

The cohort's group score was greater than 50% for each of the NLN Competency categories.

**Performance Target for "Partially Met"**

The cohort's group score was greater than 50% for some but not all parts of the NLN Competency categories.

**Performance Target for "Not Met"**

The cohort's group score was less than 50% for each of the NLN Competency categories.

**Assessment Measure Used**

ATI report: Outcome- NLN Competency  
Fundamentals for Nursing Practice  
Medical/Surgical Nursing  
Maternal Newborn Nursing  
Mental Health Nursing  
Pharmacology  
Pediatric Nursing  
Nursing Leadership  
Community Health

**Frequency of Assessment**

Each semester

**Data Collected for this Timeframe (Results)**

Prelicensure cohort's group score and RN-BSN individual scores were greater than 50% for each of the NLN Competency categories.

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

Group performance scores for prelicensure and individual scores for RN-BSN remain consistent and at or above 50%.

Individual student performance on ATI assessments are evaluated each semester and data from these assessments are used to guide program improvement efforts. See attached BSN Assessment Plan.

**Resources Needed to Meet/Sustain Results**

Continue to assess the course fees to cover the cost of the Complete ATI Partnership.

**Explanation of How Resources Will Be Used**

The ATI Complete Partnership provides seamless integration of third-party assessments and

remediation throughout the nursing curriculum. A course fee for ATI is assessed in each course where an ATI assessment is administered. The fee collected is used to pay for the ATI Complete Partnership.

## Goal Summary

### Goal Summary/Comments

The School of Nursing continues to graduate students with a baccalaureate degree in nursing that successfully complete the NCLEX on the first attempt and attain gainful employment immediately upon graduation.

Graduation rates remain above 80%.

CY-2012-92%

CY-2013-86%

CY-2014-86%

CY-2015-87%

CY-2016-80%

CY-2017-88%

CY-2018-100%

CY-2019- 86%

CY-2020 projected grad rate 93%

National licensure exam (NCLEX) rates remain above state and national average. CY 2019 National (81.35%), South Carolina (90.81%%), Lander 34 students took exam between 1/2019- 12/2019 and 34 passed on first attempt (100%).

### Changes Made/Proposed Related to Goal

In Fall 2018 the SON adopted the ATI Complete Partnership to supplement instruction and provide and external assessment of learning. We believe this partnership, along with excellent instruction, a robust curriculum, and improved student support allow us to continue to meet our academic and programmatic goals.

Fall 2019 the SON implemented a 2+2 curriculum. We will continue regular assessment and evaluation the impact of the new curriculum on program outcomes.

### Upload Rubrics/Other Files

#### Dean's Email Address

hwharton@lander.edu

#### Approved by Dean?

#### Signature of Dean

#### Comments from Dean's Review