

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 Due Date

2024-2025

Assessment Coordinator Name

Julie Crawford

Enter Assessment Coordinator Email

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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

Academic Year 2023-2024

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"

Not Applicable

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

AY 2023-2024-681.4

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

3

Comments/Narrative

The Bachelor of Science in Nursing major had a decrease in Program Productivity as indicated by the 2023-2024 headcount enrollment of 681 down from 807 in 2022-2023. Data pulled through institutional research. This data is now based on census data so the enrollment numbers may not be actually declining. Will continue to monitor this outcome. The SON continues to work with the Student Support Services (SSC) to ensure efficiency in advising and the retention of freshman and sophomore nursing majors. Retention in the nursing courses could be improved by implementing a nursing success coach program.

Resources Needed to Meet/Sustain Results

Consistency in the role of freshman advisor is needed. This is a difficult role and frequent changes affects retention.

Students in nursing courses would benefit from a nursing success coach. This role should be filled by nursing faculty who are familiar with nursing concepts and familiar with the learning science of nursing education. This person(s) would need to be given release time or overload based on the amount of students who need coaching. At risk students would be encouraged to meet with coach at least once, preferably multiple times. If this program is successful, retention numbers would increase which may lead to the need for additional sections of courses and additional faculty.

Explanation of How Resources Will Be Used

Nursing success coaches will meet individually with students who are at risk of being unsuccessful in the nursing program or in a particular nursing course. New graduate nurses must pass a national licensing exam to become a registered nurse. These exams are very different from exams in other disciplines. Because of this, a general academic coach is not equipped to help. This nursing success coach will work on study skills, test taking strategies, time management, test anxiety, etc that are specific to nursing. This type of program is relatively new in nursing schools but they are becoming very common and very effective. Many programs have adopted a success coach to increase their retention of upper level nursing students. It is becoming a sub specialty in nursing education.

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

Academic Year 2023-2024

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"

Not Applicable

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

79

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

3

Comments/Narrative

The completions (degrees awarded) exceeds the required 8 with an increase from 69 in 2022-2023 to 79 in 2023-2024. Several retention efforts continue in the School of Nursing, such as working with the SSC to acquire and train tutors for nursing courses, offering open lab sessions for skill practice and remediation, and effectively utilizing a 3rd party vendor (Assessment Technologies Institute) to reinforce content and assess mastery of content. Faculty continue to work closely with each other to identify students that are at risk by monitoring test grades, clinical and lab performance, and provide early intervention to assist the students. The graduation rates continue to increase as a result of retention efforts. A nursing success coach would also benefit the retention and graduation rates of the program.

There is potential to grow the enrollment of RN-BSN students which will increase enrollment and graduation rates.

The LPN-BSN program development has been put on hold indefinitely due to administration turn over at the clinical agency partner who requested the development of this program.

Resources Needed to Meet/Sustain Results

The SON will need to hire additional faculty in the coming year as some clinical faculty transition into the classroom.

A nursing success coach would improve retention and graduation rates.

A dedicated nurse recruiter that reports to the Dean of Nursing would be instrumental in increasing recruiting for RN-BSN program.

Explanation of How Resources Will Be Used

A nursing success coach would increase retention and help keep at risk students progressing through the program. Additional faculty will be needed to cover courses vacated by experience faculty as they transition to a nursing success coach role.

A dedicated nurse recruiter would recruit at agencies and technical college programs.

Goal Summary

Goal Summary/Comments

The goals were met for major enrollment and degree completion for the program. The SON will add additional simulation to courses that will promote retention and success of nursing students. There is room for growth in the RN-BSN program. There is also room for improvement in the area of retention and attrition in the upper level courses. A nursing success coach would improve these rates.

Changes Made/Proposed Related to Goal

The SON continues to support increasing the number of students to graduate with their baccalaureate degree. Continued efforts in place for student retention will continue to support higher retention and graduation rates. A nursing success coach will use nursing pedagogy and learning science to improve retention and ensure that more students stay in sequence.

Upload Rubrics/Other Files

Academic Success Coach Article.pdf

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

Provide excellent undergraduate nursing 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

Graduation Percentage

Timeframe for this Outcome

Calendar Year 2023-2024

Performance Target for "Met"

Greater than 80% of each undergraduate cohort will graduate within 8 semesters of beginning upper level 2 semester or NURN 307.

Performance Target for "Partially Met"

Not applicable

Performance Target for "Not Met"

Not applicable

Assessment Measure Used

School of Nursing end of academic year graduation and retention report

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

CY 2022- 88.9%

CY 2023-90.9%

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

3

Comments/Narrative

The School of Nursing continues to graduate students with a baccalaureate degree. Graduation rates are above 80%.

Resources Needed to Meet/Sustain Results

The SON anticipates the need to fill vacant faculty positions in the coming year.

A CHSE simulation coordinator will also support graduation rates. A full time Simulation Coordinator (CHSE) is needed to manage the technology needs and maintenance of the fidelity mannequins that are currently housed in 2 locations and ensure effective simulation learning experiences.

Additional funds are needed to support the simulation program. Mannequins require updates and service plans that are very costly. The SON anticipates paying approximately \$60,000 in 2026 in service fees for maintenance plans.

A nursing success coach would improve graduation rates as well.

Explanation of How Resources Will Be Used

Obtaining a full time CHSE certified educator will allow efficient and effective use of simulators. This role is needed to manage upgrades, provide simulator maintenance, maintain warranties of expensive equipment. It also ensure that evidence based practice is being used in simulation education to ensure meaningful simulation experiences for the students.

Funds will be used to maintain service plans that will ensure that mannequins are operational.

A nursing success coach will support at risk students and increase retention.

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

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

Timeframe for this Outcome

Calendar Year 2023

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 2022-80.88%
SC Pass Rate for CY 2022-87.16%
Lander Pass Rate for CY 2022-100%

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

3

National Pass Rate for CY 2023-88.56%
SC Pass Rate for CY 2023-94.02%
Lander Pass Rate for CY 2023-100%

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

A nursing success coach will support our NCLEX pass rates by ensuring at risk students are better prepared for NCLEX.

Continuing education support for faculty to ensure faculty stay current in nursing practice and evidence based pedagogy.

The School of Nursing needs to increase course fees to purchase ATI instructional support resources to continue to support first-time NCLEX pass rates, SC State Board of Nursing approval, and CCNE accreditation.

Explanation of How Resources Will Be Used

Funds will be used to support a nursing success coach program and support faculty continuing education.

An increase in course fees is needed to cover ATI fees for the students. Changes within ATI have lead to an increase in the program fees for each student. We also have been notified that when we renew our contract that students who are repeating courses will be charged for the product again.

Outcome 3

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

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

100% of faculty will meet or exceed expectations on the annual dean evaluation.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

100% of faculty will meet or exceed expectations on the annual dean evaluation.

Performance Target for "Partially Met"

N/A

Performance Target for "Not Met"

Less than 100% of faculty will meet or exceed expectations on the annual dean evaluation.

Assessment Measure Used

Deans Evaluation

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

AY 2023-2024: 92.8% of faculty received a rating of satisfactory or higher on their annual evaluation.

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

1

Comments/Narrative

Scholarship requirements revised during this academic year as part of the Tenure and Promotion requirements.

13 out of 14 faculty received satisfactory evaluation in teaching, service, and scholarship. One faculty member received a needs improvement on scholarship.

The assistant dean will take over faculty annual evaluations in the 2024-2025 AY and will work to ensure successful tenure and promotion for school of nursing faculty.

*This outcome has been revised from 90% to 100% of faculty will meet or exceed expectations on the annual dean evaluations.

Resources Needed to Meet/Sustain Results

Increased support for continuing education for nursing faculty. Current funds do not cover most conference expenses.

Continued support for certifications for faculty.

Explanation of How Resources Will Be Used

Funds for continuing education will ensure faculty are prepared for changes in practice and licensing exams. Also ensures that teaching practices are current and evidence based.

Outcome 4

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

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Apply and integrate knowledge from nursing, the sciences, and liberal arts as the foundation for clinical judgement and innovation for professional practice.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

Group score greater than 60% on all of the following ATI assessment outcomes:

AACN Essentials-Knowledge for Nursing Practice

NLN Competency- Nursing Judgment

Thinking Skills-Foundational Thinking, Clinical Application, and Clinical Judgment

Nursing Process-RN Assessment, RN Analysis, RN Planning, RN Implementation, and RN Evaluation

Performance Target for "Partially Met"

Group score less than 60% one 1 or more of following ATI assessment outcomes:

AACN Essentials-Knowledge for Nursing Practice

NLN Competency- Nursing Judgment

Thinking Skills-Foundational Thinking, Clinical Application, and Clinical Judgment

Nursing Process-RN Assessment, RN Analysis, RN Planning, RN Implementation, and RN Evaluation

Performance Target for "Not Met"

Group score less than 60% on all of following ATI assessment outcomes:

AACN Essentials-Knowledge for Nursing Practice

NLN Competency- Nursing Judgment

Thinking Skills-Foundational Thinking, Clinical Application, and Clinical Judgment

Nursing Process-RN Assessment, RN Analysis, RN Planning, RN Implementation, and RN Evaluation

Assessment Measure Used

Group scores on the following ATI assessment outcomes:

AACN Essentials-Knowledge for Nursing Practice

NLN Competency- Nursing Judgment

Thinking Skills-Foundational Thinking, Clinical

Application, and Clinical Judgment

Nursing Process-RN Assessment, RN Analysis,

RN Planning, RN Implementation, and RN

Evaluation

Frequency of Assessment

Every semester

on the following ATI Exams:

Fundamentals for Nursing Practice

Medical/Surgical Nursing

Mental Health Nursing

Pharmacology

Pediatric Nursing

Nursing Leadership

Community Health

Comprehensive Predictor

Data Collected for this Timeframe (Results)

Scores less than 60%:

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

2

Nursing Process: RN Analysis
1224 cohort- 59.8% Mental Health

Nursing Process: RN Evaluation
1223 cohort-45.5% Comprehensive Predictor

Thinking Skills: Foundational Thinking
0524 cohort-55.9% Pediatrics

Comments/Narrative

The SON adopted new goals, outcomes, and student learning outcomes in the 2023-2024 academic year in response to changes in the AACN BSN Essentials. We also increased the benchmark from 50% to 60% in response to 2 failures on the NCLEX in the 0524 cohort. We will also monitor scores for each cohort and individual exams to identify patterns. While some students may flow in and out of cohorts, the majority of students in each cohort will stay the same. This will allow us to see weaknesses within a cohort and within the program. We also added the comprehensive predictor to our assessment measures.

ATI has been transitioning from a 2019 to a 2023 exam version over the last several semesters. All of the cohorts had a mix of 2019 and 2023 ATI exams. The 2019 versions did not assess for the AACN Essentials because they were not adopted until 2021.

The SON partially met the goal for this assessment period (AY 2023-2024). The 0524 cohort had several areas in which they were deficient. This was the cohort that had two failures on the NCLEX. By changing how we assess data, we can better understand and identify areas where a cohort is weak. This will apply to all of the SON's new student learning outcomes.

Resources Needed to Meet/Sustain Results

Continued support for general education courses, specifically science and math courses.

Simulation and clinical are crucial to developing clinical judgement. An increase in funding for the simulation lab is needed.

Adequate numbers of clinical faculty with the required clinical background are essential. Clinical instructors are crucial in helping students develop clinical judgement and professional practice. Part of developing clinical judgement is learning to analyze the assessment data utilizing a holistic approach, and clinical instructors can guide students and follow their progress over the semester.

Explanation of How Resources Will Be Used

The SON simulation lab needs funds to maintain the simulators, purchase supplies, and replace simulators as needed. There is a current need for a second Super Tori newborn simulator. Currently Pediatrics and Obstetrics share the newborn simulator.

There is a need to increase pay for adjunct clinical faculty to entice more faculty. Pay at the bedside can be significantly higher. Clinical faculty are needed to provide a robust learning experience in the clinical setting.

Outcome 5

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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

Provide holistic, individualized, coordinated care based on best evidence and clinical judgement in the planning and delivery of care across time, spheres of care and developmental levels.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

Group score greater than 60% on all of the following ATI assessment outcomes:

AACN Essentials-Knowledge for Nursing Practice

AACN Essentials-Person-Centered Care

ATI: Nursing Process-RN Assessment, RN Analysis, RN Planning, RN Implementation, and RN Evaluation

ATI: Priority Setting

ATI: NCLEX RN Health Promotion and Maintenance, Psychosocial Integrity, Basic Care and Comfort, RN Physiological Adaptation

Performance Target for "Partially Met"

Group score greater than 60% on 1 or more of the following ATI assessment outcomes:

AACN Essentials-Knowledge for Nursing Practice

AACN Essentials-Person-Centered Care

ATI: Nursing Process-RN Assessment, RN Analysis, RN Planning, RN Implementation, and RN Evaluation

ATI: Priority Setting

ATI: NCLEX RN Health Promotion and Maintenance, Psychosocial Integrity, Basic Care and Comfort, RN Physiological Adaptation

Performance Target for "Not Met"

Group score greater than 60% on none of the following ATI assessment outcomes:

AACN Essentials-Knowledge for Nursing Practice

AACN Essentials-Person-Centered Care

ATI: Nursing Process-RN Assessment, RN Analysis, RN Planning, RN Implementation, and RN Evaluation

ATI: Priority Setting

ATI: NCLEX RN Health Promotion and Maintenance, Psychosocial Integrity, Basic Care and Comfort, RN Physiological Adaptation

Assessment Measure Used

Frequency of Assessment

Group scores on the following ATI assessment outcomes:
AACN Essentials-Knowledge for Nursing Practice
AACN Essentials-Person-Centered Care
ATI: Nursing Process-RN Assessment, RN Analysis, RN Planning, RN Implementation, and RN Evaluation
ATI: Priority Setting
ATI: NCLEX RN Health Promotion and Maintenance, Psychosocial Integrity, Basic Care and Comfort, RN Physiological Adaptation

Every Semester

on the following ATI Exams:
Fundamentals for Nursing Practice
Maternal Newborn Nursing
Medical/Surgical Nursing
Mental Health Nursing
Pharmacology
Pediatric Nursing
Nursing Leadership
Community Health
Comprehensive Predictor

Data Collected for this Timeframe (Results)

Scores less than 60%:

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

2

NCLEX RN: Health Promotion and Maint.
1224 cohort-58.3% Mental Health

NCLEX RN: Psychosocial Integrity
1223 cohort-39.7 Pharmacology
0524 cohort-56.4% Med/Surg
1224 cohort-55.7% Fundamentals
1224 cohort-48.8% Med/Surg

NCLEX RN: Physiological Adaptation
1223 cohort-47.6% Comprehensive Predictor

NCLEX RN: Basic Care and Comfort
1224 cohort-57.1% Maternal/Newborn
0525 cohort- 57.7% Fundamentals

Nursing Process Evaluation
1223 cohort-45.5% Comprehensive Predictor

Priority Setting
1223 cohort-55.6% Comprehensive Predictor

Nursing Process: Analysis/Diagnosis
1224 cohort-59.8% Mental Health

Comments/Narrative

The SON partially achieved this goal. Data shows that several student groups did not perform well in psychosocial integrity across multiple exams. This issue was identified during the revision of the program assessment and will be addressed. Faculty members teaching courses involving psychosocial integrity content will be informed of these trends and will be asked to concentrate on improving these areas. This and other trends in the data will be shared with nursing faculty during the upcoming meeting to brainstorm ways to enhance student performance.

Clinical and simulation experiences are crucial for students to develop the necessary skills and clinical judgment for providing patient care. Our full-time clinical faculty members play a key role in providing consistency and support for student growth. Increasing the number of full-time clinical faculty members, particularly for medical/surgical and critical care areas, would greatly benefit our students in building a strong foundation for clinical practice. These instructors also play a vital role in guiding students to understand the importance of holistic care.

Resources Needed to Meet/Sustain Results

Additional full-time clinical instructors specifically hired for hospital clinical settings would enhance the stability of these courses and improve the overall clinical experience.

Explanation of How Resources Will Be Used

Resources would be used to create stability in clinical instructors during hospital clinicals.

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

Employ principles of safety and improvement science to enhance quality and minimize risk of harm to individuals, populations, and providers.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

Group score greater than 60% on all of the following ATI assessment outcomes:

AACN Essentials-Quality and Safety

QSEN-Safety

QSEN-Quality Improvement

RN Safety and Infection Control

Performance Target for "Partially Met"

Group score greater than 60% or more on 1 or more of the following ATI assessment outcomes:

AACN Essentials-Quality and Safety
QSEN-Safety
QSEN-Quality Improvement
RN Safety and Infection Control

Performance Target for "Not Met"

Group score greater than 60% on all of the following ATI assessment outcomes:
AACN Essentials-Quality and Safety
QSEN-Safety
QSEN-Quality Improvement
RN Safety and Infection Control

Assessment Measure Used

Group scores on the following ATI assessment outcomes:
AACN Essentials-Quality and Safety
QSEN-Safety
QSEN-Quality Improvement
RN Safety and Infection Control

Frequency of Assessment

Every Semester

on the following ATI Exams:
Fundamentals for Nursing Practice
Maternal Newborn Nursing
Medical/Surgical Nursing
Mental Health Nursing
Pharmacology
Pediatric Nursing
Nursing Leadership
Community Health
Comprehensive Predictor

Data Collected for this Timeframe (Results)

Scores less than 60%:

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

2

QSEN: Quality Improvement
1223 cohort-53.5% Leadership
0524 cohort-50.9% Leadership

AACN Essentials: Quality and Safety
1224 cohort-55.8% Maternal/Newborn

NCLEX RN: Safety and Infection Control
1224 cohort-40.7 Med/Surg

Comments/Narrative

Quality and safety and quality improvement are areas where the SON partially met benchmark. This information will be shared with faculty at an upcoming faculty meeting and plans will be made to make Quality Improvement more robust throughout the program.

Again, we are finding gaps in our curriculum through new measurement methods and higher benchmarks.

Resources Needed to Meet/Sustain Results

No additional resources will be needed at this time. This is a deficit in the curriculum that will be addressed by faculty.

Explanation of How Resources Will Be Used

N/A

Outcome 7

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Utilize information and communication technologies to manage and improve the delivery of healthcare services.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

Group score greater than 60% on all of the following ATI assessment outcomes:
AACN Essentials-Informatics and Healthcare Technology
QSEN-Informatics

Performance Target for "Partially Met"

Group score greater than 60% on 1 or more of the following ATI assessment outcomes:
AACN Essentials-Informatics and Healthcare Technology
QSEN-Informatics

Performance Target for "Not Met"

Group score greater than 60% on none of the following ATI assessment outcomes:
AACN Essentials-Informatics and Healthcare Technology
QSEN-Informatics

Assessment Measure Used

Group scores on the following ATI assessment outcomes:
AACN Essentials-Informatics and Healthcare Technology
QSEN-Informatics

Frequency of Assessment

Each Semester

on the following ATI Exams:
Fundamentals for Nursing Practice

Maternal Newborn Nursing
Medical/Surgical Nursing
Mental Health Nursing
Pharmacology
Pediatric Nursing
Nursing Leadership
Community Health
Comprehensive Predictor

Data Collected for this Timeframe (Results)

Scores less than 60%:

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

2

AACN Essentials: Informatics & Healthcare Technologies
1223 cohort-40% Comprehensive Predictor
0525 cohort- 53.8 % Mental Health

QSEN: Informatics
1223 cohort-59.9%

Comments/Narrative

The SON partially met this goal. We have already made an effort to increase the use of informatics in our simulation experiences, but there is room for improvement. Common concepts that students showed weaknesses in were related to safe medication administration.

Resources Needed to Meet/Sustain Results

The simulation coordinator has requested a medication dispensing device called SimServe Rx that will mimic what students experience in the hospital. Funding for this, as well as for other technologies such as simulated EKG devices and a bladder scanner, is needed. Additionally, funding for student access to databases through Lexicomp and Lippincott Advisor will allow students to look up medications, procedures, and labs. This will not only help develop student skills in this area, but also will help with developing clinical judgment. made an effort

Explanation of How Resources Will Be Used

In the simulation experience, students will practice using the same medication administration process used in hospital settings, including the necessary checks when removing medication from the dispensing device. Access to resources during the simulation will help students learn how to quickly find the information needed to care for the patient in real time. This is crucial because patient situations can change rapidly, and it's important for students to understand how to safely care for the patient by finding the necessary information.

Goal Summary

Goal Summary/Comments

The AACN, our accrediting body, revised their BSN Essentials in April of 2021. The SON revised the goals, outcomes, and student learning outcomes to better align with changes to the AACN BSN Essentials in the Spring of 2022. While we collected some data for the 2023-2024 academic year, there are some areas where data is missing due to ATI implementing changes in their assessments.

Our contract with ATI as a Complete Partner provides supplemental instruction and evaluation methods for our students to prepare them for NCLEX. The SON increased the benchmark for the ATI assessments used to measure student learning outcomes. There were several areas for improvement and those will be discussed in our nursing faculty meetings to determine the best way to address those

areas. The use of simulation is important to addressing some of these deficits. The SON simulation labs need updated equipment to go along with the simulators. We also need funds for service plans, supplies, and updates.

The SON is considering a nursing success coach program as another way to help students meet benchmark housed in the SON and staffed by nursing faculty.

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 2022- 88.9%

CY 2023-90.9%

National licensure exam (NCLEX) rates remain above state and national average.

National Pass Rate for CY 2023-88.56%

South Carolina Pass Rate for CY 2023-94.02%

Lander Pass Rate for CY 2023-100%

Changes Made/Proposed Related to Goal

Outcomes 1-3 were met. Due to changes in the student learning outcomes and the way we assess them, we are finding deficient areas that we are now aware of and will address within the curriculum and simulation/clinical.

Upload Rubrics/Other Files

NCLEX for RN bsn LLR BON web page.pdf

Operations Standard.pdf

Goal 3

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

Prepare nurse leaders who practice, to the fullest extent, their education to transform the future of healthcare.

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

100% of Lander prelicensure students who seek employment in nursing will be employed as registered nurses within 6 months of graduation.

Timeframe for this Outcome

Calendar Year 2023

Performance Target for "Met"

100% of Lander prelicensure students who seek employment in nursing will be employed as registered nurses within 6 months of graduation.

Performance Target for "Partially Met"

N/A

Performance Target for "Not Met"

Less than 100% of Lander prelicensure students who seek employment in nursing will be employed as registered nurses within 6 months of graduation.

Assessment Measure Used

Employment Rate

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

2023-100%

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

3

Comments/Narrative

The SON collaborates with career services to organize a career fair each semester. All nursing recruiters are instructed to contact a designated faculty member to arrange classroom visits with senior students. Additionally, students receive guidance on resume writing and interview skills in NURS 499 from nursing faculty.

The departure of the career services director has had a big impact. They played a crucial role in assisting our students with job preparation. While nursing students generally have little trouble finding employment, securing positions in certain specialty areas can be highly competitive. Therefore, having strong resumes and interview skills are essential.

Resources Needed to Meet/Sustain Results

The career services department has been without a director for an extended period of time. They are essential for organizing the career fair for faculty members who do not have the time to coordinate these events alone. Additionally, the department was a valuable resource for our students, helping them write resumes and prepare for interviews. our students.

Explanation of How Resources Will Be Used

Career services will continue to assist in career fair events and help students prepare for job interviews.

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?

Student Learning Outcome

Enter Outcome

Contribute to evidence-based nursing practice by participating in the advancement of nursing scholarship and promoting ethical conduct to guide practice decisions.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

Group score greater than 60% on all of the following ATI assessment outcomes:

ATI: QSEN- Evidence Based Practice

AACN Essentials-Scholarship for the Nursing Discipline

NLN Competency-Spirit of Inquiry

Performance Target for "Partially Met"

Group score greater than 60% on 1 or more of the following ATI assessment outcomes:

ATI: QSEN- Evidence Based Practice

AACN Essentials-Scholarship for the Nursing Discipline

NLN Competency-Spirit of Inquiry

Performance Target for "Not Met"

Group score greater than 60% on none of the following ATI assessment outcomes:

ATI: QSEN- Evidence Based Practice

AACN Essentials-Scholarship for the Nursing Discipline

NLN Competency-Spirit of Inquiry

Assessment Measure Used

Group scores on following ATI assessment outcomes:

ATI: QSEN- Evidence Based Practice

AACN Essentials-Scholarship for the Nursing Discipline

NLN Competency-Spirit of Inquiry

Frequency of Assessment

Every Semester

on the following ATI Exams:

Fundamentals for Nursing Practice

Maternal Newborn Nursing

Medical/Surgical Nursing
Mental Health Nursing
Pharmacology
Pediatric Nursing
Nursing Leadership
Community Health
Comprehensive Predictor

Data Collected for this Timeframe (Results)

Scores less than 60%:

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

2

NLN Competency: Spirit of Inquiry
1224 cohort- 57.1% Fundamentals
0525 cohort-51.4% Mental Health

Comments/Narrative

The School of Nursing partially met this student learning outcome. This outcome will be reviewed at an upcoming faculty meeting. We had previously relocated the NURS 303 (Nursing Research) course from being required with upper level 3 to allow students the option to take it with upper level 2 or 3 to help reduce the content load in upper level 3. We are already gathering data on this change. We will also include these ATI scores in the discussion. Both the Mental Health exam and the Fundamentals exams are given in upper level 2. At the Upper Level 2, students may not have enough experience to appreciate scholarship.

Resources Needed to Meet/Sustain Results

No additional resources are required. We will review the placement of the Nursing Research course (NURS 303) and explore other ways to enhance the curriculum in upper levels 1 and 2 for a stronger research foundation.

Explanation of How Resources Will Be Used

N/A

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?

Student Learning Outcome

Enter Outcome

Incorporate ethical principles and standards of professional nursing to guide decision making and actions.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

Group score greater than 60% on all of the following ATI assessment outcomes:
ATI: AACN Essentials-Professionalism
NLN Competency-Professional Identity

Performance Target for "Partially Met"

Group score greater than 60% on 1 or more of the following ATI assessment outcomes:
ATI: AACN Essentials-Professionalism
NLN Competency-Professional Identity

Performance Target for "Not Met"

Group score greater than 60% on none of the following ATI assessment outcomes:
ATI: AACN Essentials-Professionalism
NLN Competency-Professional Identity

Assessment Measure Used

Group scores on the following ATI assessment outcomes:
ATI: AACN Essentials-Professionalism
NLN Competency-Professional Identity

Frequency of Assessment

Every Semester

on the following ATI Exams:
Fundamentals for Nursing Practice
Maternal Newborn Nursing
Medical/Surgical Nursing
Mental Health Nursing
Pharmacology
Pediatric Nursing
Nursing Leadership
Community Health
Comprehensive Predictor

Data Collected for this Timeframe (Results)

Scores less than 60%:
AACN Essentials: Professionalism
0524 cohort- 44.8% Comprehensive Predictor

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

2

NLN Competency: Professional Identity
0524 cohort- 33.3% Maternal Newborn
1224 cohort- 25% Maternal Newborn

Comments/Narrative

This new data will be shared with faculty at an upcoming nursing faculty meeting and we will look for opportunities to enhance content related to ethics and professionalism.

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

Engage in activities that promote personal health and well-being, lifelong learning, and professional growth.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

Group score greater than 60% on all of the following ATI assessment outcomes:

AACN Essentials-Personal, Professional, and Leadership Development

ATI: NLN Competency Professional Identity

Performance Target for "Partially Met"

Group score greater than 60% on 1 or more of the following ATI assessment outcomes:

AACN Essentials-Personal, Professional, and Leadership Development

ATI: NLN Competency Professional Identity

Performance Target for "Not Met"

Group score greater than 60% on none of the following ATI assessment outcomes:

AACN Essentials-Personal, Professional, and Leadership Development

ATI: NLN Competency Professional Identity

Assessment Measure Used

Group scores on the following ATI assessment outcomes:

AACN Essentials-Personal, Professional, and Leadership Development

ATI: NLN Competency Professional Identity

Frequency of Assessment

Every Semester

on the following ATI Exams:

Fundamentals for Nursing Practice

Maternal Newborn Nursing

Medical/Surgical Nursing

Mental Health Nursing

Pharmacology

Pediatric Nursing

Nursing Leadership
Community Health
Comprehensive Predictor

Data Collected for this Timeframe (Results)
Scores less than 60%:

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

AACN Essentials: Person, Professional, and
Leadership Development
1223 cohort-42.2% Comprehensive Predictor
0524 cohort- 44.8% Comprehensive Predictor

NLN Competency: Professional Identity
0524 cohort- 33.3% Maternal Newborn
1224 cohort- 25% Maternal Newborn

Comments/Narrative

This new data will be shared with faculty at an upcoming nursing faculty meeting and we will look for opportunities to enhance content related to self care, lifelong learning, and professional development.

Resources Needed to Meet/Sustain Results

N/A

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

The SON has identified a need based on new outcomes and data in the area of professional development and self care. While our students rarely have trouble finding employment, we may be missing opportunities to develop them professionally. Currently most of our leadership and professional development occurs in the Upper Level 4 semester. We need to look at incorporating more of these concepts in the other courses.

Changes Made/Proposed Related to Goal

No changes have been made yet but they will be addressed in the fall 2024 semester so that we can make changes in the Spring 2025 courses.

Upload Rubrics/Other Files

Goal 4

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

Promote interprofessional collaboration to serve regional, state, and/or national communities.

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

The School of Nursing will provide multiple opportunities for faculty and students to collaborate and participate in interprofessional activities.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

Interprofessional activities are incorporated into each level of the nursing program (Upper Levels 1-4)

Performance Target for "Partially Met"

Interprofessional activities will be incorporated into some levels of the nursing program but not all (Upper Levels 1-4)

Performance Target for "Not Met"

Interprofessional activities are not incorporated into any level of the nursing program (Upper Levels 1-4)

Assessment Measure Used

Individual Course Reports

Frequency of Assessment

Every Semester

Data Collected for this Timeframe (Results)

AY 2023-2024

Upper Level 1:

NURS 232- Students must complete a pharmacy activity which includes speaking with the pharmacist when they are available.

Upper Level 2:

No interprofessional activities

Upper Level 3:

NURS 392-Collaboration with Montgomery Center for Family Medicine for simulation experience with Family Medicine residents. Students also attend

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

2

clinic with these residents at the Montgomery Center.

Upper Level 4:
No interprofessional activities

Comments/Narrative

The School of Nursing is committed to making significant improvements in this area. Faculty are aware and will take a thoughtful and proactive approach to planning clinical and simulation experiences in the future. Collaborative networking by faculty will play a vital role in achieving this goal. This issue should also be discussed at the annual advisory board meeting with our clinical partners to see if they have any potential solutions.

Resources Needed to Meet/Sustain Results

Connections with other disciplines in healthcare.

Explanation of How Resources Will Be Used

No additional resources needed.

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

The school of nursing will provide multiple service learning opportunities for faculty and students.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

The School of Nursing provides service learning opportunities for faculty and students at every level of the nursing program (Upper level 1-4).

Performance Target for "Partially Met"

The School of Nursing provides service learning opportunities for faculty and students at 1 or more levels of the nursing program (Upper level 1-4).

Performance Target for "Not Met"

The School of Nursing does not provide service learning opportunities for faculty and students.

Assessment Measure Used

Frequency of Assessment

Individual Course Reports

Every Semester

Data Collected for this Timeframe (Results)

AY 2023-2024

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

2

Upper Level 1:

No service learning opportunities

Upper Level 2:

No service learning opportunities

Upper Level 3:

NURS 409 Students assisted with Greenwood District 50 school health screenings. NURS 409 Students attend clinical a desensitization clinic for individuals with autism at Project Hope facility in Greenwood

Upper Level 4:

No service learning opportunities

Faculty:

No service learning opportunities

Comments/Narrative

This was a new outcome for the 2023-2024 academic year. This unmet outcome has been identified and will be discussed at an upcoming faculty meeting. Faculty will be encouraged to seek out service learning opportunities for their courses.

Resources Needed to Meet/Sustain Results

None at this time.

Explanation of How Resources Will Be Used

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?

Student Learning Outcome

Enter Outcome

Foster intentional collaboration across professions and with care team members to optimize healthcare

delivery and outcomes.

Timeframe for this Outcome

AY 2023-2024

Performance Target for "Met"

Group score greater than 60% on all of the following ATI assessment outcomes:

AACN Essentials: Interprofessional Partnerships

QSEN: Teamwork and Collaboration

NCLEX RN: Management of Care

Performance Target for "Partially Met"

Group score less than 60% on 1 or more of the following ATI assessment outcomes:

AACN Essentials: Interprofessional Partnerships

QSEN: Teamwork and Collaboration

NCLEX RN: Management of Care

Performance Target for "Not Met"

Group score less than 60% on all of the following ATI assessment outcomes:

AACN Essentials: Interprofessional Partnerships

QSEN: Teamwork and Collaboration

NCLEX RN: Management of Care

Assessment Measure Used

Group scores on the following ATI assessment outcomes:

AACN Essentials: Interprofessional Partnerships

QSEN: Teamwork and Collaboration

NCLEX RN: Management of Care

Frequency of Assessment

Every semester

on the following ATI Exams:

Fundamentals for Nursing Practice

Maternal Newborn Nursing

Medical/Surgical Nursing

Mental Health Nursing

Pharmacology

Pediatric Nursing

Nursing Leadership

Community Health

Comprehensive Predictor

Data Collected for this Timeframe (Results)

Group scores less than 60%

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

2

QSEN: Teamwork and Collaboration

0524 cohort- 40.4% Med/Surg

1224 cohort- 59.3% Pediatrics

RN-BSN-55.6% Community

AACN Essentials: Interprofessional Partnerships

1224 cohort- 12.5% Maternal Newborn

Comments/Narrative

The SON partially met this student learning outcome. It is a new outcome and we are already aware of the need to increase interprofessional education. Teamwork and collaboration can also be incorporated into simulation in a more intentional way.

Resources Needed to Meet/Sustain Results

Increased funding for simulation as stated above.

Explanation of How Resources Will Be Used

Funding will be used to maintain simulators, purchase supplies, new equipment, and technology/informatics resources for students.

Goal Summary

Goal Summary/Comments

This goal and its outcomes were introduced in the 2023-2024 academic year. With the data now available, we can proactively focus on the areas where we partially met our outcomes. This valuable information will be presented to the faculty at an upcoming nursing faculty meeting, where we will encourage faculty members to explore opportunities for enhancing the student experience in the areas of interprofessional collaboration and service learning.

Changes Made/Proposed Related to Goal

We will increase our efforts to find service learning and interprofessional opportunities for our students. By networking with our clinical partners and letting them know that we are seeking these experiences, we may be able to boost our ability to provide these.

Upload Rubrics/Other Files

Goal 5

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

Foster an educational environment that embraces diversity and inclusivity.

Pillar of Success Supported

Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students

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

The School of Nursing will embrace diversity and inclusivity by recruiting and retaining faculty and students from diverse populations.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

The School of Nursing (SON) will maintain a student and faculty demographic composition within 10% of the university's overall diversity.

Performance Target for "Partially Met"

N/A

Performance Target for "Not Met"

The School of Nursing (SON) does not maintain a student and faculty ethnic composition within 10% of the university's overall diversity, ensuring alignment with campus-wide representation.

Assessment Measure Used

Demographic data gathered from PowerBI, Data from the university Decision Support Systems Manager on University Faculty Demographics, School of Nursing Demographic Survey of Full Time Faculty

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

University Demographics for undergraduate programs without dual enrollment students:
3403 students total
White/Non-Hispanic: 2050-60%
Black/African American: 788-23%
Latino: 265-8%
Asian: 32-1%
Native Hawaiian: 5-0.15%
American Indian/Native Alaskan:16-0.47%
Two or more: 121-4%

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

3

University Faculty Demographics for Full Time Faculty:

White/Non-Hispanic: 143-88.82%
Black/African American: 3-1.86%
Latino: 4-2.48%
Asian: 4-2.48%
Two or more races: 2-1.24%
Unknown: 5-3.11%

School of Nursing Demographics including second degree and RN-BSN:
711 students total

White/Non-Hispanic: 377-54%
Black/African American: 216-31%
Latino: 58-8%
Asian: 6-0.8%
Native Hawaiian/Pacific Island: 5-0.2%
American Indian/Native Alaskan:2-0.2%
Two or more: 26-4%

School of Nursing Faculty Demographics for all faculty:

White/Non-Hispanic: 14-87.5%
Black/African American: 2-12.5%
Latino: 0
Asian: 0
Two or more races: 0
Unknown:0

Comments/Narrative

The SON is within 10% of the ethnic demographic percentages of the university's overall diversity for the student population. Faculty demographics are similar to the university. Faculty recruitment from diverse backgrounds is an issue due to the severe shortage of nursing faculty. Many nursing schools are experiencing the same problem. The salary disparity and education differences between bedside nursing and academia make it challenging to fill faculty positions.

Resources Needed to Meet/Sustain Results

In the 2023 calendar year, the South Carolina Higher Education Nursing Initiative provided salary supplements that significantly contributed to the retention of nursing faculty. These supplements are particularly important given the ongoing salary disparity between nursing faculty positions and clinical bedside roles, which can serve as a deterrent to attracting highly qualified professionals to academia, particularly in rural areas.

The salary gap often makes it challenging for schools of nursing to compete with the compensation packages offered in clinical settings. However, the Initiative funds help bridge this gap, making academic roles more attractive. This not only supports the retention of experienced educators but also strengthens the School of Nursing's ability to recruit a diverse and talented faculty, which is essential to maintaining a high-quality, inclusive educational environment.

Explanation of How Resources Will Be Used

Continued salary supplements from the South Carolina policy makers is used to retain current faculty and recruit new faculty.

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?

Student Learning Outcome

Enter Outcome

Support innovative solutions to optimize system effectiveness, promote an ethical practice environment, and advocate for the needs of diverse populations.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

Group score greater than 60% on all of the following ATI assessment outcomes:

AACN Essentials-Quality and Safety

ATI: Nursing Process-RN Assessment, RN Analysis, RN Planning, RN Implementation, and RN Evaluation

ATI: QSEN-Patient-Centered Care

ATI: AACN Essentials-Informatics and Healthcare Technologies

Performance Target for "Partially Met"

Group score greater than 60% on 1 or more of the following ATI assessment outcomes:

AACN Essentials-Quality and Safety

ATI: Nursing Process-RN Assessment, RN Analysis, RN Planning, RN Implementation, and RN Evaluation

ATI: QSEN-Patient-Centered Care

ATI: AACN Essentials-Informatics and Healthcare Technologies

Performance Target for "Not Met"

Group score greater than 60% on none of the following ATI assessment outcomes:

AACN Essentials-Quality and Safety

ATI: Nursing Process-RN Assessment, RN Analysis, RN Planning, RN Implementation, and RN Evaluation

ATI: QSEN-Patient-Centered Care

ATI: AACN Essentials-Informatics and Healthcare Technologies

Assessment Measure Used

Group scores on the following ATI assessment outcomes:

AACN Essentials-Quality and Safety

ATI: Nursing Process-RN Assessment, RN Analysis, RN Planning, RN Implementation, and RN Evaluation

ATI: QSEN-Patient-Centered Care

ATI: AACN Essentials-Informatics and Healthcare Technologies

Frequency of Assessment

Every Semester

on the following ATI Exams:

Fundamentals for Nursing Practice

Maternal Newborn Nursing

Medical/Surgical Nursing

Mental Health Nursing

Pharmacology

Pediatric Nursing
Nursing Leadership
Community Health
Comprehensive Predictor

Data Collected for this Timeframe (Results)

Scores less than 60%:
QSEN: Patient Centered Care
1223 cohort- 54.8% Comprehensive Predictor

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

2

AACN Essentials: Quality and Safety
1224 cohort- 55.8% Maternal Newborn

AACN Essentials: Informatics and Healthcare
Technologies
1223 cohort- 40% Comprehensive Predictor
0525 cohort- 53.8% Mental Health

Nursing Process: RN Analysis
1224 cohort- 59.8% Mental Health

Nursing Process: RN Evaluation
1223 cohort-45.5% Comprehensive Predictor

Comments/Narrative

The SON partially met this new student learning outcome. This data will be shared with nursing faculty and a plan developed to improve these scores. This is a new outcome and data is just now available to faculty. Some potential ways to address this would be through simulation, case studies, and reflective journals.

Resources Needed to Meet/Sustain Results

Support for simulation and funds for faculty to purchase case studies.

Explanation of How Resources Will Be Used

Funds will be used to purchase prepared case studies to use in the classroom. Simulation funds will be used for simulator maintenance, technology, and supplies.

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?

Student Learning Outcome

Enter Outcome

Participate in advocacy, development, and implementation of policies that support improvement of equitable population health outcomes.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

Group score greater than 60% on the following ATI assessment outcome:
AACN Essentials-Population Health

Performance Target for "Partially Met"

N/A

Performance Target for "Not Met"

Group score less than 60% on the following ATI assessment outcome:
AACN Essentials-Population Health

Assessment Measure Used

Group scores on the following ATI assessment outcome:
AACN Essentials-Population Health

Frequency of Assessment

Every Semester

on the following ATI Exams:
Fundamentals for Nursing Practice
Maternal Newborn Nursing
Medical/Surgical Nursing
Mental Health Nursing
Pharmacology
Pediatric Nursing
Nursing Leadership
Community Health
Comprehensive Predictor

Data Collected for this Timeframe (Results)

Group scores less than 60% on ATI assessment outcome: AACN Essentials: Population Health
1224- 59.9% Pediatrics
1224-37.4% Med/Surg
0525- 52.8% Fundamentals

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

1

Comments/Narrative

Traditionally, population health has been covered as a standalone course (NURS 417: Community Health) during the final semester (Upper Level 4). However, the lower scores on the exams associated with this outcome are administered in Upper Levels 2 and 3. To address this, it may be necessary to consider incorporating population health concepts earlier and more consistently across multiple courses.

Although we didn't meet benchmark, all students who completed the comprehensive predictor exam during the Fall 2023 and Spring 2024 semesters met the benchmark, indicating that students are obtaining adequate knowledge of population health concepts by the time they complete the program.

Resources Needed to Meet/Sustain Results

None, faculty need to address this within the curriculum.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

The demographic makeup of the School of Nursing students and faculty is similar to that of the university. However, there is still room for growth in this area. In response to changes in the BSN Essentials, the SON has revised course objectives. We have identified learning activities and course assignments to address areas of weakness in population health and healthcare disparities that will be implemented in the 2024-2025 academic year.

Changes Made/Proposed Related to Goal

Revision of course objectives and course activities to address weaknesses. The nursing faculty initiative helps with recruiting and retention efforts to achieve a diverse faculty population.

Upload Rubrics/Other Files

Dean's Email Address

hwharton@lander.edu

Approved by Dean?

Yes

Signature of Dean

Holisa C Wharton

Comments from Dean's Review

This program assessment form was completed by the new Assistant Dean of Nursing. She rearranged information to reflect how operational outcomes and student learning outcomes support overall program goal attainment.

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.