

# 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

Fall 2025: October 1, 2025

## Assessment Coordinator Name

Julie Crawford

## Enter Assessment Coordinator Email

jcrawford@lander.edu

## 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 2024-2025

### 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  
AY 2024-2025-694.4

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

3

### Comments/Narrative

The Bachelor of Science in Nursing major had an increase in Program Productivity as indicated by the 2024-2025 headcount enrollment of 694.4, up from 681.4 in 2023-2024. Data pulled through institutional research. While the number of enrolled students has increased, enrollment in the RN-BSN program has been challenging.

### Resources Needed to Meet/Sustain Results

To keep enrollment moving in the right direction, we must continue to support the freshman advising role. Our current advisor has been especially effective, not only helping students select courses but also coaching them on study habits and professional behaviors that set the tone for their success. That work has made a noticeable difference. Enrollment is also strengthened by other supports, such as tutoring, close collaboration with admissions, and highlighting our program's strengths, including strong NCLEX outcomes and clinical partnerships.

A persistent challenge has been student progression into the upper levels of the program, particularly with Pathophysiology (NURS 304), where we continue to see a high DFW rate. Many students enter this course without fully retaining prior learning in anatomy and physiology or lacking a strong foundation in medical terminology. To address these gaps, we are exploring the adoption of ATI's Launch program for lower-level students. Launch reinforces anatomy, physiology, and medical terminology, provides a study skills module, and pairs each student with a coach. We are considering structuring this as a one-hour course to ensure accountability and engagement. While there will be an associated cost, this investment is expected to strengthen students' academic preparation and reduce barriers to progression into upper-level nursing courses.

The RN-BSN program continues to have low enrollment. To improve this, we need to increase outreach at community colleges, do a better job promoting scholarships to show the program's affordability, and keep building employer partnerships that make it easier and more appealing for working nurses to enroll. A dedicated RN-BSN recruiter will be key to improving enrollment in this program.

### Explanation of How Resources Will Be Used

The resources we're requesting will go directly toward helping students stay on track and move successfully into the upper levels of the program. Continued support for freshman advising is key, since our advisor not only helps students with course planning but also coaches them on study habits and professional behaviors that make a real difference in their success. Tutoring funds will help provide extra support in key courses, though we still face challenges finding tutors for some upper-level nursing classes. We are also looking to add ATI's Launch program as a one-hour course for lower-level students. Launch will give students extra reinforcement in anatomy, physiology, and medical terminology, plus a study skills module and access to a coach. A course fee would be attached to cover the cost of this product. The goal is to better prepare students before they take Pathophysiology (NURS 304), where we've seen high DFW rates, and to give them a stronger foundation as they move into upper-level nursing courses.

For the RN-BSN program, resources will be used to hire a dedicated RN-BSN recruiter who will provide stronger outreach at community colleges, targeted marketing that emphasizes affordability through scholarships, and expanded employer partnerships that provide tuition support and clear enrollment pathways for working nurses.

## 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 2024-2025

**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)**  
AY 2023-2024-79  
AY 2024-2025-84.2

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

### **Comments/Narrative**

The number of degrees awarded continues to exceed the required benchmark of 8, with an increase from 79 in 2023–2024 to 84.2 in 2024–2025. This shows steady progress in helping more students reach graduation. At the same time, we continue to see challenges with finding enough tutoring support for upper-level nursing courses and for Pathophysiology, where many students need extra reinforcement.

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

Although tutoring funds are already in place, we continue to face challenges with finding qualified undergraduates who are willing to serve as tutors, as many prefer to use their time for their own studies. To strengthen support in high-need areas such as Pathophysiology and upper-level nursing courses, we are seeking funding to employ graduate students from our MSN program as tutors and/or contract with outside providers for virtual tutoring services. Virtual tutoring typically costs \$50–\$80 per hour, which can add up to several thousand dollars per semester. While this is a significant investment, the cost is offset by improved retention and degree completion, which preserve tuition revenue, strengthen accreditation outcomes, and meet workforce demands for BSN-prepared nurses.

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

Resources will be used to give students the extra support they need in the courses that matter most for staying on track to graduation. We plan to use funding to bring in MSN students as tutors, which not only helps undergraduates but also gives graduate students valuable teaching experience. We're also looking at adding virtual tutoring services so students always have someone to turn to, especially in tough courses like Pathophysiology and other upper-level nursing classes. These resources are aimed at lowering DFW rates, improving retention, and helping more students successfully complete the program.

## **Goal Summary**

### **Goal Summary/Comments**

Progress has been made in enrollment and degree completion, with continued efforts focused on retention. SON faculty actively support recruitment by participating in Open House events, Bearcat for a Day, and providing tours for admissions. Retention efforts center on ensuring students are academically prepared for the rigor of upper-level nursing courses. To strengthen these efforts, a more robust tutoring program is needed to provide students with additional academic support.

### **Changes Made/Proposed Related to Goal**

We plan to keep enrollment moving in the right direction and continue improving degree completion by supporting students from the start of the program through graduation. This includes keeping the freshman advising role strong, adding ATI Launch to help students refresh key content and study skills, and increasing outreach through community colleges, scholarships, and employer partnerships to grow RN-BSN enrollment. To help more students progress and finish on time, we will also seek funding to use MSN students as tutors and add virtual tutoring for high-need courses like Pathophysiology and upper-level nursing. Together, these efforts are aimed at reducing barriers, improving retention, and helping more students reach graduation.

### **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**

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 2024

**Performance Target for "Met"**

Greater than 80% of each undergraduate cohort will graduate within 8 semesters of beginning upper level 2 semester or within 5 years of taking 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 2023-92.45%-updated from last year's report  
CY 2024-92.31

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

3

### **Comments/Narrative**

The graduation percentage for the most recent cohort is 92.31%, a slight decrease from 92.45% the previous year but still above the program goal of 80%. Last year, resources were requested for a CHSE simulation coordinator, vacant faculty positions, and funds to support simulation mannequin service agreements. Funding was provided for the service agreements, and a full-time CHSE coordinator position was created by moving a faculty member into this role. These investments have strengthened simulation-based learning and contributed to maintaining strong graduation percentages.

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

To continue meeting this goal, additional resources are needed. We request a full-time critical care clinical instructor to meet CCNE clinical requirements and expand students' exposure to high-quality critical care experiences. We also recommend relocating the skills labs back to campus to improve oversight, consistency in instruction, and integration with classroom and simulation learning. Relocation is also needed to address mold concerns in the current facility, which pose health and safety risks to faculty, staff, and students.

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

Funding for a critical care clinical instructor will provide students with additional supervised practice in critical care settings, ensuring compliance with CCNE standards and strengthening clinical preparation. Resources for relocating and updating the skills labs will create a healthier and safer learning environment while allowing faculty to provide more consistent oversight of skills instruction. These changes will directly support student learning, progression, and timely graduation.

## **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 2024

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

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

3

National Pass Rate for CY 2024-91.2%  
 SC Pass Rate for CY 2024-94.7%  
 Lander Pass Rate for CY 2024-98.1%

**Comments/Narrative**

In 2024, the national NCLEX-RN pass rate was 91.2%, and the South Carolina average was 94.7%. Our students exceeded both with a pass rate of 98.1%. This speaks to the dedication and teamwork of our faculty, who go above and beyond to prepare students for success. ATI also plays a part in this by giving students extra practice, remediation opportunities, and NCLEX prep tools like personalized coaching and a live review during their last semester.

**Resources Needed to Meet/Sustain Results**

To keep this level of success, we'll need to renew the ATI contract, which means course fees will need to be re-evaluated.

We also see the need for a full-time critical care clinical instructor to give students more hands-on experience and better connect classroom learning with clinical practice. Students currently are observing for the majority of their critical care experiences.

Ongoing support for faculty professional development is also important so that faculty stay current in both practice and teaching.

Finally, we continue to see value in adding a nursing success coach. Many nursing programs across the country have created this role, and there's now even a professional organization and an abundance of research supporting it. Given our challenges with tutoring, a success coach could be a practical alternative to give students the individual support they need to stay enrolled, on track to graduate, and prepare for the NCLEX. Release time and/or stipend would be an effective way to fund this role.

**Explanation of How Resources Will Be Used**

Funding for ATI will give students continued access to remediation, NCLEX-style testing practice, and the live review. A critical care clinical instructor will create more meaningful clinical learning instead of students relying mainly on observation. Professional development funds will help faculty stay up to date and bring that knowledge directly into the classroom. A nursing success coach would give students personalized guidance, filling the gap left by limited tutoring options and aligning our program with what many schools across the nation are already doing.

**Outcome 3**

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

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

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

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

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

Operational Outcome

**Enter Outcome**

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

**Timeframe for this Outcome**

Academic Year 2024-2025

**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 2024-2025: 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**

For AY 2024–2025, 93.33% of faculty met or exceeded expectations on the dean's evaluation. Overall, faculty continue to perform well, though some still have areas to improve in teaching, scholarship, and service. On a positive note, one faculty member was promoted to associate professor this year, showing continued growth within the group. CCNE has also raised expectations for clinical faculty. While programs can meet the standard with BSN-prepared faculty who hold national certification, have significant clinical experience, and are supervised by MSN-prepared faculty, the preference is for MSN-prepared instructors. We want to be fully compliant by moving toward more MSN-prepared clinical faculty. To help bridge this gap in the meantime, we created a Clinical Education Coordinator role to oversee those who do not yet meet MSN-prepared qualifications.

**Resources Needed to Meet/Sustain Results**

Recruiting MSN-prepared clinical faculty is especially challenging in a rural area, where hospitals and larger schools can offer more competitive salaries and benefits. Growing our own has been an effective approach, as several full-time clinical faculty have become compliant by completing the MSN program. To continue this progress, it is important that we maintain our MSN program so we can keep building

that pipeline. We may also need to look at adjusting the adjunct pay rate for MSN-prepared nurses to make teaching with us a more attractive option. Another option to consider is offering reduced tuition for faculty already teaching with us to enroll in the MSN program, with the expectation they would work as adjunct faculty for at least four semesters after graduation.

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

Resources will be used to support strategies that make it easier to recruit and retain MSN-prepared clinical faculty. Maintaining the MSN program will allow us to continue developing our own faculty, giving BSN-prepared instructors a pathway to compliance and long-term teaching roles. Funding could also be directed toward adjusting adjunct pay rates for MSN-prepared nurses, making it more feasible for them to choose teaching with us. In addition, reduced tuition for current faculty who enroll in the MSN program, paired with a commitment to teach for four semesters as adjuncts after graduation, would create a reliable pipeline of qualified educators. These efforts will help us move closer to full compliance with CCNE standards and ensure students continue to learn from well-prepared clinical faculty.

## **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.

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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 2024-2025

#### **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)**

AACN Knowledge for Nursing Practice:

1224 cohort: 57% Community

1224 cohort: 47% Pharm

1224 cohort: 51% Leadership

1224 cohort: 58% Comp. Predictor

0525 cohort: 43% Med/surg

0525 cohort: 30% Pediatrics

0525 cohort: 42% Community

1225 cohort: 58% Fundamentals

1225 cohort: 48% Mental Health

1225 cohort: 58% Med/Surg

0526 cohort: 49% Fundamentals

0526 cohort: 46% Mental Health

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

2

NLN Competency- Nursing Judgment

No cohorts/assessment scores less than 60%

Thinking skills:

Foundational Thinking

0526 cohort: 54.5% Fundamentals

Clinical Application:

No cohorts/assessment scores less than 60%  
Clinical Judgment  
0526 cohort: 54.3% Fundamentals

Nursing Process:  
RN Assessment:  
RN Analysis:  
1224 cohort: 57.6% Pharmacology  
0526 cohort: 54.8% Fundamentals  
RN Planning:  
0525 cohort: 56.6% Maternal Newborn  
0526 cohort: 58.7% Fundamentals  
RN Implementation:  
0526 cohort: 57.1% Fundamentals  
RN Evaluation:  
No cohort/assessment scores less than 60%

### **Comments/Narrative**

Over the last year, we've seen a significant drop in the assessment of knowledge for nursing practice on the ATI assessments as an aggregate from last year's assessment. This assessment outcome is looking to see how students are able to integrate nursing knowledge and ways of knowing as well as knowledge for other disciplines indicating a well rounded liberal arts education.

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

To support this outcome, we need to maintain access to ATI assessments and remediation so students can continue identifying and closing gaps in their knowledge. Ongoing support for simulation is also critical, since it gives students a safe but realistic way to apply nursing content and connect it with other disciplines. With the addition of a new building and larger simulation center, there is also a need for a dedicated simulation technician to assist the CHSE educator in running multiple scenarios at the same time.

In addition, resources may be needed to fully implement the approved change to combine Anatomy and Physiology into A&P I and II, ensuring students have a stronger foundation before taking Pathophysiology and progressing into the upper level nursing courses. Continued support for general education courses is also important, as these provide the broader liberal arts base that helps students integrate knowledge across disciplines.

Finally, the ability to hire clinical faculty who are experienced and fully compliant with CCNE requirements will be essential to maintain the quality and consistency of student learning in both classroom and clinical settings.

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

Resources will focus on helping students strengthen both nursing knowledge and their ability to connect what they've learned across disciplines. ATI assessments and remediation will continue to give students clear feedback on areas for improvement, while simulation will play an especially important role.

In simulation, students get to practice clinical judgment in a safe setting where they can make mistakes and learn from them. These scenarios push students to use their nursing content while also drawing on anatomy, physiology, psychology, communication, and ethics, exactly the kind of integration this outcome is measuring. Simulation also helps students move beyond memorizing facts to applying knowledge in real, patient-centered situations.

With the expansion to a larger simulation center, resources will also be used to add a simulation technician. This position will support the CHSE educator by handling the technical side of running multiple scenarios at once, keeping equipment and systems functioning smoothly, and freeing faculty to focus on instruction and debriefing.

Additional resources may be needed to support broader curriculum alignment. The approved proposal to separate Anatomy and Physiology into A&P I and II will give students a stronger foundation before progressing into upper-level nursing courses, and continued support for general education courses will remain important for preparing students to integrate knowledge from across disciplines.

Finally, resources are needed to hire clinical faculty who are both experienced and fully compliant with CCNE requirements, ensuring students are consistently taught and supervised by qualified instructors in both classroom and clinical settings.

## Outcome 5

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

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

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

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

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

Student Learning Outcome

**Enter Outcome**

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 2024-2025

**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**

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

**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 Knowledge for Nursing Practice:

1224 cohort: 57% Community

1224 cohort: 47% Pharm

1224 cohort: 51% Leadership

1224 cohort: 58% Comp. Predictor

0525 cohort: 43% Med/surg

0525 cohort: 30% Pediatrics

0525 cohort: 42% Community

1225 cohort: 58% Fundamentals

1225 cohort: 48% Mental Health

1225 cohort: 58% Med/Surg

0526 cohort: 49% Fundamentals

0526 cohort: 46% Mental Health

**AACN Person Centered Care:**

1224 cohort: 58% Community  
1224 cohort: 48% Leadership  
0525 cohort: 44% Pediatrics  
0525 cohort: 56% Leadership  
0525 cohort: 57% Community Health  
0525 cohort: 47% Pharmacology  
1225 cohort: 47% Fundamentals  
1225 cohort: 36% Mental Health  
1225 cohort: 58% Pediatrics  
1225 cohort: 58% Med/Surg  
0526 cohort: 53% Fundamentals  
0526 cohort: 43% Mental Health

**Nursing Process:**

**RN Assessment:**

**RN Analysis:**

1224 cohort: 57.6% Pharmacology  
0526 cohort: 54.8% Fundamentals

**RN Planning:**

0525 cohort: 56.6% Maternal Newborn  
0526 cohort: 58.7% Fundamentals

**RN Implementation:**

0526 cohort: 57.1% Fundamentals

**RN Evaluation:**

No cohort/assessment scores less than 60%

**Priority Setting**

1223 cohort-55.6% Comprehensive Predictor

**NCLEX RN:**

**Health Promotion and Maintenance:**

No cohort/assessment scores less than 60%

**Psychosocial Integrity:**

1224 cohort: 48.8% Med/Surg

**Basic Care and Comfort:**

1224 cohort: 57.1% Maternal Newborn

**Physiological Adaptation:**

No cohort/assessment scores less than 60%

**Comments/Narrative**

Clinical and simulation experiences are crucial for students to develop the necessary skills and clinical judgment for providing holistic patient care. The addition of the new simulation building will provide a more robust hospital-like simulation environment for our students.

**Resources Needed to Meet/Sustain Results**

New and larger simulation space means that more simulations will be occurring simultaneously and that mannequins will have more use. While we have a CHSE simulation coordinator, she will be stretched by the additional responsibilities. We really need a simulation technician who can set up a simulation, maintain the mannequins, and troubleshoot issues.

## Explanation of How Resources Will Be Used

Resources would be used to pay the salary of a simulation technician.

## Outcome 6

**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

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 2024-2025

### 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

### Frequency of Assessment

Every Semester

QSEN-Quality Improvement  
RN Safety and Infection Control

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: Quality and Safety:

1224 cohort: 49% Pharmacology

1224 cohort: 54% Leadership

0525 cohort: 43% Med/Surg

0525 cohort: 50% Maternal Newborn

0525 cohort: 54% Leadership

0525 cohort: 55% Pharmacology

1225 cohort: 58% Fundamentals

1225 cohort: 33% Mental Health

1225 cohort: 33% Med/Surg

0526 cohort: 41% Fundamentals

0526 cohort: 44% Mental Health

QSEN Safety:

No cohort/assessment scores less than 60%

QSEN: Quality Improvement

No cohort/assessment scores less than 60%

NCLEX RN: Safety and Infection Control:

No cohort/assessment scores less than 60%

**Comments/Narrative**

Safety and quality improvement remain areas where the SON needs to strengthen its focus. A new quality improvement project has been added to the Leadership course as an initial step in this direction, and updated data will be shared with faculty. We are also continuing to monitor trends as we assess new outcomes. As we assess these outcomes, we are identifying gaps that should be addressed in skills labs for foundational courses. Labs are currently off campus, which results in little oversight of these labs by course faculty. There is a need to move these labs back to campus. In addition, student and faculty safety is at risk due to a mold issue within the NSSC building.

**Resources Needed to Meet/Sustain Results**

Space to move skills labs back to campus in a safe, mold free environment.

**Explanation of How Resources Will Be Used**

Resources will be used to allow better oversight of labs by more experienced course coordinators.

## Outcome 7

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

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

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

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

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

Student Learning Outcome

**Enter Outcome**

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

**Timeframe for this Outcome**

Academic Year 2024-2025

**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  
0525 cohort: 59% Leadership

### **Comments/Narrative**

Overall, the SON has made improvements in this goal with the help of our simulation coordinator who has worked hard on getting our EHR tutor (a program that allows simulated charting) working correctly. This has included many hours working with ATI on making sure simulation medications are scannable, simulating a real life 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. The SON will also need an administrative specialist to support the Nursing Experiential Learning Center.

### **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 SON consistently meets completion rate and NCLEX pass rate goals. Faculty outcomes, however, have not been met over the past two years. During annual evaluations, faculty members who did not meet their outcomes were encouraged to participate in professional development or scholarly activities. Consistent funding and the availability of a professional development day have been important supports, and continuing these resources will help faculty make progress toward their teaching, scholarship, and service goals.

Student Learning Outcomes are still relatively new, and we continue to identify and address curriculum gaps to ensure these outcomes are met. Feedback from the self-study and a recent mock CCNE visit also highlighted weaknesses in the current program assessment plan. In response, the SON is considering ATI's Program Manager to house program assessments and guide revisions that will strengthen the overall assessment and evaluation process.

### **Changes Made/Proposed Related to Goal**

No changes are suggested at this point. As we reevaluate our program assessment plan, changes may be made for the upcoming year.

## Upload Rubrics/Other Files

### 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 2024

#### 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%

2024-100%

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

3

**Comments/Narrative**

The SON continues to meet its employment outcome, with all graduates who seek employment securing positions. The strong reputation of Lander nurses has been key to sustaining this success. Maintaining academic rigor is essential to preserving both the reputation of our graduates and their strong employment outcomes. We are truly grateful for the administration's continued support in helping us uphold these standards.

Last spring, the university hired Casey Cline as Director of Career Services. Although she was not involved in the 2024 career fairs, she has played a key role in organizing the Fall 2025 career fair, which has eased the workload for SON faculty. The Career Services office continues to grow and will provide valuable support to students with job interviews and resume preparation.

**Resources Needed to Meet/Sustain Results**

Continued support for faculty decisions that uphold academic rigor within the SON is essential to maintaining the reputation of our nurses.

The rebuilding of the Career Services department is important in helping graduates secure nursing positions that align with their interests. While the SON maintains a 100% employment rate, not all graduates are employed in their preferred areas of nursing. Career Services will support students in becoming more competitive in the application and interview process, better positioning them for roles in their chosen fields.

**Explanation of How Resources Will Be Used**

In today's changing academic environment, it is critical that nursing students are held to high standards of academic performance, given the responsibility of the profession and the lives entrusted to their care.

While the SON maintains a 100% employment rate, not all graduates are employed in their preferred areas of nursing. Career Services will support students in becoming more competitive in the application and interview process, better positioning them for roles in their chosen fields.

**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 2024-2025

**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

AACN Essentials: Scholarship for the Nursing Discipline

0525 cohort: 55% Med/Surg

0525 cohort: 50% Pediatrics

1225 cohort: 37% Med/Surg

NLN Competency: Spirit of Inquiry

1224 cohort: 55.8% Leadership  
1225 cohort: 43.8% Mental Health

### **Comments/Narrative**

NURS 303 (Nursing Research) can be taken in Upper Level 3 or 4. The SON is continuing to monitor this outcome. Evidence-based practice is vital to improving patient outcomes. It is crucial that our graduates understand these concepts. The deficits we are seeing are across multiple levels in our programs. We will continue to monitor this trend.

### **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 2024-2025

### **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

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

### Frequency of Assessment

Every Semester

### Data Collected for this Timeframe (Results)

Scores less than 60%:

AACN Essentials: Professionalism  
1224 cohort: 52% Leadership

NLN Competency: Professional Identity

0525 cohort: 21.4% Maternal Newborn

1225 cohort: 57.2% Fundamentals

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

2

### Comments/Narrative

Data from the past two years show a trend of consistently low scores on Professional Identity within the Maternal Newborn course. The course instructor will be encouraged to incorporate more discussion of ethical and legal issues specific to this specialty. Monitoring for similar trends in other courses will continue over the next year.

### 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%:

AACN Essentials: Person, Professional, and Leadership Development

0525 cohort: 44% Leadership

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

2

NLN Competency: Professional Identity

0525 cohort: 21.4% Maternal Newborn

1225 cohort: 57.2% Fundamentals

### **Comments/Narrative**

This data trend will be shared with faculty at an upcoming nursing faculty meeting. Ethics and legal issues will be strengthened in Maternal Newborn and Fundamentals and we will continue to monitor this trend. There is also a Sigma Nurse Manager Certificate program through ATI that may be considered for Leadership students.

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

Course Fees may need to be increased to accommodate the new ATI contract and the addition of the Nurse Manager certificate.

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

Resources will be used to purchase the ATI products.

## **Goal Summary**

### **Goal Summary/Comments**

This is our second year with these new student learning outcomes. Trends are beginning to be identified. The assessment and evaluation committee, in conjunction with the curriculum committee, will need to address these trends. Employment rates remain at 100%.

### **Changes Made/Proposed Related to Goal**

Trends will continue to be monitored. Ethical and legal decision-making will be enhanced in the maternal-newborn course to address a persistent trend. We also may need to evaluate how we integrate evidence-based practice early in the program and how it is reinforced later in the curriculum.

### **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 2024-2025

**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)**

Level 1:

NURS 232 Lab experience at retail pharmacy

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

3

Level 2:

NURS 347 Interprofessional collaboration observation and reflection with PT, OT, or RT

Level 3:

NURS 392 Obstetrics high fidelity simulation with Montgomery Center for Family Medicine OB residents and faculty

NURS 409 Project Hope Foundation clinical with Behavioral Therapists

Level 4: NURS 417 Home Health and Hospice

Clinical with Interdisciplinary teams

Faculty: No service learning activities

**Comments/Narrative**

The SON has been intentional in expanding interprofessional opportunities for students. Currently, an interprofessional activity is included in all four levels, an increase from the previous year when only one activity was offered across all levels.

**Resources Needed to Meet/Sustain Results**

Continue support for these clinical opportunities.

### **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 2024-2025

### **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**

Individual Course Reports

### **Frequency of Assessment**

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:

NURS 347 Hospice Experience

NURS 393 Soup Kitchen Experience

Upper Level 3:

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

The SON is making improvements in this area. We have begun offering service learning opportunities in upper level 2.

### Resources Needed to Meet/Sustain Results

Resources to support a SON-run health fair or health screening clinic would create valuable opportunities for both students and faculty to meet this goal. A recurring, SON-branded event could serve as a signature service learning project, giving students hands-on experience in health promotion while also strengthening community partnerships. These types of initiatives would also provide faculty with meaningful service opportunities, support interprofessional collaboration with other departments, and raise the visibility of the SON within the community.

To support a SON-run health fair or screening clinic, resources are needed for logistics (tables, tents, signage), screening equipment and supplies (blood pressure cuffs, glucometers, single-use items, and printed materials), limited personnel support (staff or student workers), and community outreach (advertising and refreshments). Depending on the scale, total costs are estimated at \$1,200–\$2,000 for a small event, \$2,500–\$4,000 for a moderate event, and \$5,000–\$7,500 for a large annual signature event.

### Explanation of How Resources Will Be Used

These resources will allow the SON to host recurring health fairs or screening clinics that provide meaningful service learning opportunities for students while also addressing community health needs. Supplies and equipment will ensure students can practice clinical skills in real settings, while logistics and outreach will support effective event organization and community participation. Personnel support will assist with event flow and coordination. Together, these resources will help students apply classroom knowledge, strengthen professional identity, and prepare for their future nursing roles.

## 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 2024-2025

**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

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

**Frequency of Assessment**

Every semester

**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

0525 cohort: 58.1% Pharmacology

0526 cohort: 48.9% Fundamentals

AACN Essentials: Interprofessional Partnerships

No cohort/assessment scores less than 60%

NCLEX RN: Management of Care

1225 cohort: 59.4% Mental Health

1225 cohort: 57.8% Pediatrics

### **Comments/Narrative**

Simulation and clinical provide opportunities for students to practice leadership skills and management of care.

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

Continued support for simulation experiences will be essential to improving these outcomes. As the SON transitions into the new building, funding will be needed for simulator and equipment maintenance as well as for keeping pace with advances in healthcare technology. In addition, our CHSE-certified simulation coordinator will require the support of a simulation technician to manage the expanded center effectively.

At present, many clinical experiences—particularly in critical care—are observational. Critical care is an area where students need direct guidance in developing clinical judgment and managing patient care, which requires the addition of a full-time instructor dedicated to this specialty.

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

Resources will be used to ensure students have meaningful simulation and clinical learning experiences. Funding will support the maintenance of simulators and equipment, as well as upgrades needed to keep pace with changing healthcare technology. A simulation technician will assist the CHSE-certified simulation coordinator in running multiple scenarios, troubleshooting equipment, and maintaining the expanded simulation center.

In the clinical setting, the addition of a full-time faculty member in critical care will move student experiences beyond observation by providing direct instruction, feedback, and guidance in developing clinical judgment and patient management skills. Together, these resources will strengthen student preparedness for complex patient care and improve overall program outcomes

## **Goal Summary**

### **Goal Summary/Comments**

The SON is making progress in meeting the outcomes associated with this goal. We have now met the interprofessional activity outcome by increasing opportunities for our students in every level of the program. There is still room for improvement in the areas of service learning, leadership, and management of care.

### **Changes Made/Proposed Related to Goal**

Developing a service learning clinic within the SON would provide meaningful support to the community while enriching student learning experiences. In addition, ongoing support for clinical instructors and simulation resources is essential to strengthen students' skills in leadership and care management.

### **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 2024-2025

#### 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:  
White/Non-Hispanic: 60%  
Black/African American: 23%  
Latino: 9%

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

3

Asian: 1%  
Native Hawaiian: 0.2%  
American Indian/Native Alaskan: 0.3%

#### University Faculty Demographics for Full Time

##### Faculty:

White/Non-Hispanic: 88%  
Black/African American: 1%  
Latino: 8%  
Asian: 3%

#### School of Nursing Demographics including second degree and RN-BSN:

White/Non-Hispanic: 50%  
Black/African American: 34%  
Latino: 9%  
Asian: 0.5%  
Native Hawaiian/Pacific Island: 0.3%  
American Indian/Native Alaskan: 0.2%

#### School of Nursing Faculty Demographics for all faculty:

White/Non-Hispanic: 88%  
Black/African American: 13%  
Latino: 0  
Asian: 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. This will likely continue to be an issue due to the cut in federal funding for the Nursing Faculty Loan Program.

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

In 2024, the South Carolina Higher Education Nursing Initiative approved continued salary supplements, which have been helpful in supporting faculty retention. These supplements have contributed to greater stability within the SON; however, they do not fully address the salary gap. The CCNE self-study identified salary disparity as a concern, noting that Lander nursing faculty are paid below both state and national averages. While continued support for these supplements is important, long-term strategies will be needed to remain competitive in recruiting and retaining qualified faculty.

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**

Resources will be directed toward strengthening the recruitment and retention of qualified nursing faculty. While salary supplements from the South Carolina Higher Education Nursing Initiative have provided important support, these funds are not guaranteed and could be discontinued at any time. Because Lander nursing faculty salaries remain below state and national averages, additional resources will be necessary to address this ongoing disparity. Developing a more stable and

competitive salary structure will reduce reliance on temporary supplements, support the retention of experienced faculty, and ensure consistency in instruction. These investments will ultimately help secure the faculty needed to sustain student learning and program outcomes.

## 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 2024-2025

### 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

### Frequency of Assessment

outcomes:

Every Semester

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

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)**

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

Scores less than 60%:

2

QSEN: Patient Centered Care  
0526 cohort- 58.6% Fundamentals

AACN Essentials: Quality and Safety  
1224 cohort- 49% Pharmacology  
1224 cohort- 54% Leadership  
0525 cohort- 43% Med/Surg  
0525 cohort- 50% Maternal Newborn  
1225 cohort-58% Fundamentals  
1225 cohort- 33% Mental Health  
1225 cohort- 33% Med/Surg  
0526 cohort- 41% Fundamentals  
0526 cohort- 44% Mental Health

AACN Essentials: Informatics and Healthcare  
Technologies  
0525 cohort- 59% Leadership

ATI Nursing Process:  
RN Assessment  
1225 cohort: 52.4% Fundamentals  
RN Analysis  
0526 cohort: 54.8% Fundamentals  
RN Planning:  
0525 cohort: 56.6% Maternal Newborn  
0526 cohort: 58.7% Fundamentals  
RN Implementation  
0526 cohort: 57.1% Fundamentals

**Comments/Narrative**

According to the data, the 0526 cohort shows deficits in several areas. This group will need to be monitored closely to determine whether the results reflect an isolated occurrence or a more significant concern. In addition, other cohorts demonstrated notable deficits in Quality and Safety. This newly identified trend will be addressed by reviewing course content, strengthening coverage of quality and safety concepts, and ensuring these areas are reinforced through simulation and clinical experiences. Faculty development will also be considered to support consistent integration of these concepts across the curriculum.

**Resources Needed to Meet/Sustain Results**

Resources are needed to support curriculum review and simulation activities that strengthen student learning in the areas of quality, safety, ethics, and advocacy.

**Explanation of How Resources Will Be Used**

Faculty will be made aware of the identified trend and will use course and simulation revisions to more directly address quality and safety concepts. Simulation and clinical resources will provide opportunities for students to apply these principles in practice, preparing them to support system effectiveness, practice ethically, and advocate for diverse populations.

**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 2024-2025

**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**

**Frequency of Assessment**

Group scores on the following ATI assessment outcome:

Every Semester

AACN Essentials-Population Health

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)**

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

Group scores less than 60% on ATI assessment outcome: AACN Essentials: Population Health

1

1225 cohort: 47% Community

1225 cohort: 52% Comprehensive Predictor

0525 cohort: 33% Maternal Newborn

0525 cohort: 54% Comprehensive Predictor

1225 cohort: 57% Fundamentals

1225 cohort: 50% Mental Health

1225 cohort: 53% Maternal Newborn

1225 cohort: 17% Med/Surg

0526 cohort: 29% Mental Health

**Comments/Narrative**

We are seeing a continued trend of not meeting benchmark in this area. The SON was focused on preparing for the CCNE accreditation visit and made some curriculum changes related to population health. We will continue to monitor this outcome to see if any changes made will improve the outcomes.

**Resources Needed to Meet/Sustain Results**

None at this time

**Explanation of How Resources Will Be Used**

N/A

## Goal Summary

**Goal Summary/Comments**

The SON has consistently remained within 10% of the university's student and faculty demographics. Other outcomes, however, require continued monitoring and, in some cases, intervention. Faculty will be informed of these trends, and the curriculum will be reviewed to identify and address any deficits.

**Changes Made/Proposed Related to Goal**

Proposed changes include strengthening content in areas where gaps have been noted and continuing to monitor outcomes to determine the effectiveness of these interventions.

**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 agree with the assessment findings, narrative, and resources request presented in this assessment.

**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.**