

BRYAN COLLEGE OF HEALTH SCIENCES

Undergraduate Nursing

Assessment of Student Learning

Annual Report 2020-21

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Section 1: Statements of Purpose/Mission/Philosophy

Bryan College of Health Sciences Mission

The mission of Bryan College of Health Sciences is to provide education in the health professions emphasizing clinical and academic excellence through collaboration with Bryan Health and the healthcare community.

Bryan College of Health Sciences Goals

The goals of Bryan College of Health Sciences are to prepare graduates who:

- Are qualified to practice in entry level, mid-level and advanced practice roles in diverse health care environments;
- Are critically aware of their own individuality;
- Maintain a clear understanding of professional scope of practice.
- Value life-long learning as a means of personal and professional growth;
- Participate as responsible citizens within the community; and
- Are capable of meeting the healthcare needs of an ever-changing society

School of Nursing Philosophy Statement

The undergraduate nursing faculty of Bryan College of Health Sciences believes:

Nursing

Nursing is an art and science, the embodiment of caring for individuals, families, and communities. It consists of a unique, integrated body of knowledge and requires critical thinking, information management, and problem solving skills. Nurses provide comprehensive, individualized care to promote optimal health, based on best current evidence. Nurses are leaders and collaborative members of the healthcare team who advocate for processes and systems to support safe, quality care. Nursing requires commitment and responsibility to the profession, society, and the global community.

Human Beings

Humans are unique and multidimensional beings with inherent worth and dignity. The interaction between humans and the environment is dynamic. Human beings have the capacity to care, to learn, and to change. They are autonomous and therefore are responsible for their own behaviors.

Health

Health is a dynamic state of holistic well-being, influenced by biological, behavioral, and environmental factors and perceived through the context of the lived experience. The state of health is reflected through multiple dimensions. Individuals, families, and communities have the right to define their own health. Their pursuit of health is a right and choice.

Education

Learning is a life-long, interactive process that builds on previous experience and results in change in attitudes, beliefs, and/or behaviors. Learning occurs in a variety of environments and involves the

cognitive, affective, and psychomotor domains. Education is optimized through learner-centered approaches that recognize the learner as a full partner with unique values, preferences, and needs in the education process.

Professional Nursing Education

Professional nursing education is built on an integrated study of the natural sciences, social sciences, and humanities in order to promote critical thinking, and evidence-based, person-centered care. General education is designed to develop a global citizen with an appreciation for the arts and sciences. Baccalaureate nursing education prepares a nurse generalist through theoretical and clinical education in a variety of settings. This framework provides the foundation for graduate education and advanced practice.

Section 2: Measurable Outcomes

Bachelor of Science in Nursing

End of Program Student Learning Outcomes (EPSLO)

1. Influence person-centered care to enhance health. (Concepts: Person-Centered Care; Health)
2. Integrate critical thinking and information management to promote health and safety. (Concepts: Critical Thinking; Information Management; Health; Safety)
3. Collaborate as a member/leader of interprofessional teams to optimize systems and healthcare outcomes. (Concepts: Collaboration; Leadership)
4. Commit to the profession of nursing within the context of the global community. (Concepts: Global Community)

Program Outcomes

1. Graduation/Completion Rates
2. Job Placement Rates
3. NCLEX Pass Rates

Sections 3-6: Multiple Measures, Gaps, Reasons for Gaps, and Programmatic Adjustments

This segment of the report integrates sections 3-6 of the College's Framework for Annual Assessment Reports. It is organized by the learning outcome measurements. For each tool, the subcommittee has identified the corresponding curriculum outcome (Section 3), determining whether or not there are gaps between the tool's benchmark and student performance (Section 4). For any gaps, the subcommittee has identified probable reasons for the gaps (Section 5) and discussed programmatic and/or operational adjustments (Section 6) planned to narrow the gaps. The [graphic summary](#) at the end of the section visually demonstrates how the competencies are assessed by multiple measures.

The 2020-21 academic year had changes in clinical hours for the semester 8 course. These clinical hour changes have prompted a curriculum revision altering the course numbers. Here are the course number changes:

Fall 2020 Course Number	Spring 2021 Course Number
NURS422, Nursing Leadership & Management	NURS420, Nursing Leadership & Management
NURS424, Issues and Trends in Professional Nursing II	NURS423, Issues and Trends in Professional Nursing II (will change in the Fall 2021)
NURS425, Preparation for Licensure	NURS427, Preparation for Licensure
NURS430, Nursing Capstone	NURS432, Nursing Capstone

EPSLO #1: Influence person-centered care to enhance health Results

EPSLO #1 is measured by seven different identified assignments to all students at the completion of the semesters 7 and 8. Clinical descriptions for NURS404 and 405 were revised for the Faculty and Preceptor clinical evaluations. The clinical site evaluation is a new measurement tool utilized in the Spring 2021 semester for NURS 430/432.

Measurement tool	Expected level	Actual level
NURS404 Nursing Care IV Faculty Clinical Evaluation Outcome #1C	95% of students in each cohort will achieve a Met expectations (5 out of 5 weeks)	December 2020:100% Met N=55 May 2021: 100 % Met N=52
NURS405 Community Health Nursing Population Project Outcome 1	95% of students will achieve an overall project score of 85% or greater	December 2020: 100% Met N=55 May 2021: 100% Met N=52
NURS424 Issues and Trends in Professional Nursing II Health Disparities/Health Equity and Social Policy Assignment	90% of students in each cohort will achieve a score of 30 out of 35 points or greater	December 2020: 83 % Met N=38 May 2021: 100% Met N=46
NURS430/432 Capstone Preceptor Clinical Evaluation Outcome #1	95% of students will achieve a Met expectations for Clinical Outcome #1	December 2020: NA May 2021: 100% Met N=46
NURS430/432 Capstone Capstone Presentation Rubric Row 2	90% of students will achieve 8 out of 10 points or greater on Rubric Row 2	December 2020: 100% Met N=38 May 2021: 98% Met N=46

NURS432 Capstone EPSLO Clinical Site Evaluation	95% of students in each cohort will achieve a met expectation as identified by their preceptor	December 2020: NA May 2021: 100% (N=15/46)
Senior Exit Survey (Indirect Measure) EPSLO #1	90% of graduates in each cohort who completes the survey will answer YES	December 2020: 100% Met N=38 May 2021: 100% Met N=46

Benchmark

Each course sets a specific benchmark level or expected level as it is entitled in the above table.

Overall the benchmark is met for EPSLO #1.

Probable Reason for Gap and Programmatic and/or Operational Adjustments to Narrow Gaps

The December 2020 cohort enrolled in NURS424 did not meet the benchmark set for the Health Disparities/Health Equity and Social Policy Assignment. It was observed that the students didn't interpret the instructions correctly as they were to choose a population but some chose a disease process. The assignment is completed in groups and the spring cohort completed the assignment correctly. It is also important to note that a faculty change occurred at the end of the fall semester for NURS430/432 which could have had an impact on meeting ELAs.

EPSLO#2: Integrate critical thinking and information management to promote health and safety.

Results

EPSLO #2 is measured by nine different identified assignments and evaluation for all students at the completion of semesters 7 and 8. The clinical site evaluation is a new measurement tool utilized in the Spring 2021 semester for NURS 430/432.

Measurement Tool	Expected level	Actual level
NURS404 Nursing Care IV Faculty Clinical Evaluation Outcome #2	95% of students will achieve a Met expectations for Clinical Outcome #2	December 2020: 82% Not Met N=55 May 2021: 82% Not Met N=52
NURS404 Nursing Care IV Preceptor Clinical Evaluation Outcome #2	95% of students in each cohort will achieve a Met expectations	December 2020: 100% Met N=55 May 2021: 100% Met N=52
NURS404 Nursing Care IV Faculty Clinical Evaluation Outcome #3	95% of students in each cohort will achieve a Met expectations (5 out of 5 weeks)	December 2020: 100% Met N=55 May 2021: 100% Met N=52

NURS404 Nursing Care IV Faculty Clinical Evaluation Outcome #5	95% of students in each cohort will achieve a Met expectations (5 out of 5 weeks)	December 2020: 88 % Not Met N=55 May 2021: 82% Not Met N=52
NURS422/420 Nursing Leadership & Management Quality Improvement Project Rubric Row 1	95% of students in each cohort will achieve 10 out of 15 points or greater	December 2020: 100% Met N=38 May 2021: 100% Met N=46
NURS422/420 Nursing Leadership & Management Quality Improvement Project Rubric Row 3	95% of students in each cohort will achieve 10 out of 15 points or greater	December 2020: 100% Met N=38 May 2021: 100% Met N=46
NURS 424 Issues and Trends in Professional Nursing II Informatics, Healthcare Technology, and Nursing Practice Assignment	90% of students in each cohort will achieve a score of 18 out of 20 or greater	December 2020: 97% Met N=38 May 2021: 98% Met N=46
NURS425 NCLEX Prep ATI Comprehensive Predictor Group Scores for the following categories: <ul style="list-style-type: none"> Thinking Skills: Clinical Judgment/Critical Thinking NCLEX RN: Safety and Infections Control OSEN: Safety OSEN: Informatics NLN: Nursing Judgement 	90% of students in each cohort will achieve a 60% or greater on Group Scoring	<p>Thinking Skills December 2020: 74.1% Met N=38 May 2021: 72.2% Met N=46</p> <p>NCLEX RN Safety & Infection Control December 2020: 75.7% Met N=38 May 2021: 75.7% Met N=46</p> <p>OSEN Safety December 2020: 71.6% Met N=38 May 2021: 69.6% Met N=46</p> <p>OSEN Informatics December 2020: 50% Not Met N=38 May 2021: 50% Not Met N=46</p> <p>NLN: Nursing Judgement December 2020: 72.2% Met N=38 May 2021: 69.9% Met N=46</p>
NURS430/432 Nursing Capstone Preceptor Clinical Evaluation Outcome #2	95% of students in each cohort will achieve a Met expectations (3 out of 3 evaluations)	December 2020: 100% Met N=38 May 2021: 98% Met N=46
NURS430/432 Nursing Capstone Preceptor Clinical Evaluation Outcome #4	95% of students in each cohort will achieve a Met expectations (3 out of 3 evaluations)	December 2020: 100% Met N=38 May 2021: 98% Met N=46

NURS432 Nursing Capstone EPLSO Clinical Site Evaluation Outcome#2	95% of students in each cohort will achieve a Met expectation as identified by their preceptor	December 2020: NA May 2021: 100% Met N=46
Senior Exit Survey EPSLO #2	90% of graduates in each cohort who completes the survey will answer YES	December 2020: 100% N=38 May 2021: 100% N=46

Benchmark

Each course sets a specific benchmark level or expected level as it is entitled in the above table.

Overall the benchmark is met for EPSLO #2.

Probable Reason for Gap and Programmatic and/or Operational Adjustments to Narrow Gaps

Each course sets a specific benchmark level or expected level as it is entitled in the above table.

NURS404 reported that some students did not meet the benchmark for the faculty clinical evaluation on clinical outcomes #2 & 5. The students had some challenges in following course and clinical site policies which lead to a few students not meeting the outcome. NURS425/427 did not meet the benchmark for QSEN Informatics. It has been consistently measuring at 50% for the students. The subcommittee with course faculty recommendations plan to drop the QSEN Informatics score as a measure as there are only a few questions in the comprehension predictor.

EPSLO #3 Collaborate as a member/leader of interprofessional teams to optimize systems and healthcare outcomes.

Results

EPSLO #3 is measured by nine different identified assignments and evaluation for all students at the completion of semesters 7 and 8.

Measurement Tool	Expected level	Actual level
NURS404 Nursing Care IV Faculty Clinical Evaluation Outcome #3B	95% of students in each cohort will achieve a Met Expectations (5/5 weeks)	December 2020: 100% Met N=55 May 2021: 100% Met N=52
NURS404 Nursing Care IV Faculty Clinical Evaluation Outcome #3C	95% of students in each cohort will achieve a Met Expectations (5/5 weeks)	December 2020: 100% Met N=55 May 2021: 100% Met N=52
NURS404 Nursing Care IV Faculty Clinical Evaluation Outcome #6B	95% of students in each cohort will achieve a Met Expectations (5/5 weeks)	December 2020: 100% Met N=55

		May 2021: 100% Met N=52
NURS404 Nursing Care IV Faculty Clinical Evaluation Outcome #7	95% of students in each cohort will achieve a Met Expectations (5/5 weeks)	December 2020: 100% Met N=55 May 2021: 100% Met N=52
NURS404 Nursing Care IV Faculty Clinical Evaluation Outcome #8D	95% of students in each cohort will achieve a Met Expectations (5/5 weeks)	December 2020: 100% Met N=55 May 2021: 100% Met N=52
NURS405 Community Health Nursing Population Project/ Nursing Interventions Entire Rubric	95% of students in each cohort will achieve a 19/25 points on the Nursing Dx/ Interventions assignment for population project	December 2020: 100% Met N=55 May 2021: 91% Met N=52
NURS430 Nursing Capstone Preceptor Clinical Evaluation Outcome #5	95% of students in each cohort will achieve a Met Expectations (5/5 weeks)	December 2020: 100% Met N=38 May 2021: 98% Met N=46
NURS430 Nursing Capstone Preceptor Clinical Evaluation Outcome #6	95% of students in each cohort will achieve a Met Expectations (5/5 weeks)	December 2020: 100% MetN=38 May 2021: 96% Met N=46
Senior Exit Survey EPSLO #3	90% of graduates in each cohort who completes the survey will answer YES	December 2020: 100 % Met N=38 May 2021: 100 % Met N=46

Benchmark

Each course sets a specific benchmark level or expected level as it is entitled in the above table.

Overall the benchmark is met for EPSLO #3.

Probable Reason for Gap and Programmatic and/or Operational Adjustments to Narrow Gaps

The May 2021 cohort for NURS405 Community Health Nursing did not meet the set benchmark for the nursing diagnosis as the students struggled with the formatting in writing a community health nursing diagnosis. The measure will be continued to be monitored as course faculty find it meaningful.

EPSLO #4 Commit to the profession of nursing within the context of the global community.

Results

EPSLO #4 is measured by eleven different identified assignments and evaluations for all students at the completion of the semesters 7 and 8. NURS405 completed the poverty simulation virtually using an online website "Spent" and discussion board due to the COVID pandemic.

Measurement Tool	Expected level	Actual level
NURS404 Nursing Care IV Faculty Clinical Evaluation Outcome #1A	95% of students in each cohort will achieve a Met Expectations (5/5 weeks)	December 2020: 100% Met N=55 May 2021: 100% Met N=52
NURS404 Nursing Care IV Faculty Clinical Evaluation Outcome #9	95% of students in each cohort will achieve a Met Expectations (5/5 weeks)	December 2020: 96% Met N=55 May 2021: 97% Met N=52
NURS404 Nursing Care IV Service Learning Rubric Row 2	95% of student in each cohort will achieve 2/2	December 2020: 100 % Met N=55 May 2021: 97 % Met N=52
NURS405 Community Health Nursing Service Learning Presentation Heightened Skill Rubric Row	95% of students in each cohort will achieve a score of 2 or greater	December 2020: 100% Met N=55 May 2021: 100% Met N=52
NURS405 Community Health Nursing Service Learning Presentation Experience Impact Rubric Row	95% of students in each cohort will achieve a score of 2.5 or greater	December 2020: 100% Met N=55 May 2021: 100% Met N=52
NURS405 Community Health Nursing Windshield Survey Rubric Row 2	80% of students in each cohort will achieve a score of 95% or greater	December 2020: 100 % Met N= 55 May 2021: 100% Met N=52
NURS405 Community Health Nursing Poverty Simulation Reflection	95% of students in each cohort will complete the reflection	December 2020: 100% Met N=55 May 2021: 100% Met N=52
NURS424 Issues & Trends II Ethical Paper Rubric Row 1	95% of students in each cohort will achieve a 10/10 points	December 2020: 86% Met N=38 May 2021: 100% Met N=46
NURS424 Issues & Trends II Ethical Paper Rubric Row 4	95% of students in each cohort will achieve a 10/10 points	December 2020: 89% Met N=38 May 2021: 100% Met N=46

NURS430/432 Nursing Capstone Preceptor Clinical Evaluation Outcome #6	95% of students in each cohort will achieve a Met Expectations (3 out of 3 evaluations)	December 2020: No data May 2021: 100% (N=15/46)
NURS 432 Capstone End of Program Student Learning Outcomes Clinical Site Evaluation Outcome #3	95% of students in each cohort will achieve a Met expectation as identified by their preceptor	December 2020: No data May 2021: 100% (N=15/46)
Senior Exit Survey EPSLO #4	90% of graduates in each cohort who completes the survey will answer YES	December 2020: 100% Met N=38 May 2021: 100% Met N=46

Benchmark

Each course sets a specific benchmark level or expected level as it is entitled in the above table.

Overall the benchmark is met for EPSLO #4.

Probable Reason for Gap and Programmatic and/or Operational Adjustments to Narrow Gaps

The December 2020 cohort enrolled in NURS424 did not meet the benchmark set for the Ethical Paper Assignment. It was observed that some of the students discussed the categories within the code of ethics but not specific codes. The spring cohort completed the assignment correctly.

EPSLO Clinical Site Evaluation (Indirect Measure)

The Clinical Site Evaluation is an opportunity for the clinical site to provide feedback to the college if they perceive the students are meeting the end of program student learning outcomes. The evaluation is sent to the precepting sites for the graduating students. Results As listed in the above tables.

Benchmark

The expected level of achievement for the response rate from the sites is 85% responds yes to the survey questions about meeting the EPSLOs. Course Faculty must send to a minimum of 4 sites for the academic year, collaborating with other courses if clinical sites are shared.

Probable Reason for Gap and Programmatic and/or Operational Adjustments to Narrow Gaps

Forty-six evaluations were sent to clinical sites with 15 returning.

Senior Exit Survey (Indirect Measure)

The Senior Exit Survey provides a way for the graduating students to determine if they have met the End of Program Student Learning Outcomes. The students complete the survey by answering yes or no to questions regarding the EPSLOs, General Education Learning Competencies, and Resource Identification being useful during the program.

Results

As listed in the above tables.

Benchmark

The expected level of achievement for the Baccalaureate of Science Nursing students is for 90% of the graduating students to complete an exit survey answering yes to meeting the program's four outcomes.

Probable Reason for Gap and Programmatic and/or Operational Adjustments to Narrow Gaps

No gaps identified for the senior exit survey

Assessment of Program Outcomes

Job Placement Rate

Job placement rates for Traditional Pre-licensure program as reported on graduation exit surveys or reported directly to the Dean of Undergraduate Nursing. The RN-BSN job placement is reported if job changes were experienced due to the completion of the degree.

Results

For the Traditional BSN and RN-BSN Completion Options, 100% of the graduates were employed in nursing within six months of graduation.

Benchmark

The expected level of achievement for the Baccalaureate of Science Nursing students is for 90% of the graduates to be employed in nursing within six months of graduation.

Benchmark is met for the job placement rate.

Probable Reason for Gap and Programmatic and/or Operational Adjustments to Narrow Gaps

No gaps identified for the job placement rate. It is important to note that in previous reports the job placement rate was reported to be measured at three months. Upon further review the Nursing Assessment Subcommittee could not determine when the change was made and made it official for the measure to be at six months.

Program Completion Rate

Based on the ACEN definition, the completion rate across all program types is the percentage of students who graduate in no more than 150% of the stated nursing program length, beginning with the first day of the first nursing course, which can vary based upon a nursing program option.

The recommended method for calculating program completion rate is to start with each entering cohort beginning with the first day of the first nursing course and then follow each individual student. This is typically semester three but can be in semester two if the student takes NURS201 Issues and Trends I.

Results-Traditional BSN Option

BSN Completion Rates						
First Nursing Course Start Date	Nursing Program Graduation Date	Total Enrolled	Total Graduated 100	% Graduated 100%	Total Graduated 150	% Graduated 150%
Fall 2016	December 2020	57	Spring 2018 43/28	65%	54	95%
Spring 2017	May 2021	46	Fall 2018 57/38	67%	39	83%
RN-BSN Completion Rate						
First Nursing Course Start Date	Nursing Program Graduation Date	Total Enrolled	Total Graduated 100	% Graduated 100%	Total Graduated 150	% Graduated 150%
January 2019	December 2020	11	5	80%	10	91%
January 2019	May 2021	13	4	100%	13	100%

BSN - Total Graduated @ 100% = 6 semesters after first nursing class; Total Graduated @ 150% = 9 semesters after first nursing class.

RN-BSN - Total Graduated @ 100% = 4 semesters after first nursing class; Total Graduated @ 150% = 6 semesters after first nursing class

Benchmarks

The expected level of achievement for the Baccalaureate of Science Nursing students is for 60% of the graduates to complete the program at a minimum 100% and maximum of 150% after the start of the first nursing course. ACEN has since changed the required measurements from 150% to 100%. Starting the 2021-22 academic year the completion rates will be reported at 100%.

Benchmark is met for the program completion rate.

Probable Reason for Gap and Programmatic and/or Operational Adjustments to Narrow Gaps

The completion rate across all program types is the percentage of students who graduate in no more than 150% of the stated nursing program length, beginning with the first day of the first nursing course. This varies across the nursing program options. The RN- BSN program will not be included in the upcoming academic year as it has been inactivated.

NCLEX Pass Rate

Results

NCLEX Pass rates are reported by Nebraska NCLEX data from Nebraska State Board of Nursing, National NCLEX data from NCSBN, and Bryan College of Health Sciences NCLEX data. This data is reported by calendar and not academic year.

Out of the 38 students for the 2020-21 academic year, 38 as of 5/24/21 students passed NCLEX at 95% rate compared to the Nebraska State average of 91.04% and the National average of 88.18% for the same calendar year.

Calendar Year	Expected Level of Achievement	Number of first time test takers	Bryan Result	Nebraska State Average	National Average
2020	85%	83/84	98.81%	91.04%	88.18%
2021	85%	81/84*	96.43%	Pending	Pending

*Not final

Benchmark

85% or greater of first-time test-takers will pass NCLEX during the same 12 month period; BCHS will be at or above the state and national pass rates.

Benchmark is met for the NCLEX pass rate.

ELA Rationale

The nursing program trends pass rates based on ACEN requirements, Nebraska State Board of Nursing standards, and state and national pass rates.

Graphic Summary of Individual Assessment Results

	EPSLO 1	EPSLO 2	EPSLO 3	EPSLO 4
NURS404 Faculty Clinical Evaluation	Met	Met/Not Met	Met	Met
NURS405 Population Project	Met		Met	Met
NURS424/423 Health Disparity/ Health Equity/ Social Policy Assignment	Met			
NURS430/432 Preceptor Clinical Evaluation	Met	Met	Met	
NURS430/432 Capstone Presentation Rubric	Met			
NURS422 QI Project Rubric		Met		
NURS424 Informatics, HC Technology/ Nursing Practice Assignment		Met		
NURS425 ATI Comprehensive Predictor		Met		
NURS404 Service Learning Rubric				Met
NURS405 Service Learning Presentation				Met
NURS405 Poverty Simulation Reflection				Met
NURS424 Ethical Paper				Met
Job Placement Rate	Met	Met	Met	Met
Completion Rate	Met	Met	Met	Met
NCLEX Pass Rate	Met	Met	Met	Met
EPSLOs Clinical Site Evaluation	Met	Met	Met	Met
Senior Exit Survey	Met	Met	Met	Met

Key: Colored boxes indicate the competencies measured by each measurement tool. Green are direct measures, Blue are indirect measures.

Met = Benchmark was met; **Not met** = Benchmark was not met

Met/Not Met = Benchmark was met for one cohort of the academic year.

Section 7: Budgetary Changes

There have not been any budget changes that have impacted the nursing program for AY 20-21.

Section 8: Correlate Adjustments to Change in Outcomes

The student nurses have endured and persevered through the many changes that have occurred both in a clinical setting and for the theory courses with the COVID-19 Pandemic.

Section 9: Continued Assessment Refinement

All measuring tools will continue to be evaluated and refined.

The following changes are being implemented the 2021-22 academic year for measuring of the EPSLOs:

Added column to Systematic Plan Evaluation (SPE) to reflect the overall expected level of achievement for each EPSLO.

NURS425/427 NCLEX Prep plans to eliminate the QSEN Informatics measure. There are only two questions on the comprehensive predictor for this subject and when students miss one of the questions it impacts the results. At this time there will not be a replacement for this specific measure for EPSLO #2.

NURS430/432 Capstone plans to eliminate the Capstone Presentation in the course and will replace it with a clinical portfolio. It was determined that with the presentation guidelines/requirements and with new faculty assessing the presentation that the topic is not ideal for the assignment to measure EPSLO #1.

NURS 432 Capstone removes End of Program Student Learning Outcomes Clinical Site Evaluation because it was found to not be meaningful data in each EPSLO.