

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

Clinical Nurse Leader, M.S.N.

Submission Due Date

Fall 2025: October 1, 2025

Assessment Coordinator Name

Holisa C Wharton

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 of 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

2024-2025

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major for Master degree programs is greater than or equal to 6.

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 6.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

4.0

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

1

Comments/Narrative

The MSN-CNL continues to have a decline in enrollment as indicated by a 5 year rolling average decrease from 5.4 to 4.0 over the last year.

The Covid-19 pandemic placed an enormous strain on the nursing profession and four years later the United States is experiencing a nursing shortage, with South Carolina projected to have one of the most significant shortages in the nation by 2030. In the midst of the nursing shortage it is a challenge to recruit working nurses back to educational programs.

The SON continues to research how best to attract students to the MSN program and as indicated last year we have added two concentrations to the MSN program, Nursing Education and Nursing Leadership and Administration.

Resources Needed to Meet/Sustain Results

\$120,000

Annual starting salary \$70,000 x 40% for fringe (\$28,000) = \$98,000

Administrative stipend \$9000 for 10 months

\$13,000 Operational Budget for travel, recruiting, and marketing to include promotional materials

Explanation of How Resources Will Be Used

Funding is still needed for marketing, recruiting, and scholarships for graduate students Funding is also needed for faculty to support the program. Due to the decrease utilization of the CNL role marketing and recruiting should be redirected to focus on the Master of Science in Nursing Degree (MSN) instead of the Clinical Nurse Leader Role (CNL) and the new MSN concentrations of Nurse Educator and Nursing Leadership & Administration. There is a substantial evidence supporting the need for Nurse Educators and Nurse Administrators. The literature also supports the need for Nurse Practitioners to provide primary health care in rural counties such as those served by Lander University.

Funding will be used to support collaboration efforts with healthcare agencies to establish educational practice partnerships. Students employed by an Academic-Practice Partner are more likely to complete

program and be hired into advance role after graduation. Funding will also be used to develop marketing campaign highlighted graduates who are working in advanced roles and to offer scholarships.

The SON will be replacing a retiring faculty member with a faculty member with a DNP degree, practice experience and administrative responsibility of the online nursing programs. This individual will be charged to propose new programs and grow existing programs.

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

2024-2025

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded for a Master's degree is greater than or equal to 3.

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 3.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

3.0

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

1

Comments/Narrative

The completions (degrees awarded) declined from 6.3 to 3.0. The SON currently has 8 students matriculating through the MSN program that are expected to graduate in May 2025, but still has a significant decline in enrollment.

Resources Needed to Meet/Sustain Results

\$120,000

Annual starting salary \$70,000 x 40% for fringe (\$28,000) = \$98,000

Administrative stipend \$9000 for 10 months

\$13,000 Operational Budget for travel, recruiting, and marketing to include promotional materials

Explanation of How Resources Will Be Used

Funding is still needed for marketing, recruiting, and scholarships for graduate students. Funding is also needed for faculty to support the program. Due to the decrease utilization of the CNL role, marketing and recruiting should be redirected to focus on the Master of Science in Nursing Degree (MSN) instead of the Clinical Nurse Leader Role (CNL) and the new MSN concentrations of Nurse Educator and Nursing Leadership & Administration. There is a substantial evidence supporting the need for Nurse Educators and Nurse Administrators. The literature also supports the need for Nurse Practitioners to provide primary health care in rural counties such as those served by Lander University.

Funding will be used to support collaboration efforts with healthcare agencies to establish educational practice partnerships. Students employed by an Academic-Practice Partner are more likely to complete program and be hired into advanced role after graduation. Funding will also be used to develop marketing campaign highlighted graduates who are working in advanced roles and to offer scholarships.

The SON will be replacing a retiring faculty member with a faculty member with a DNP degree, practice experience and administrative responsibility of the online nursing programs. This individual will be charged to propose new programs and grow existing programs.

Goal Summary

Goal Summary/Comments

The MSN program did not meet the enrollment goal nor completion goal in 2023-2024. Tuition support and career advancement are strong motivators for graduate student success and the SON will continue to seek funding to support tuition through scholarships and make sure current and prospective students are aware of funding sources and reimbursement programs such as the South Carolina Nursing Education Initiative. The SON will continue to petition for dedicated administrative faculty to support the online nursing programs.

Changes Made/Proposed Related to Goal

The SON has added two concentrations to the MSN program, Nurse Educator and Nursing Leadership and Administration. We are very pleased with the interest in the Nurse Educator concentration. We hope to replace a retiring faculty with a faculty member that will provide administrative support for the online nursing programs (RN-BSN, MSN, and future DNP programs).

Upload Rubrics/Other Files

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

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

2024-2025

Performance Target for "Met"

Greater than 80% of each cohort entering the MSN-CNL graduated with an MSN within 5 years.

Performance Target for "Partially Met"

Greater than 80% of each cohort entering the MSN-CNL program is projected to graduate with an MSN within 5 years.

Performance Target for "Not Met"

Less than 80% of each cohort entering the MSN-CNL program graduated with an MSN within 5 years.

Assessment Measure Used

MSN Student Tracking Data

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

S14 Cohort-100%

S16 Cohort-100%

S17 Cohort- 50%

F17 Cohort-81%

F18 Cohort-100%

F19 Cohort - no starting cohort

F20 Cohort- 100%

F21 No starting cohort

F22 Cohort of 4 started in F22 and anticipated graduating in December 2024.

F23- Cohort of 2 started in S23 and a cohort of 2 started in F23.

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

1

Comments/Narrative

There were no graduates of the MSN program in the 2023-2024 academic year. There are 8 students enrolled in MSN courses 4 started in Fall 22 and were projected to graduate in December 2024. The four students expected to graduate in December 2024 are faculty in the BSN program and have opted to take part-time hours to take advantage of Lander's employee tuition support program. Their new anticipated graduation date is May 2025.

Resources Needed to Meet/Sustain Results

Funding is needed to help cover tuition for graduate nursing students. A dedicated administrator is needed to help research and secure external funding sources for graduate nursing education.

Explanation of How Resources Will Be Used

Graduate students would be more likely to enroll and complete program if they had tuition support. All of the current graduate students are employed and have families. They can not afford to take funds from their homes to support graduate education. There are grants and nursing faculty loan reimbursement programs available in an effort to address the nursing shortage. The dedicated administrator will position Lander to compete and secure these resources to grow and support our graduate students.

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 Clinical Nurse Leader Certification Exam Pass Rate

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

75% or greater of graduates seeking certification will receive CNL credential.

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 75% of graduates seek certification will receive CNL credential.

Assessment Measure Used

Clinical Nurse Leader (CNL) Certification Exam Report

Frequency of Assessment

Periodically (after graduation)

Data Collected for this Timeframe (Results)**Score (Met=3, Partially Met=2, Not Met=1)**

S14

2

Cohort: N = 2, 100% passed on first attempt in May 2016

S16

Cohort: N = 1, 0%

Failed CNL exam.

S17

Cohort N = 2

Did not take CNL Exam

F17

Cohort N = 17

100%

5 Withdrew

F18

Cohort N = 4

75%

F20

Cohort N=1

0%

S25

Cohort N= 6

No students attempted CNL Exam

1 student attempted the CNE Exam and passed.

Comments/Narrative

The SON continues to exceed the 75% pass rate goal. 22 of 25 (88%) students that have taken the CNL Certification Exam have passed. Graduates of the MSN program are prepared for but not required to take the CNL Certification exam.

There were no graduates of the MSN program in the 2022-2023, 2023-2024 academic years.

There were six graduates of the MSN program in 2024-2025. Two of the six completed the MSN-CNL-Nursing Education program and one of the two has sit for the National League of Nursing Nurse Educator Certification (CNE) and passed. The other four graduates completed the MSN-CNL program and none of them have sit for the CNL certification exam. Students are not required to sit for the CNL or CNE exam.

Resources Needed to Meet/Sustain Results

Funding is needed to help cover tuition for graduate nursing students. A dedicated administrator is needed to help research and secure external funding sources for graduate nursing education.

Explanation of How Resources Will Be Used

The dedicated administrator will position Lander to compete and secure funding resources to grow and support our graduate students. These funds will be used to cover tuition and prepare students for

certification exams.

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

Employment in expanded role

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

80% of MSN graduates who seek employment in an expanded role will be employed in an expanded role within 1 year of graduation

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 80% of MSN graduates who seek employment in an expanded role will be employed in an expanded role within 1 year of graduation

Assessment Measure Used

MSN Student Tracking Data and Alumni Survey

Frequency of Assessment

1 and 5 years after graduation

Data Collected for this Timeframe (Results)

S14

Cohort: N = 2, 100%

1. Nurse Territory Manager at Coram CVS/Specialty Infusion Services
2. Quality Manager Providence Health

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

3

S16

Cohort: N=1, 100%

1. Case Manager at Caris Healthcare

S17

Cohort N=2, 0%

1. Withdrew from program
2. Completer, but not working as a nurse, Self

Employed Hardware Store

F17

Cohort N = 16

100%

12 completers

1. 10 are CNLs at SRH
2. 1 Nurse Manager at SRH
3. 1 promoted from clinical instructor to Lecturer

F18

Cohort N-4

Graduated May 2020

1 CNL at Self Regional

1 CNL at

Spartanburg Regional

1 Self Regional Joint Coordinator

F20

Cohort N-1

Applying to doctoral programs

S25

Cohort N-6

Five of six graduates are employed in higher roles

Comments/Narrative

The goal was met with 96% of graduates seeking employment in an advance role working in an advance role a year after graduation. We are unable to determine position of one student.

There were no graduates of the MSN program in the 2022-2023, 2023-2024 academic years.

In the Spring 2025 cohort four graduates moved from clinical instructors to lecturers and one moved into a nursing management role at the local hospital. The remaining graduate stepped away from practice for personal reasons.

The SON will continue to support students advance their career by educating healthcare agencies on the CNL role and about the utilization of MSN graduates in other advance roles.

Resources Needed to Meet/Sustain Results

\$120,000

Annual starting salary \$70,000 x 40% for fringe (\$28,000) = \$98,000

Administrative stipend \$9000 for 10 months

\$13,000 Operational Budget for travel, recruiting, and marketing to include promotional materials

Explanation of How Resources Will Be Used

Funding is still needed for marketing, recruiting, and scholarships for graduate students Funding is also needed for faculty to support the program. Due to the decrease utilization of the CNL role marketing and recruiting should be redirected to focus on the Master of Science in Nursing Degree (MSN) instead of the Clinical Nurse Leader Role (CNL) and the new MSN concentrations of Nurse Educator and Nursing Leadership & Administration. There is a substantial evidence supporting the need for Nurse Educators and Nurse Administrators. The literature also supports the need for Nurse Practitioners to provide primary health care in rural counties such as those served by Lander University.

Funding will be used to support collaboration efforts with healthcare agencies to establish educational practice partnerships. Students employed by an Academic-Practice Partner are more likely to complete program and be hired into advance role after graduation. Funding will also be used to develop marketing campaign highlighted graduates who are working in advanced roles and to offer scholarships.

The SON remains interested in starting a DNP program and would like to hire a faculty member with practice experience and administrative responsibility of the online nursing programs. This individual will be charged to propose new programs and grow existing programs.

Outcome 4

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What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Effect change through advocacy for the profession, interdisciplinary health care team and the client

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class will earn a grade of B or higher on assessment

Assessment Measure Used

Grade on Concept Analysis Paper
Grade on Personal Theoretical Application Paper

Frequency of Assessment

Each semester in NUR 600

Data Collected for this Timeframe (Results)

Fall 2017

N=16

Concept Analysis

87% earned grade > B

Personal Theoretical Paper

75% earned grade > B

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

3

Fall 2018

N=4

Concept Analysis

100% earned grade > B

Personal Theoretical Paper

100% earned grade > B

Fall 2018

N=4

Concept Analysis

100% earned grade > B

Personal Theoretical Paper

100% earned grade > B

Fall 2020

N=1

Concept Analysis

100% earned grade > B

Personal Theoretical Paper

100% earned grade > B

Fall 2022

N=4

Concept Analysis

100% earned grade >B

Personal Theoretical Paper

100% earned grade >B

Fall 2023

N=1

Concept Analysis 100% earned grade > B

Personal Theoretic Paper 100% earned grade >B

Comments/Narrative

The goal of 100% of students earning a grade of B or higher on the assessment was met in Fall 2023. Faculty will be monitoring the appropriateness of these assignments in meeting the new AACN Essentials and CNL Competencies.

Students must earn a final grade of B in in each course to progress to next semester. Due to the small class size professors are available to assist students and advise them in how to improve and earn desired grade.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 5

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skills, and values that students are expected to gain as a result of their educational experiences.

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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

Communicate effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class will earn a grade of B or higher on assessment

Assessment Measure Used

Grade recorded in Black Board for Health Promotion/ Education Project

Frequency of Assessment

Each semester in NUR 630

Data Collected for this Timeframe (Results)

Summer 2018

N=16

Health Promotion/ Education Project

100% Earned grade of > B

Summer 2019

N=4

Health Promotion/ Education Project

100% Earned grade of > B

Summer 2021

N=1

Health Promotion/ Education Project

100% Earned grade of > B

Fall 2023

N=4

Health Promotion/Education Project

100% earned grade of B or higher

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

3

A

Comments/Narrative

The data and score represent the last offering of NUR 630.

In the fall 2023 semester the goal of 100% of students earning a grade of B or higher on the assessment was met. Faculty will be monitoring the appropriateness of assignments to meet the new AACN Essentials and CNL Competencies.

You are expected to begin work on your Health Promotion/Education Project and Presentation on the first day of class and continue working on it throughout the semester. During Exam Week, you will submit your project presentation as your final exam for the course.

1. Choose your microsystem. Conduct an analysis to determine and describe the clients you serve. Identify the most common health-related issue(s) in your micro-system. (Your identified health-related issue must be approved by your professor.)
2. Conduct a risk assessment of your micro-system population (include environmental factors, upstream factors, culture considerations, health equity/social determinants of health, economics, health literacy, and genetic/genomic factors). This assessment phase goes beyond the individual client to the family, community, and related influences. Address modifiable and nonmodifiable risk factors.
3. Identify health education/promotion needs relevant to the most common issue(s) identified for the patients in your microsystem. Address primary and secondary prevention.
4. Identify the resources and individual supporting systems available to your clients. Also identify barriers or constraints that prevent your clients achieving health-related goals.
5. Address your identified health related issue in your microsystem as it relates to Healthy People 2030, the Affordable Care Act, and the IHI Triple and Quadruple Aims. Include background information on the identified issue.
6. Address your identified health related issue in your microsystem as it relates to historical perspectives and global health trends (Harris, Roussel, & Thomas, p. 259-264).
7. Develop a health promotion/education plan for the microsystem-specific issue common to your clients. Review and select or create an education module directed at patients or staff that addresses this specific issue. Apply principles of learning, information technologies, and communication principles.
8. Develop an educational intervention based on the identified need of your microsystem. Your intervention can be for your patients, families, caregivers, or professional team. Use appropriate teaching/learning principles, strategies, and technology to facilitate the learning of clients, family, community, and/or healthcare professionals.
9. Utilize statistical methods, graphs, and charts as appropriate.
10. Submit your final project to Blackboard in a narrated PowerPoint or platform of choice (no longer than 15 minutes)

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 6

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skills, and values that students are expected to gain as a result of their educational experiences.

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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

Delegate and utilize the nursing team resources and provide leadership when partnering with the inter-professional health care team.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of student in class will earn a grade of B or higher on assessment

Assessment Measure Used

Grade recorded in Black Board for Microsystem Workbook

Frequency of Assessment

Each semester in NUR 635

Data Collected for this Timeframe (Results)

Fall 2018

N=13

Microsystem Workbook 100% earned grade > B

Fall 2019

N=4

Microsystem Workbook 100% earned grade > B

Fall 2021

N=2

Microsystem Workbook 50% earned grade >B

Summer 2024

N=3

Microsystem Workbook 100% earned grade >B

Comments/Narrative

The curriculum has been modified and NURS 645 is no longer a part of the curriculum. The Microsystem Workbook is now a part of NUR 635. NUR 635 was offered during the Summer 2024 semester and 100% of cohort earned a grade of B or higher.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

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

Identify clinical and fiscally responsible outcomes that improve safe, quality, client-centered care.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class earned a grade of B or higher in assessment

Assessment Measure Used

Grade recorded in Black Board for PowerPoint Presentation on Waste

Frequency of Assessment

Each semester in NUR 625

Data Collected for this Timeframe (Results)

Spring 2018
N=16
PowerPoint Presentation on Waste
100% Earned grade of > B

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

3

Spring 2019
N=4
PowerPoint Presentation on Waste
100% Earned grade of > B

Spring 2021

N=1

PowerPoint Presentation on Waste

100% Earned grade of > B

Fall 2024

N=7

Big Data Scholarly Paper

100% earned grade of >B

Comments/Narrative

NUR 620 was replaced with NUR 625 starting Fall 2023 but unable to secure faculty with the skills and expertise to teach course. Course offered for the first time in Fall 2024.

The Big Data Scholarly Paper Assignment was used to assess objective in the Fall 2024 NUR 620 class.

Scholarly "Big Data" Paper 625

Using your chosen topic for your CNL project, apply a Big Data approach to analyzing your data.

Identify what type of data you will collect and the source of said data. Define if that data is structured or unstructured.

Discuss the characteristics of the data to be collected, including the 5 V's (Volume, Variety, Velocity, Value and Veracity).

What type of analytics would you use to identify interventions or improve outcomes in your population group? (A/B testing, Association Rule Learning, Genetic/evolutionary algorithms, Machine Learning, Predictive Modeling, Prescriptive algorithms).

Discuss the ethical considerations of collecting and using this data for your project. How will you ensure participating parties are protected?

What data visualization techniques (e.g., scatter plots, bar charts, heatmaps) will you use to illustrate your findings.

Resources Needed to Meet/Sustain Results

Funds are needed to hire a dedicated recruiter for the nursing online programs and to provide scholarships for student.

Explanation of How Resources Will Be Used

The MSN program has low enrollment. A dedicated recruiter could help to identify potential students and will focus on growing online programs (RN-BSN and MSN). With the reorganization. The dedicated recruiter could support the Exercise Science graduate program, nursing graduate program, future graduate programs in the CNHPHS and the undergraduate online programs in nursing and public health.

Graduate students are less likely to qualify for financial aid and therefore scholarship funds would help with tuition.

Outcome 8

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What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Use information systems and technology at the point of care to improve health care outcomes

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class earned a grade of B or higher in assessment

Assessment Measure Used

Technology in Healthcare Paper as recorded in Black Board

Frequency of Assessment

Each semester in NUR 611

Data Collected for this Timeframe (Results)

Fall 2018

N=4

Technology in Healthcare Paper 75% earned grade > B

Fall 2020

N=1

Technology in Healthcare Paper 100% earned grade > B

Fall 2022

N=4

Technology in Healthcare Paper 75% earned grade > B

Fall 2023

N=1

Technology in Healthcare Paper 100% earned grade > B

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

3

Comments/Narrative

One student took the course in Fall 2023 and the student earned a B or higher on the Technology in Healthcare Paper. Faculty will monitor the appropriateness of assignment to meet the new AACN Essentials and CNL Competencies.

Students were instructed to: Write a scholarly paper describing the use of electronic medical records in performing advanced patient assessments. In addition students were to address the following: Identify the driving factors for the widespread implementation of electronic medical records in health care, discuss the benefits and disadvantages of electronic medical records, list some of the ethical and legal concerns related to use of electronic medical records, and discuss the economic implications of the use of information technology from the perspective of the patient and administration.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 9

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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

Participate in systems review by evaluating client safety risks to improve quality of client care.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class earned a grade of B or higher in assessment

Assessment Measure Used

Microsystem Workbook as grades are recorded in Black Board

Frequency of Assessment

Each semester in NUR 635

Data Collected for this Timeframe (Results)

Fall 2018

N=13

Microsystem Workbook 100% earned grade > B

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

3

Fall 2019

N=4

Microsystem Workbook 100% earned grade > B

Summer 2021

N=1

Microsystem Workbook NA (assignment not completed as part of course due to student changing jobs)

Summer 2024

N=3

Microsystem Workbook 100% earned grade >B

Comments/Narrative

NUR 635 was offered during the Summer 2024 semester and 100% of cohort earned a grade of B or higher.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 10

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

Assume accountability for health care outcomes, recognizing systems influences on a specific group of clients.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class earned a grade of B or higher in assessment

Assessment Measure Used

Vulnerable Population Assignment as grade is recorded in Black Board

Frequency of Assessment

Each semester in NUR 611

Data Collected for this Timeframe (Results)

Fall 2017

N=17

Vulnerable Population Assignment
94% earned grade > B

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

3

Fall 2018

N=4

Vulnerable Population Assignment
50% earned grade > B

Fall 2020

N=1

Vulnerable Population Assignment
100% earned grade > B

Fall 2022

N=4

Vulnerable Population Assignment
100% earned grade > B

Fall 2023

N=1

Vulnerable Population Assignment
100% earned grade > B

Comments/Narrative

One student took the course in Fall 2023 and the student earned a B or higher on the Vulnerable Populations Assignment. Faculty will monitor the appropriateness of assignment to meet the new AACN Essentials and CNL Competencies.

Instructions to students: Use the rubric attached to address a population with vulnerability that you encounter in your practice. You could choose it based on its population characteristics of vulnerability, or based on the health concern that creates vulnerability (ex. Children with type 2 diabetes, adults in long-term care with immobility, post-op bariatric adults, etc.). You want to be specific to help you do a complete assessment.

This is a professional paper and should follow proper APA guidelines and English guidelines for style, grammar, and spelling. This will be posted in the Discussion board.

TIP: Once you have considered a population of interest, review the brochure on HP2020 to ensure you have a good fit with the guidelines. Be sure to navigate around on the HP2020 website to get all the information you need. There are topics that are broken down into objectives. There are tabs with interventions and resources for each topic area. This resource is rich with information you might need.

TIP: Every part of your assessment should be specific to your population. You don't have to include every piece of information you find, only those that you can tie into your assessment.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 11

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 information to design, implement and evaluate client plans of care.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class earned a grade of B or higher in assessment

Assessment Measure Used

Care Plan/ Case

Frequency of Assessment

Each semester in NUR 640

Data Collected for this Timeframe (Results)

Fall 2018

N=13

Care Plan/ Case Study (DB week 6) earned 100% grade > B

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

3

Fall 2019

N=4

Care Plan/ Case Study (DB week 6) earned 100%

grade > B

Fall 2021

N=2

Unavailable at time of Assessment

Spring 2024

N=4

Discussion Board #4 100% of student earned grade >B

Comments/Narrative

Though 100% of class earned a grade of B or higher on the selected assignment the reviewer will use NUR 640 an example of how course can better meet objectives. There is room for improved correlation between assignments and course objectives.

The assistant dean agreed to teach this course as we did not have an adjunct or other faculty with room in their schedule to teach it.

Resources Needed to Meet/Sustain Results

Dedicated faculty to teach course.

\$120,000

Annual starting salary \$70,000 x 40% for fringe (\$28,000) = \$98,000

Administrative stipend \$9000 for 10 months

\$13,000 Operational Budget for travel, recruiting, and marketing to include promotional materials

Explanation of How Resources Will Be Used

The SON will be replacing a retiring faculty member with a faculty member with a DNP degree, practice experience and administrative responsibility of the online nursing programs. This individual will be charged to propose new programs and grow existing programs.

Outcome 12

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 evidence to evaluate and achieve optimal client and care environment outcomes

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class earned a grade of B or higher in assessment

Assessment Measure Used

Literature Review Paper grade recorded in Black Board

Frequency of Assessment

Each semester in NUR 651

Data Collected for this Timeframe (Results)

Spring 2018

N=16

Literature Review Paper

100% of students earned a grade > B

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

2

Spring 2019

N=4

Literature Review Paper

100% of students earned a grade > B

Spring 2021

N=1

Literature Review Paper

Fall 2023

N=7

Literature Review Paper

85% of students earned a grade > B

Comments/Narrative

NUR 651 was offered in the fall 2023 semester. Seven students enrolled and six of them earned a grade of B or higher. Faculty will monitor the appropriateness of assignment to meet the new AACN Essentials and CNL Competencies.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 13

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 teaching/learning principles, strategies, and technology to facilitate the learning of clients, groups, and the other health care professionals

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class will earn a grade of B or higher on assessment

Assessment Measure Used

Health Promotion/Education Project

Frequency of Assessment

Each semester in NUR 630

Data Collected for this Timeframe (Results)

Summer 2018

N=16

Health Promotion/ Education Project

100% Earned grade of > B

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

3

Summer 2019

N=4

Health Promotion/ Education Project

100% Earned grade of > B

Summer 2021

N=1

Health Promotion/ Education Project

100% Earned grade of > B

Fall 2023

N=4

Health Promotion/Education Project

100% earned grade of B or higher

Comments/Narrative

NUR 630 was offered in the fall 2023 semester. Four students enrolled and they earned a grade of B or higher. Faculty will monitor the appropriateness of assignment to meet the new AACN Essentials and CNL Competencies.

You are expected to begin work on your Health Promotion/Education Project and Presentation on the first day of class and continue working on it throughout the semester. During Exam Week, you will submit your project presentation as your final exam for the course.

1. Choose your microsystem. Conduct an analysis to determine and describe the clients you serve. Identify the most common health-related issue(s) in your micro-system. (Your identified health-related issue must be approved by your professor.)
2. Conduct a risk assessment of your micro-system population (include environmental factors, upstream factors, culture considerations, health equity/social determinants of health, economics, health literacy, and genetic/genomic factors). This assessment phase goes beyond the individual client to the family, community, and related influences. Address modifiable and nonmodifiable risk factors.
3. Identify health education/promotion needs relevant to the most common issue(s) identified for the patients in your microsystem. Address primary and secondary prevention.
4. Identify the resources and individual supporting systems available to your clients. Also identify barriers or constraints that prevent your clients achieving health-related goals.
5. Address your identified health related issue in your microsystem as it relates to Healthy People 2030, the Affordable Care Act, and the IHI Triple and Quadruple Aims. Include background information on the identified issue.
6. Address your identified health related issue in your microsystem as it relates to historical perspectives and global health trends (Harris, Roussel, & Thomas, p. 259-264).
7. Develop a health promotion/education plan for the microsystem-specific issue common to your clients. Review and select or create an education module directed at patients or staff that addresses this specific issue. Apply principles of learning, information technologies, and communication principles.
8. Develop an educational intervention based on the identified need of your microsystem. Your intervention can be for your patients, families, caregivers, or professional team. Use appropriate teaching/learning principles, strategies, and technology to facilitate the learning of clients, family, community, and/or healthcare professionals.
9. Utilize statistical methods, graphs, and charts as appropriate.
10. Submit your final project to Blackboard in a narrated PowerPoint or platform of choice (no longer than 15 minutes)

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 14

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

Actively pursue lifelong learning as the CNL role, needs of clients, and the health care system evolve

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

100% of students in class earned a grade of B or higher in assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class earned a grade of B or higher in assessment

Assessment Measure Used

Learning Exercise: Creating a motivating climate/team building

Frequency of Assessment

Each semester in NUR 660

Data Collected for this Timeframe (Results)

Fall 2018

N=13

Reflection Journal postings

100% of students earned a grade > B

Fall 2019

N=4

Reflection Journal postings

88% of students earned a grade > B

Fall 2019

N=4

Reflection Journal postings

88% of students earned a grade > B

Fall 2021

N=2

100 % of students earned a grade >B

Spring 2024

N=7

100% of students earned a B or higher

Comments/Narrative

Assessment measure changed for spring 2024 course offering, but goal was met with 100% of students earning B or higher on the new assessment.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

Lander's MSN program meets the goal of educating professional nurses for current and future practice to meet healthcare needs, and to advance professionally. There are currently eight students scheduled to graduate in 2025. Three of the students are currently educators in the SON.

Changes Made/Proposed Related to Goal

In Fall 2021 the AACN published "The Essential:s Core Competencies for Professional Nursing Education." The SON worked over the 2022-2023 academic year to align the BSN curriculum with The Essentials and will work to align the MSN program during the 2024-2025 academic year.

The MSN-CNL program has struggled for the past 8 years to establish profitable enrollment numbers with limited success. Therefore the SON is conducting research to determine the feasibility of converting the Clinical Nurse Leader Program to a Nurse Practitioner program and maintain the two new concentrations.

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

I have reviewed and approve of reported assessment findings, narratives, resources requested and rational for use of resources.

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.