

BRYAN COLLEGE OF HEALTH SCIENCES
Undergraduate Nursing
Assessment of Student Learning Plan
2025-2026

Bryan College of Health Sciences Statements of Mission, Goals, and Values	2
School of Nursing Philosophy Statement	3
Outcomes for Bachelor of Science in Nursing Program	4
Outcomes for Bachelor of Science in Nursing Program	5
Graphical Summary of End of Program Student Learning Outcomes	5
Assessment Measures and Methods	5
Detailed Descriptions of Assessment Measures	6
End of Program Student Learning Outcomes	6
Program Outcomes	16
Analysis of Assessment Results	17
Determining Reasons for Gaps in Student Learning:	17
Adjustments to Narrow Gaps:	17
Planning and Budgeting Processes:	17
Correlating Adjustments to Changes in Outcomes:	17
Refining the Assessment Plan and Processes:	17

Statements of Mission/Goals/Values

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:

- Qualify for diverse careers in healthcare, academic, or scientific environments
- Illustrate respect for their own and others' unique individualities
- Demonstrate professionalism in their field of study
- Practice life-long learning as a means of personal and professional growth
- Exhibit service-oriented citizenship within their communities

College Values

Integrity: Be honest, trustworthy, accountable and ethical

Caring: Be compassionate, empathetic and respectful

Equity: Adaptive and just

Learning: Be insightful, knowledgeable and open to change

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.

Outcomes for 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

Program Completion Rates

Employment Rates

NCLEX Pass Rates

Assessment Measures and Methods

The table on the next page indicates the various assessment methods and measures the committee intends to use for the 2024-2025 academic year. Each indicated measure is aligned to a specific end of program student learning outcome for the BSN curriculum. The graphic summary shows the alignment of each measurement to specific EPSLOs and each measure is then described in detail in the following section. Dark blue boxes indicate a direct measurement, while light blue indicates an indirect measurement.

Graphical Summary of Assessment Measures

	End of Program Student Learning Outcomes (EPSLO)			
	EPSLO 1	EPSLO 2	EPSLO 3	EPSLO 4
NURS404 Nursing Care IV Faculty Clinical Evaluation				
NURS405 Community Health Population Project Average				
NURS405 Community Health Population Project: Nursing Diagnoses and Interventions Assignment				
NURS405 Community Health Service Learning Reflection				
NURS405 Community Health Population Project: Assessment Paper				
NURS422 Nursing Leadership & Management Quality Improvement Project				
NURS423 Issues & Trends in Professional Nursing II Health Disparities Assignment				
NURS423 Issues & Trends in Professional Nursing II Informatics, Healthcare Technology, and Nursing Practice Assignment				
NURS423 Issues & Trends in Professional Nursing II Ethical Paper				
NURS427 NCLEX Prep ATI Comprehensive Predictor				
NURS432 Nursing Capstone Comprehensive Clinical Evaluation Outcome				
NURS432 Nursing Capstone Portfolio				
Program Outcomes				
NCLEX First Time Pass Rates				
Program Completion Rates				
Job Placement Rates				

- Blue= Direct Measure, Light Blue=Indirect Measure

Detailed Descriptions of Assessment Measures

End of Program Student Learning Outcomes

NURS404 Nursing Care IV Assignments and Evaluations

Tool: Faculty Clinical Evaluation

Corresponds to all EPSLOs (1-4).

The purpose of this evaluation is to effectively evaluate each student in the clinical setting. Recommendations to clarify with course faculty the interpretation of the expected level of achievement for the tool and its applicability for measuring the EPSLOs.

ELA: The expected level of achievement is for 95% of the students in each cohort to meet expectations 5 weeks out of 5 weeks in a critical care setting.

Rationale for ELA: The ELA was selected based upon historical data of student achievement and to maintain a level of rigor.

Rationale for Tool:

- Outcome 1a was selected as it addresses the student being able to evaluate clients in a holistic manner. (EPSLO 4)
- Outcome 1c specifically addresses providing compassionate, holistic care based on respect for clients' preferences, values and needs. (EPSLO 1)
- Outcome 2 specifically addresses the design of nursing care through use of the nursing process, critical thinking, and information management. (EPSLO 2)
- Outcome 3 specifically addresses: Differentiate and communicate expected and unexpected assessment findings in complex clients. (EPSLO 2)
- Outcome 3a addresses students being able to recognize and promptly report significant abnormalities or changes in client status to the health care team and faculty. (EPSLO 3)
- Outcome 3b addresses the student being able to recognize normal and abnormal findings. (EPSLO 3)
- Outcome 5 assesses the student accurately and safely performing nursing assessments, interventions, and psychomotor skills. (EPSLO 2)
- Outcome 6b addresses the student being able to compare and contrast effectiveness of collaboration with the client and interprofessional healthcare team in various healthcare environments.... seek out interprofessional team members based on their roles and scopes of practice. (EPSLO 3)
- Outcome 7 addresses the student being able to demonstrate leadership skills to promote health and safety of complex clients. (EPSLO 3)
- Outcome 8d addresses the student being able to describe potential external community resources to meet client needs after acute hospitalization.(EPSLO 3)
- Outcome 9 addresses the student being able to adhere to nursing's professional values and code of ethics in all situations. (EPSLO 4)

Grading Definition for Tool:

- Outcome 1. Prioritize nursing care of complex clients according to the client's developmental stage, values, preferences, beliefs, and health.
 - a. Evaluate client in holistic manner

- c. Provides compassionate, holistic care based on respect for clients' preferences, values and needs.
- Outcome 2. Design nursing care through use of the nursing process, critical thinking, and information management.
- Outcome 3. Differentiate and communicate expected and unexpected assessment findings in complex clients.
 - a. Differentiates normal and abnormal findings
 - b. Recognize and promptly report significant abnormalities or changes in client status to health care team and faculty
- Outcome 5. Accurately and safely perform nursing assessments, interventions, and psychomotor skills.
- Outcome 6. Compare and contrast effectiveness of collaboration with the client and interprofessional healthcare team in various healthcare environments.
 - b. Seek out interprofessional team members based on their roles and scopes of practice
- Outcome 7. Demonstrate leadership skills to promote health and safety of complex clients.
- Outcome 8. Synthesize professional nursing roles to meet diverse health needs of complex clients within a variety of settings.
 - d. Describe potential external community resources to meet client needs after acute hospitalization
- Outcome 9. Adhere to nursing's professional values and code of ethics in all situations.

NURS405 Community Health Nursing Assignments and Evaluations

Population Project Aggregate Assignment Average

Corresponds to EPSLO 1

The purpose of this assignment is to apply the nursing process and provide health teaching to a population versus an individual. The assignments in the population project are:

- Assessment Results Paper
- Teaching Objectives
- Problem statement with interventions,
- Health teaching implementation
- Contact person evaluation, and
- Peer presentation.

ELA: The expected level of achievement is for 95% of the students in each cohort to achieve an overall project score of 85% or greater.

Rational for ELA: The ELA was selected based upon historical data of student achievement and to maintain a level of rigor.

Rationale for Tool: The average of each assignment in the population project is calculated through a population project specific grading category in the LMS. The entire population project assignments measure EPSLO 1 as a summative assessment.

Grading Definition for Tool: Aggregate of average of percentage grades of all components of Population Project:

- Assessments Results Paper, 50 points
- Population Assessment Guide, 25 points

- Nursing Dx and Interventions, 20 points
- Teaching Objectives, 20 points
- Contact Person Evaluation, 25 points
- Health Teaching, 50 points
- Peer Presentations, 100 points
- References, 5 points

Total Population Project Outcome Points: $295/295=100\%$; $250/295 = 85\%$

Population Project: Problem Statement and Interventions

Corresponds to EPSLO 3

The purpose of this project is to help the students work with community problem statements and the levels of prevention.

ELA: The expected level of achievement is for 95% of the students in each cohort to achieve 16/20 points on the assignment.

Rationale for ELA: The ELA was selected based upon historical data of student achievement and to maintain a level of rigor for the students.

Rationale for Tool: The group assignment applies learning to the three prevention levels and nursing diagnoses for outcomes for a selected vulnerable population within the community.

Grading Definition for Tool: Six category rows- Identify Problem, Cause or Etiology of Problem, Risk Factors Determined, Final complete- Problem Statement, Primary Intervention, Secondary Interventions, and Tertiary Interventions. Total points 20/20.

- Identified Problem
 - 2 points: It is clear what the problem is from the sentences. Indicates whether it is an actual or potential problem.
 - 0 point: Has not selected one or two sentences that identifies a condition, problem, or issues.
- Cause or Etiology of Problem
 - 2 points: Description of the cause is clear and relates to the identified problem.
 - 0 point: No etiology of the problem was identified.
- Risk Factors Determined
 - 2 points: Supported characteristics or signs and symptoms that demonstrate there is a problem and the cause of the problem.
 - 0 point: No risk factors were identified.
- Final-Complete Problem Statement
 - 5 points: Problem statement is written completely with identified problem cause and risk factors
 - 2.5 points: Has the concept of the final problem statement but is missing components or the problem statement is not clear.
 - 0 point: Missing the problem statement or it does not make sense to describing the identified health problem.
- Primary Interventions
 - 3 points: Two interventions written demonstrating prevention of the problem from occurring.

- 1.5 points: Has at least one intervention. Or the interventions are not clearly supporting the health problem.
- 0 point: No interventions are listed or the interventions do relate to the health problem.
- Secondary Interventions
 - 3 points: Two interventions written demonstrating the detection or early treatment of the health problem.
 - 1.5 points: Has at least one intervention. Or the interventions are not clearly supporting the health problem.
 - 0 point: No interventions are listed or the interventions do relate to the health problem.
- Tertiary Interventions
 - 3 points: Two interventions written demonstrating ways to reduce the severity of the health problem.
 - 1.5 points: Has at least one intervention. Or the interventions are not clearly supporting the health problem.
 - 0 point: No interventions are listed or the interventions do relate to the health problem.

Service Learning Presentation

Corresponds to EPSLO 4

The purpose of the service learning presentation is to share information and experiences learned while working with a high risk vulnerable population.

ELA: The expected level of achievement is 95% of students in each cohort will achieve a score of 2.5 out 2.5 in Rubric Row 1: Heightened Skills and Rubric Row 2: Experience Impact.

Rationale for ELA: The ELA was selected based upon historical data of student achievement and to maintain a level of rigor for the students.

Rationale for Tool: The service learning rubric row was selected as it assesses student's ability to self-reflect on the heightened skill and experience impact.

Grading Definition for Tool: Points values are provided to students for formative feedback if less than a score of 10 as faculty comments. Assignment overall score is provided as a complete/incomplete grading label.

- **Rubric Row 1: Heightened Skills**
 - 2.5 points Good- describes how one of the following was impacted by the experience: communication, critical thinking, social responsibility, personal responsibility
 - 1 point Fair- heightened skills briefly described
 - 0 point Poor- doesn't describe how either communication, critical thinking, social responsibility, or personal responsibility was impacted
- **Rubric Row 2: Experience Impact**
 - 2.5 points Good- describes the experience impact with a specific client or volunteer experience
 - 1 point Fair- describes experience but doesn't describe detailed/client experience
 - 0 point Poor- doesn't describe experience with example of volunteer or client experience
- **Rubric Row 3: Perceptions**
 - 2 points Good-describes what was learned about self and what insights were gained
 - 0.8 point Fair- vague description of insights gained

- 0 point Poor-doesn't describe what was learned about self and what insights were gained from the experience
- **Rubric Row 4: Presentation**
 - 1 point Good- appropriate, creative, and informative
 - 0 point Poor- not appropriate, creative, and informative
- **Rubric Row 5: Role/Skill**
 - 1 point Good- describes the various roles and/or skills performed during the clinic
 - 0.5 point Fair- some of the rolls/skills were described, but not all
 - 0 point Poor- roles and/or skills were not described
- **Rubric Row 6: Community Need**
 - 1 point Good- community needs offered at the clinic were described
 - 0.5 point Fair- some the community needs offered at the clinic were described
 - 0 point Poor- community needs offered at the clinic were not described

Population Project: Assessment Results Paper

Corresponds to EPSLO 4

The purpose of the assignment is for students to complete an environmental assessment of where a population lives, works, and plays.

ELA: The expected level of achievement is for 95% of each cohort of students are expected to achieve 8 out 10 points on rubric row 2.

Rationale for ELA: The ELA was selected based upon historical data of student achievement and to maintain a level of rigor for the students.

Rationale for Tool: The assignment rubric row assesses the student's ability to document observations of the environment and interactions of a vulnerable population.

Grading Definition for Tool:

- 10 Points, Excellent: Each question is answered fully without needed clarification.
- 8 Points, Good: Each question is answered but some of the answers need clarification.
- 4 Points, Fair: Missing half of the answers to the questions and are vague, need clarification.
- 0 Points, Poor: No answers to the questions and they aren't clear.

NURS422 Nursing Leadership & Management Assignment Quality Improvement Project

Corresponds to EPSLO 2

The purpose of this assignment is to have the students look at issues within nursing and do a literature review. With this literature review the students will be able to formulate a presentation that contains EBPs and recommendations for improvement. This assignment will help students see the process it takes to complete a quality improvement project.

ELA:

Rubric Row 1: The expected level of achievement is for 95% of the students in each cohort to achieve 10 or more points out of 15.

Rubric Row 2: The expected level of achievement is for 95% of the students in each cohort to achieve 7 points or greater out of 10.

Rationale for ELA: The ELA was selected based upon historical data of student achievement and to maintain a level of rigor for the students.

Rationale for Tool: This assignment directly relates to the outcome which addresses quality.

Grading Definition for Tool:

- Rubric row 1: Student integrates knowledge of the direct and indirect elements of the topic to provide a comprehensive analysis of quality improvement recommendations.
- Rubric row 2: Explains the nuances of the subtle and overt principles as the basis for conclusions leading to recommendations.

NURS423 Issues & Trends in Professional Nursing II Assignments

Health Disparities/Health Equity and Social Policy Assignment

Corresponds to EPSLO 1

The purpose of this assignment is to assess health disparities/equities and create ideas to address them. This assignment is completed as a group assignment.

ELA: The expected level of achievement is for 90% of students in each cohort to achieve 18 points or greater out of 20 points.

Rationale for ELA: The ELA was selected based upon historical data of student achievement and to maintain a level of rigor for the students.

Rationale for Tool: This assignment directly relates to the outcome #1 which influences patient centered care.

Grading Definition for Tool: The content of this whole assignment relates to this EPSLO. Students are looking at the use of grants to help decrease health disparities.

Informatics, Healthcare Technology, and Nursing Practice Assignment

Corresponds to EPSLO 2

The purpose of this assignment is to recognize the role of information technology in patient outcomes and application to nursing practice.

ELA: The expected level of achievement is for 90% of students in each cohort to achieve 13 points or greater out of 15 points.

Rationale for ELA: The ELA was selected based upon historical data of student achievement and to maintain a level of rigor for the students.

Rationale for Tool: This assignment directly relates to the outcome which influences patient centered care.

Grading Definition for Tool: This is a discussion post where students speak to informatics and technology that they have used within their healthcare experience.

Ethics Paper

Corresponds to EPSLO 4

The purpose of this assignment is to interpret the ANA Code of Ethics and provide examples of ethics personally meeting and those in need of improvement.

ELA: The expected level of achievement is for 95% of students in each cohort to achieve 6/6 for both rubric rows 1 and 4.

Rationale for ELA: The ELA was selected based upon historical data of student achievement and to maintain a level of rigor for the students.

Rationale for Tool: This assignment directly relates to the outcome which addresses ethics.

Grading Definition for Tool:

- Rubric Row 1: This is related to provisions of the ANA Code of Ethics. Two provisions chosen that you uphold well were given.
- Rubric Row 4: This is related to provisions of the ANA Code of Ethics. Two provisions that you struggle with or anticipate you will struggle with were given.

NURS427 Preparation for Licensure Assignments

ATI Comprehensive Predictor Assessment

Corresponds to EPSLO 2

The purpose of this assignment is to analyze the readiness of each student to take the NCLEX licensing examination and predict their success in passing the exam.

ELA: The expected level of achievement will be an average score of 60% or greater in each designated category for each cohort.

Rationale for the ELA: The ELA is based on ATI's recommended cut scores of the minimum score of 60%.

Rationale for Tool: ATI is the product used throughout the entire curriculum and has statistics to show it is reliable and valid for measuring student success. The categories of Clinical Judgment/Critical Thinking, Safety and Infection Control are all in our EPSLOs and are measured by ATI.

Grading Definition for Tool: None

NURS432 Nursing Capstone, Comprehensive Clinical Evaluation

Corresponds with EPSLOs 1-4

The purpose of the comprehensive clinical evaluation (CCEO) is to determine if students are meeting the outcomes of the course.

ELA: The expected level of achievement for outcomes #1, 3, 5, and 7 are 95% of the students in each cohort will achieve met expectations.

Rationale for ELA:

CCEO #1, CCEO #3, CCEO #5, & CCEO #7 is scaffold throughout the curriculum, therefore, it is expected that the vast majority of students will achieve this benchmark at the end of this course which is in the final semester of the program. The ELA is also based on historical data and demonstrates an expectation of a high level of rigor for student achievement.

Rationale for Tool:

- CCEO #1 directly relates to EPSLO #1, is objectively assessed, and is a summation of students achieving CCEO #1/EPSLO #1 in all clinical experiences which include the preceptorship experience, pediatric virtual simulation, multi-patient simulation, and psychomotor skill competencies.
- CCEO #3 directly relates to EPSLO #2, is objectively assessed, and is a summation of students achieving CCEO #3/EPSLO #2 in all clinical experiences which include the preceptorship experience, pediatric virtual simulation, multi-patient simulation, and psychomotor skill competencies.
- CCEO #5 directly relates to EPSLO #3, is objectively assessed, and is a summation of students achieving CCEO #5/EPSLO #3 in all clinical experiences which include the preceptorship experience, pediatric virtual simulation, multi-patient simulation, and psychomotor skill competencies.
- CCEO #7 directly relates to EPSLO #4, is objectively assessed, and is a summation of students achieving CCEO #7/EPSLO #4 in all clinical experiences which include the preceptorship experience, pediatric virtual simulation, multi-patient simulation, and psychomotor skill competencies.

Grading Definition for Tool:

- CCEO #1M = Met/U = Unmet
 - Advocates for the client/designee as the source of control and full partner when planning and providing care.
 - Provides and designs compassionate care based on respect for client's preferences, values and needs.
 - Adapts culturally and developmentally-appropriate therapeutic communication in a variety of settings.
- CCEO#3 M = Met/U = Unmet
 - Recognize, intervene, and promptly report significant abnormalities or changes in client status to the health care team.
 - Discriminate and synthesize information from the acts of assessment, diagnosis, planning, implementation, and evaluation to provide optimum patient care.
- CCEO#5 M = Met/U = Unmet
 - Initiates plan of care and seeks assistance and/or uses resources when appropriate.
 - Functions effectively within interprofessional teams to promote positive patient outcomes.
 - Utilizes SBAR format when communicating with an interprofessional team.
 - Delegates appropriately to improve patient outcomes.
 - Prioritizes patient care across assigned patient load.

- Practices within the limitations of the course in the student nurse role.
- CCEO #7 M = Met/U = Unmet
 - Implements actions in the following roles: caregiver, educator, advocate, scholar, leader, researcher, coordinator, and collaborator.
 - Utilizes available resources to meet client needs across the continuum of care.
 - Engage in client/family-centered education.

Capstone Portfolio

Corresponds with EPSLOs 1-4

The purpose of the capstone portfolio is to assess students' understanding, growth, and achievement of the 4 EPSLOs through narrative explanations and objective sources of evidence that demonstrate attainment of each EPSLO.

ELA: The expected level of achievement is 90% of students will achieve 8 to 10 points in each of the 4 EPSLO sections. Each EPSLO section is worth 10 points.

Rationale for ELA: The ELA was selected based upon scaffolding throughout the curriculum, therefore, it is expected that the vast majority of students will achieve this benchmark at the end of this course which is in the final semester of the program. This tool demonstrates an expectation of a high level of rigor for student achievement.

Rationale for Tool: The tool provides a holistic assessment that includes student reflection and a source of evidence related to their achievement of EPSLOs 1-4 that is objectively evaluated by the faculty.

Grading Definitions for Tool: EPSLO 1-3

- 8-10 pts -Competent - The statement of achievement and source of evidence clearly correlate with EPSLO 1-3 and include a minimum of 2 of the indicated nursing actions.
- 5-8 pts-Developing - The statement of achievement and source of evidence minimally correlate with EPSLO 1-3 and include one of the indicated nursing actions.
- 0-4 pts-Not Met - The statement of achievement and source of evidence do not correlate with EPSLO 1-3 and/or do not include nursing actions.
- Nursing Actions:
 - Advocates and includes the client in decision making
 - Respects the clients preferences, values and needs
 - Adapts communication style and interactions to meet the cultural and developmental needs of the client
 - Demonstrates clinical judgment
 - Minimizes risk of harm to clients through system process and nursing actions
 - Incorporates EBP to enhance outcomes
 - Accurately assess client status and health information to provide optimum client care
 - Safely administers medication
 - Uses policies and procedures to guide decision making and care
 - Functions effectively within an interprofessional team to promote positive outcomes
 - Communicates effectively
 - Utilizes conflict resolution skills
 - Delegates appropriately to improve outcomes
 - Prioritizes care across assigned patient load

- Directs, organizes and influences positive outcomes

Grading Definitions for Tool: EPSLO 4

- 8-10 pts-Competent - Insightful reflection and strong commitment to enhance one's ability to provide culturally competent nursing care to the global community.
- 5-8 pts-Developing - Superficial reflection and limited commitment to enhance one's ability to provide culturally competent nursing care to the global community.
- 0-4 pts- Not Met - Does not reflect upon or commit to enhance one's ability to provide culturally competent nursing care to the global community.

Program Outcomes

Job Placement Rate

Corresponds to all Outcomes

ELA: 90% of basic baccalaureate graduates will be employed in the nursing profession within 6 months of graduation.

Rationale for the ELA: Most graduates will have accepted jobs in the nursing profession within 6 months of graduation based on historical data.

Rationale for the Tool: Historically, graduates become employed within 6 months or less. The current market and demand for nurses, graduates have not had any issue with obtaining employment within 6 months.

Program Completion Rate

Corresponds to all Outcomes

ELA: 60% of the students that start nursing courses will complete the program within 4-6 semesters.

Rationale for the ELA: The 60% was chosen based on past retention data related to student progression.

Rationale for the Tool: Program Completion rates are required by ACEN and calculated by the Registrar.

Calculation: The completion rate is the percentage of students who graduate in no more than 100% of the stated nursing program length, beginning with the first day of the first nursing course. This is calculated by determining the start of nursing courses (NURS201 Issues and Trends in Professional Nursing I) and follows a cohort through progression to graduation.

NCLEX Pass Rate

Corresponds to all Outcomes

ELA: 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.

Rationale for the ELA: The state of Nebraska and ACEN require a pass rate of 80%. We have a goal of exceeding the state NCLEX pass rate. The nursing program trends pass rates based on ACEN requirements, Nebraska State Board of Nursing standards, and state and national pass rates.

Rationale for the Tool: The NCLEX is the national licensure examination and how passing scores are calculated.

Analysis of Assessment Results

Designated faculty members in the undergraduate nursing program will be responsible for gathering and analyzing the data collected, which will then be presented to the Undergraduate Nursing Assessment Subcommittee. Results of the measurements will be discussed at the meeting, and a collaborative report will be written.

Determining Reasons for Gaps in Student Learning:

Discussion of factors contributing to identified gaps will occur continually amongst the Undergraduate Nursing Assessment Subcommittee Members, as well as when data sets become available. Discussion will be captured in the minutes for reference when the annual report is ready to be compiled.

Adjustments to Narrow Gaps:

Recommendations for programmatic and/or operational adjustments to address gaps in learning will be made based on the findings of the analysis and will be based on discussions and analysis coming from the assessment measures. Reports on recommended changes will go to the Undergraduate Studies Committee in September.

Planning and Budgeting Processes:

Recommended programmatic and/or operational adjustments will be integrated into annual planning and budgetary processes. The Dean of Undergraduate Nursing will provide detailed information to the nursing faculty about changes made as a result of assessment that may impact budgetary requests. As needed, program requests will be submitted to appropriate College committees and operational requests to Leadership Council. The Dean of Undergraduate Nursing, and all regular undergraduate nursing faculty will address ongoing budget requests as need arises during monthly meetings.

Correlating Adjustments to Changes in Outcomes:

The Undergraduate Nursing Assessment subcommittee will meet each May to review the effect the revisions from the previous year had on student outcomes. These adjustments and future recommendations will be documented in a separate assessment report for the following year.

Refining the Assessment Plan and Processes:

Each year, the efficacy of our assessment measures will be discussed in addition to the results of those assessment measures to refine the assessment process. Data is collected per cohort and evaluated annually. It will be attempted to move the assessment plan evaluation process forward before the end of the academic year.