



GCSU School of Nursing

FY 2017 Systematic Program Evaluation Plan

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Standard I: Mission and Governance

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

Key Elements	Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
<p>I-A. The mission, goals, and expected program outcomes are:</p> <p>1. Congruent with those of the parent institution; and</p> <p>2. Consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals:</p> <p>a. The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008];</p> <p>b. The Essentials of Master’s Education in Nursing (AACN, 2011);</p> <p>c. The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006); and</p> <p>d. Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2012].</p>	<p>Congruency found in handbooks, online SON Website GCSU Catalog, SON shared drive: Minutes of NFO and EE Committees</p> <p>Professional standards are incorporated into BSN, MSN, and DNP curricula found in mapping spreadsheets.</p>	<p>Mission is reviewed every five years OR as needed to remain congruent with GCSU and the CoHS.</p> <p>Curricula are reviewed every five years.</p>	<p>Director of SON, Assistant Directors of Undergraduate and Graduate Programs, Curriculum, Graduate, and EE Committees</p>	<p>The SON mission, goals, and expected outcomes will be fully congruent with GCSU and CoHS and will be consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.</p>	<p>The SON mission is fully congruent with GCSU and CoHS, and the AACN Essentials are incorporated into all program outcomes.</p> <p>The University began the process of reviewing our liberal arts mission and will likely revise the mission.</p> <p>BSN Curriculum began a formal review in 2016. A proposal will be drafted in Spring 2017 and voted on by NFO.</p> <p>RN-BSN was formally reviewed in 2017.</p> <p>MSN will be formally reviewed in 2018.</p>

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					<p>DNP Curriculum began a revision in Fall 2016 based on student and faculty feedback. It has been approved by NFO, CoHS, Graduate Council. It will become effective Fall 2018.</p>
<p>I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:</p> <ol style="list-style-type: none"> 1. Professional nursing standards and guidelines; 2. The needs and expectations of the community of interest. 	<p>Guidelines & Standards, Compliance Assist, SON shared drive: Minutes of NFO Committees, Teaching Communities, Advisory Board.</p> <p>Professional standards are incorporated into BSN, MSN, and DNP curricula found in mapping spreadsheets.</p>	<p>Mission, goals, and expected student outcomes are reviewed every five years OR as needed.</p> <p>Course outcomes are reviewed every semester by the course coordinator, teaching communities, Curriculum or Graduate Committee, and EE Committee.</p>	<p>Director of SON, Assistant Directors of Undergraduate and Graduate Programs, all faculty, students, and communities of interest.</p>	<p>The mission, goals, and expected student outcomes will be reviewed every five years or as needed and revised, as appropriate, to reflect:</p> <ol style="list-style-type: none"> 1. Professional nursing standards and guidelines; 2. The needs and expectations of the community of interest. 	<p>The mission, goals, and expected student outcomes are reviewed every five years and revised, as appropriate.</p> <p>BSN Curriculum began a formal review in 2016. A proposal will be drafted in Spring 2017 and voted on by NFO.</p> <p>RN-BSN was formally reviewed in 2017.</p> <p>MSN will be formally reviewed in 2018.</p> <p>DNP Curriculum began a revision in</p>

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					Fall 2016 based on student and faculty feedback. It has been approved by NFO, CoHS, Graduate Council. It will become effective Fall 2018.
<p>I-C. Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations.</p>	<p>CoHS Tenure and Promotion Guidelines, Faculty Development Standards, Annual Faculty Evaluations, Digital Measures, Faculty Outcomes document</p>	<p>Every Spring semester</p>	<p>Director of SON, EE Committee, all Faculty.</p>	<p>Faculty outcomes will be met annually. Faculty outcomes are listed in Standard IV-F.</p>	<p>All faculty are evaluated annually.</p> <p>Faculty outcomes are addressed in Standard IV-F.</p> <p>Partially met (see results in appendix).</p>
<p>I-D. Faculty and students participate in program governance.</p>	<p>SON shared drive: Minutes of NFO Committees, Teaching Communities, Advisory Board, student groups.</p>	<p>Every semester</p>	<p>EE Committee</p>	<p>NFO Bylaws will include mechanisms for student involvement in program governance.</p> <p>Student participation in program governance will be reflected in at least 50% of NFO meetings.</p>	<p>NFO Bylaws do include mechanisms for student involvement in program governance.</p> <p>Student participation in program governance is reflected in 100% of NFO meetings.</p>
<p>I-E. Documents and publications are accurate. A process is used to notify constituents about changes in</p>	<p>GCSU Website, SON Website, GCSU Catalogs, Student</p>	<p>Every Spring semester</p>	<p>Director SON, Assistant Directors for</p>	<p>Documents and publications will be reviewed</p>	<p>Documents and publications were reviewed and are</p>

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documents and publications.	Handbooks		Undergraduate and Graduate Programs	annually for accuracy. A process will be used to notify constituents about changes in documents and publications.	accurate. A process is used to notify constituents about changes in documents and publications.
<p>I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are:</p> <ol style="list-style-type: none"> 1. fair and equitable; 2. published and accessible; and 3. reviewed and revised as necessary to foster program improvement. 	<p>GCSU Catalog: Academic policies, Student Handbooks, SON Website</p> <p>Policy Committee Minutes will reflect review.</p>	Every Spring semester	Policy Committee	Academic policies of the parent institution and the nursing program will be reviewed annually.	Academic policies of the parent institution and the nursing program were reviewed, congruence is noted.

Standard II: Program Quality: Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enable the achievement of the mission, goals, and expected program outcomes.

Key Element	Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is	Annual and ongoing budget, SON shared drive: Minutes of EE & APR committees	Annually	Director SON, APR Committee. EE Committee will	The Director will review fiscal and physical resources annually for	The Director reviewed fiscal and physical resources annually for

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<p>reviewed periodically and resources are modified as needed.</p>			<p>survey all students and faculty every three years to gather input into resource adequacy. The next survey of faculty and students is due in 2019.</p>	<p>sufficiency. Faculty and students will have input into reviewing resources: 80% of faculty and student respondents will agree or strongly agree with Standard II-A.</p>	<p>sufficiency: An increase to operating expenses was requested for AY 2017-2018 and also request to increase lab fees. At this time lab fee increases are still under review and we did not receive an increase in our operating expenses. Shortfall last year was covered by the Dean of the CoHS out of salary lapse for unfilled position (Associate Dean of CoHS). If increased lab fees are not approved, then we will be required to make programmatic changes to prevent from being in shortfall. FY 2016: 74% of faculty (20/27) and 76% of students (47/62) agree or strongly agree with Standard II-A.</p>

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<p>II-B. Academic support services are sufficient to ensure equality and are evaluated on a regular basis to meet program and student needs.</p>	<p>SON shared drive: minutes of EE & APR committees</p>	<p>Every Fall semester</p>	<p>APR Committee annually</p> <p>EE Committee will survey all students and faculty every three years to gather input into academic support adequacy. The next survey of faculty and students is due in 2019.</p>	<p>The APR Committee will review academic support services annually for sufficiency.</p> <p>Faculty and students will have input into reviewing academic support services: 80% of faculty and student respondents will agree or strongly agree with Standard II-B.</p>	<p>The APR Committee reviewed academic support services and were found to be sufficient.</p> <p>FY 2016: 85% of faculty (22/26) and 82% of students (50/61) agree with Standard II-B.</p>
<p>II-C. The chief nurse administrator:</p> <ol style="list-style-type: none"> 1. is a registered nurse (RN); 2. holds a graduate degree in nursing; 3. is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes; 4. is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; 5. provides effective leadership to 	<p>Office of Dean CoHS</p>	<p>Every Spring semester</p>	<p>Dean CoHS, APR Committee</p>	<p>The Director will meet all requirements and have comparable authority to that of other unit administrators at GCSU.</p>	<p>The Director meets all requirements and has comparable authority to that of other unit administrators at GCSU.</p>

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the nursing unit in achieving its mission, goals, and expected program outcomes.					
<p>II-D. Faculty members are:</p> <ol style="list-style-type: none"> 1. sufficient in number to accomplish the mission, goals, and expected program outcomes; 2. academically prepared for the areas in which they teach; and 3. experientially prepared for the areas in which they teach. 	Budget, Digital Measures, Semester Schedule of Classes, Table of faculty expertise and teaching assignments	Ongoing	Director SON, APR Committee	<p>100% of faculty will have academic degrees or alternative credentials, practice experience and expertise appropriate for their teaching assignments.</p> <p>100% of tenure-track faculty will have teaching assignments that do not exceed 12 credit hours per semester or 24 credit hours per academic year. (Faculty may contract for additional teaching assignments).</p> <p>100% of Non-Tenure Track faculty will have teaching assignments that do not exceed 20 credit hours per</p>	<p>24 out of 24 (100%) of faculty both lecturer and T/T are academically and experientially prepared.</p> <p>69% of tenure-track faculty did not teach an overload. Overload was due to: course coordinator hour (not recognized by the university in teaching load) and administrative release time.</p> <p>100% of non-tenure track faculty did not teach an overload.</p> <p>The SON requested ½ a new Lecturer line (to be added to existing ½ line) beginning Fall 2017 and are awaiting approval. Two existing lecturer</p>

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				semester or 40 credit hours per academic year. (Faculty may contract for additional teaching assignments).	lines have been asked for upgrade approval to Assistant Professor (awaiting approval). A search is underway to fill the Assistant Professor line vacated by Director.
<p>II-E. When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes</p>	<p>Office of the Director of the School of Nursing (minutes & annual reports of all committees)</p> <p>Office of the Dean of the CoHS (official agency contracts)</p> <p>Minutes of EE and Graduate Committee</p> <p>Course report for NRS 4981</p>	Ongoing	Curriculum committee will review course reports for undergraduate precepted courses and Graduate Committee will review graduate course reports for precepted courses. Minutes will reflect that preceptor qualification records meet standards.	100% of Preceptor qualification records will meet standards.	100% of preceptor qualification records met standards.
<p>II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.</p>	Digital Measures, Budget, Faculty Annual Evaluations, Class Schedules, Annual faculty survey	Ongoing	<p>Director SON, Task force on Faculty Practice, APR Committee</p> <p>EE Committee will survey all students and faculty every three years to gather input into resource</p>	Faculty will be supported in teaching, scholarship, and service endeavors: 80% of faculty respondents will agree or strongly agree with	<p>Faculty are supported in teaching, scholarship, and service endeavors:</p> <p>FY 2016: 80% of faculty (20/26) agree with Standard II-F.</p>

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			adequacy. The next survey of faculty and students is due in 2019.	standard II-F.	

Standard III: Program Quality: Curriculum and Teaching-Learning Practices

The curriculum is developed in accordance with the mission, goals, and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected individual student learning outcomes and expected aggregate student outcomes. The environment for teaching-learning fosters achievement of expected individual student learning outcomes.

Key Element	Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program’s mission and goals, and with the roles for which the program is preparing its graduates.	Student handbooks, Compliance Assist, SON shared drive: Aggregate Student Outcomes in EE and NFO Committee Minutes, Teaching Community Minutes	BSN, RN-BSN, MSN and DNP Curricula are reviewed every five years or as needed to comply with GCSU and/or CoHS. Course outcomes are reviewed every semester by the course coordinator, teaching communities, Curriculum or Graduate Committee, and EE Committee.	Director of Nursing, Assistant Directors for Undergraduate and Graduate Programs, Curriculum or Graduate Committee, Faculty, EE Committee	The curricula will be fully congruent with expected student outcomes, the SON mission and goals, and with the role for which the program is preparing its graduates.	The curricula reflect expected student outcomes and are congruent with the SON mission and goals, as well as the role that each program is preparing its graduates. BSN Curriculum began a formal review in 2016. A proposal will be drafted in Spring 2017 and voted on by NFO. RN-BSN was formally reviewed in 2017.

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					<p>MSN will be formally reviewed in 2018.</p> <p>DNP Curriculum began a revision in Fall 2016 based on student and faculty feedback. It has been approved by NFO, CoHS, Graduate Council. It will become effective Fall 2018.</p>
<p>III-B. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</p> <p>1. Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).</p> <p>2. Master’s program curricula incorporate professional standards and guidelines as appropriate.</p> <p>a. All master’s degree programs incorporate The Essentials of Master’s Education in Nursing (AACN, 2011) and additional relevant</p>	<p>Program and course outcomes, Student handbooks, SON shared drive: Minutes NFO, Teaching Communities, Curriculum Committee</p>	<p>BSN, RN-BSN, MSN and DNP Curricula are reviewed every five years or as needed to comply with GCSU and/or CoHS.</p> <p>Course outcomes are reviewed every semester by the course coordinator, teaching communities, Curriculum or Graduate Committee, and EE Committee.</p>	<p>Director of Nursing, Assistant Directors for Undergraduate and Graduate Programs, Curriculum Committee, & Faculty</p>	<p>All curricula will undergo a formal review and/or revision every five years or as needed to comply with GCSU and/or CoHS.</p> <p>The AACN Essentials will be incorporated into all curricula.</p> <p>NFT Guidelines will be incorporated into FNP, PMHNP, and Post-Master’s FNP Curricula.</p>	<p>BSN Curriculum began a formal review in 2016. A proposal will be drafted in Spring 2017 and voted on by NFO.</p> <p>RN-BSN was formally reviewed in 2017.</p> <p>MSN will be formally reviewed in 2018.</p> <p>DNP Curriculum began a revision in Fall 2016 based on student and faculty feedback. It has been approved by</p>

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<p>professional standards and guidelines as identified by the program.</p> <p>b. All master’s degree programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2012).</p> <p>3. Graduate-entry program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) and appropriate graduate program standards and guidelines.</p> <p>4. All DNP programs incorporate <i>The Essentials of Doctoral Education for Advancing Nursing Practice</i> (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.</p> <p>5. All DNP curricula incorporate professional standards and guidelines as appropriate.</p> <p>a. All DNP programs incorporate <i>The Essentials of Doctoral Education for Advanced Nursing Practice</i> (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.</p> <p>b. All DNP programs that prepare</p>					<p>NFO, CoHS, Graduate Council. It will become effective Fall 2018.</p> <p>The AACN Essentials are incorporated into all curricula.</p> <p>NFT Guidelines are incorporated into FNP, PMHNP, and Post-Master’s FNP Curricula.</p>

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<p>nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2012).</p> <p>6. Post-graduate APRN certificate programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2012).</p>					
<p>III-C. The curriculum is logically structured to achieve expected student outcomes.</p> <p>1. Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities.</p> <p>2. Master’s curricula build on a foundation comparable to baccalaureate level nursing knowledge.</p> <p>3. DNP curricula build on a baccalaureate and/or master’s foundation, depending on the level of entry of the student.</p> <p>4. Post-graduate APRN certificate programs build on graduate level nursing competencies and knowledge base.</p>	<p>Grid showing progression from BSN, MSN, to DNP, SON shared drive: Curriculum or Graduate Committee, & NFO Minutes.</p>	<p>BSN, RN-BSN, MSN and DNP Curricula are reviewed every five years or as needed to comply with GCSU and/or CoHS.</p> <p>Course outcomes are reviewed every semester by the course coordinator, teaching communities, Curriculum or Graduate Committee, and EE Committee.</p>	<p>Faculty, Curriculum Committee/Graduate Committee</p>	<p>Curricula will be logically structured to achieve expected student outcomes.</p> <p>Each program will build upon appropriate foundations, and curricula will demonstrate progression from the Baccalaureate to the Doctorate degrees.</p>	<p>Curricula are logically structured to achieve expected student outcomes.</p> <p>Each program builds upon appropriate foundations, and curricula demonstrate progression from the Baccalaureate to the Doctorate degrees.</p>
<p>III-D. Teaching-learning practices and environments support the achievement of student outcomes.</p>	<p>Course Reports, MOUs, SON shared drive: Teaching Communities</p>	<p>Each semester</p>	<p>Course and/or Program Coordinators</p> <p>EE Committee will</p>	<p>100% of BSN and MSN students will be placed in qualified clinical sites and with</p>	<p>100% of BSN and MSN students were placed in qualified clinical sites and with</p>

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			<p>survey all students and faculty every three years to gather input into teaching-learning practices adequacy. The next survey of faculty and students is due in 2019.</p>	<p>qualified preceptors.</p> <p>100% of RN-BSN students will identify a qualified mentor to facilitate their learning.</p> <p>100% of DNP students will select qualified committee members to facilitate defense of their translational project.</p> <p>80% of students and faculty will agree or strongly agree with Standard III-D.</p> <p>100% of end-of-course reports will indicate that learning activities and instructional materials were assessed in light of student learning outcomes.</p> <p>100% of learning</p>	<p>qualified preceptors.</p> <p>100% of RN-BSN students identified a qualified mentor to facilitate their learning.</p> <p>100% of DNP students selected qualified committee members to facilitate defense of their translational project.</p> <p>FY 2016: 83% of BSN students (50/60), 76% of MSN students (39/51), 60% of DNP students (6/10), and 88% of faculty (23/26) agreed or strongly agreed with Standard III-D. This standard is not met for the MSN and DNP programs.</p> <p>100% of end-of-course reports indicated that</p>

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				<p>environments will have a current MOU/letter of agreement stating expectations of each party.</p> <p>100% of BSN and MSN clinical courses will complete site evaluations by students and faculty and preceptor evaluations by students.</p>	<p>learning activities and instructional materials were assessed in light of student learning outcomes.</p> <p>100% of learning environments have a current MOU/letter of agreement stating expectations of each party.</p> <p>100% of BSN and MSN clinical courses completed site evaluations by students and faculty and preceptor evaluations by students.</p>
<p>III-E. The curriculum includes planned clinical practice experiences that:</p> <ol style="list-style-type: none"> enable students to integrate new knowledge and demonstrate attainment of program outcomes; and are evaluated by faculty. 	<p>Program and course outcomes, Course Reports, SON shared drive: Minutes from NFO, Teaching Communities, Curriculum or Graduate Committee</p>	<p>BSN, RN-BSN, MSN and DNP Planned clinical experiences are reviewed every five years or as needed to comply with GCSU and/or SON.</p> <p>Course outcomes are reviewed every semester by the course coordinator, teaching communities, Curriculum or Graduate Committee,</p>	<p>Curriculum or Graduate Committee, Faculty, EE Committee</p>	<p>All clinical experiences will be reviewed every five years or as needed to comply with GCSU and/or SON.</p> <p>Course outcomes will be reviewed every semester.</p>	<p>All clinical experiences are reviewed every five years or as needed to comply with GCSU and/or SON.</p> <p>Course outcomes are reviewed every semester.</p>

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<p>III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.</p>	<p>Son shared drive: minutes from Curriculum or Graduate Committee, Student representative reports (NFO), Advisory Board</p>	<p>and EE Committee. Faculty solicit community of interest needs and expectations from SON Advisory Boards meetings twice a year, CoHS Advisory Board Meeting, Georgia Board of Nursing, FNP Certifying bodies (AANP, ANCC), and students.</p>	<p>Curriculum or Graduate Committee, Faculty All graduating students will complete a program evaluation. EE Committee will survey all employers every three years to gather input into curriculum and teaching-learning practices. The next survey of employers is due in 2019.</p>	<p>The SON will host two Advisory Board meetings each year to solicit needs and expectations. 90% of graduating students will indicate that they met the program outcomes. 80% of employers of graduates will agree or strongly agree that graduates meet role expectations.</p>	<p>The SON hosts two Advisory Board meetings each year to solicit needs and expectations. FY 2016: 100% of graduating BSN students, 100% of MSN students, and 100% of DNP students indicated that they met the program outcomes. FY 2016: XX% of employers of BSN graduates, XX% of employers of MSN graduates, and XX% of employers of DNP graduates agreed or strongly agreed that graduates meet role expectations. Data not available-question was not on 2016 survey.</p>
<p>III-G. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.</p>	<p>Course syllabi, handbooks, student folders, clinical course reports, faculty clinical evaluations of students</p>	<p>Every semester</p>	<p>Curriculum or Graduate Committee, Faculty</p>	<p>100% of BSN and MSN students will be clinically evaluated during each clinical course.</p>	<p>100% of BSN and MSN students are clinically evaluated during each clinical course. 100% of RN-BSN</p>

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				<p>100% of RN-BSN students will successfully complete the RN-BSN Portfolio rubric.</p> <p>100% of DNP students will achieve outcomes as indicated by the DNP Portfolio rubric and will meet criteria to successfully defend and disseminate the translational project.</p> <p>Evaluation policies and procedures for individual student performance will be defined and consistently applied.</p>	<p>students successfully completed the RN-BSN Portfolio rubric.</p> <p>100% of DNP students achieved outcomes as indicated by the DNP Portfolio rubric and met criteria to successfully defend and disseminate the translational project.</p> <p>Evaluation policies and procedures for individual student performance are defined and consistently applied.</p>
<p>III-H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</p>	<p>Compliance Assist, Course reports, SON shared drive: minutes of Teaching Communities and Curriculum or Graduate Committee</p>	<p>BSN, RN-BSN, MSN and DNP Curricula are reviewed every five years or as needed to comply with GCSU and/or CoHS.</p> <p>Course outcomes are reviewed every semester by the course coordinator, teaching</p>	<p>Curriculum or Graduate Committee, Faculty</p>	<p>100% of course outcomes will be reviewed at the end of each semester.</p> <p>100% of faculty will be reviewed by students (SRIS) and the Director</p>	<p>100% of course outcomes are reviewed at the end of each semester.</p> <p>100% of faculty are reviewed by students (SRIS) and the Director</p>

Key Element	Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
		communities, Curriculum or Graduate Committee, and EE Committee.		(faculty evaluation) each year.	(faculty evaluation) each year.

Standard IV: Assessment and Achievement of Program Outcomes

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

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IV-A. A systematic process is used to determine program effectiveness.	SON shared drive: minutes of NFO and EE	Every Spring and Fall semester EE Committee will survey students, faculty, alumni, and employers every three years to gather input into resource adequacy. The next surveys are due in 2019.	NFO, Curriculum, A&P, Graduate, and EE committees	The SON will have a systematic process in place to determine program effectiveness. Program outcomes will be reviewed annually.	The SON has a systematic process in place to determine program effectiveness. Program outcomes are reviewed annually.
IV-B. Program completion rates demonstrate program effectiveness.	SON shared drive: minutes of NFO and EE, Office of Institutional Research and Effectiveness	Every Fall and Spring semesters	EE and Graduate committees	The program completion rates for all programs will be at least 70% for the calendar year.	Average program completion rates for FY 2017 are as follows: BSN= 89.6% (95/106 FY2017 total; 83.9% for Fall 2016 and 96% for Spring 2017). MSN FNP=

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					25/29= 86.21% DNP= XX% (X/X) See data below.
IV-C. Licensure and certification pass rates demonstrate program effectiveness.	SON shared drive: minutes of NFO and EE ANCC and AANP Certification Reports, Ga BON NCLEX Report	Every Spring and Fall semester	EE and Graduate committees	The 1 st time taker NCLEX rate will be at least 80%. The 1 st time taker Certification pass rates for FNP, PMHNP, and CNE will be at least 80%.	The 1 st time taker NCLEX rate was 96% for FY 2017. The 1 st time taker Certification pass rates for 2016 were: FNP (AANP) 96% (27/28) (No ANCC testers), PMHNP (no graduates yet). See data below.
IV-D. Employment rates demonstrate program effectiveness.	SON shared drive: minutes of NFO and EE, EE survey results	Every Fall and Spring semesters	EE committee	The employment rate for all graduates will be 70% or higher.	The employment rates for FY2017 were: BSN= 93% Spring 2017 (Note: method for gathering data changed, so no data is available for Fall 2016). RN-BSN = 100 % MSN FNP = 100% MSN PMHNP = no graduates yet

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					MSN NE = 100% DNP = 100%
<p>IV-E. Program outcomes demonstrate program effectiveness. Program outcomes are defined by the program and incorporate expected levels of achievement. Program outcomes are appropriate and relevant to the degree and certificate programs offered and may include (but not limited to) student learning outcomes; student and alumni achievement; and student, alumni, and employer satisfaction data.</p> <p>Analysis of data demonstrates that, in the aggregate, the program is achieving its outcomes. Any program with outcomes lower than expected provides a written explanation/analysis for the variance.</p>	SON shared drive: minutes of NFO, EE, and Graduate Committees, Compliance Assist	Every spring and fall semester	Program Assessment Coordinators SON Director	All programs will meet program goals annually as indicated in Compliance Assist. The SON will achieve all goals set in the Annual Progress and Planning Report.	All programs met program goals annually as indicated in Compliance Assist. The SON partially achieved goals set in the Annual Progress and Planning Report. See data below.
<p>IV-F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.</p>	Digital measures, Faculty Annual Evaluations	Every Spring semester	EE Committee, Director of Nursing	<p><u>Scholarship</u> 80% of tenure-track faculty will engage in scholarly activities.</p> <p>100% of APRN faculty will maintain certification.</p> <p><u>Teaching</u> 80% of teaching</p>	<p><u>Scholarship</u> 15 out of 18 (83.33%) T/T faculty engaged in scholarly activities. Total # for all faculty for 2016-2017 was: Grants = 10 Presentations = 23 Articles = 16 Chapters 8</p> <p>10 out of 10</p>

Key Elements	Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
				faculty will score at or above the Georgia College mean on the SRIS. <u>Service</u> 80% of faculty will serve on a Georgia College, CoHS, or SON committee.	(100%) APRN Faculty maintained certification. <u>Teaching</u> 11 out of 16 (68.75%) scored at or above the Georgia College mean on the SRIS. (Did not meet this goal). <u>Service</u> 24 out of 24 (100%) of faculty both lecturer and T/T served on a Georgia College, CoHS, or SON committee.
IV-G. The program defines and reviews formal complaints according to established policies.	GCSU Policy Manual, Student handbooks, Files in SON Director’s office.	Ongoing	Associate Directors for Undergraduate and Graduate Programs, EE Committee	Review of student complaints includes recommendations for ongoing program improvement, when indicated.	No formal complaints were received in any programs.
IV-H. Data analysis is used to foster ongoing program improvement. The program uses outcome data for improvement. Data regarding completion, certification, and employment rates; other program outcomes; and formal complaints are used as indicated to foster	SON Shared drive: minutes of NFO, EE, Graduate, Curriculum, and A&P Committees	Ongoing	EE committee	Results of the EE plan will be presented to NFO annually. Plans for program improvement will be discussed and	Results of the FY 2017 EE plan were presented to NFO in August 2017. Plans for program improvement will be discussed and

Key Elements	Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
program improvement.				included in NFO minutes.	included in NFO minutes.

**CCNE Standard IV-B
FY 2017 Program Completion Rates**

BSN Completion Rates				
Semester of Entry/ Expected Grad Date	Retention Rate Graduation Within 6 Semesters	Did Not Graduate Personal (Includes Major Change)	Did Not Graduate Academic (Failure)	Currently in Program
Fall 2014/Spring 2016	48/53 = 90.5%	3/53	2/53	N/A
Spring 2015/Fall 2016	47/56 = 83.9%	3/56	5/56	1/56
Fall 2015/Spring 2017	48/50 = 96%	0/50	0/50	2/50
RN-BSN Completion Rate				
Spring 2017	14/17= 82.35%	2-withdrew 1-changed major	2	
MSN- FNP Completion Rate				
Spring 2017	25/29= 86.21%	1-withdrew 1-family emergency	2	
Post-Master's FNP Completion Rate				
Spring 2017	4/8 =50%	1-family 1-medical 1-withdrew		1- Will grad Spring 2018
MSN- Educator Completion Rate				
Spring 2017	5/6= 83.33%			1- Will grad Spring 2018
DNP Completion Rate				
Fall 2016	5/6= 83.33%	1- Family emergency		

**CCNE Standard IV-C
FY 2017 BSN NCLEX Results**

FY2017: First-time NCLEX Pass Rate January - July 2017 = 95/99 = 96%

Spring 2017 Cohort: First-time NCLEX Pass Rate Spring 2017 Cohort = 55/57 = 96%

Fall 2016 Cohort: First-time NCLEX Pass Rate Spring 2017 Cohort = 43/45 = 96%

Spring 2017 Cohort Student Name	NCLEX Results (1st Time)
AFol	Fail (Twice so far)
CPur	Fail (Passed on second attempt)

Fall 2016 Cohort Student Name	NCLEX Results (1st Time)
EMac	Fail (Four times so far)
KPat	Fail (Passed on second attempt)

**CCNE Standard IV-C
FY 2017 FNP Certification Results**

FY2017: First-time FNP Certification Pass Rate 2017 = 29/29 = 100% (25 FNP students and 4 Post-Master's FNP students). 2 students have not yet taken.

**CCNE Standard IV-E
FY 2017 School of Nursing
Annual Progress and Planning Report (APR) Results**

FY 2017 Viability Goals

Goal 1. To fill vacant faculty line, PMHNP and Community Health focus by August 2017.

Not Met: After an unsuccessful search, it was determined that we would relist this position with a Med/Surg focus and relisted so that the faculty line could be filled for the AY 2018. This was a successful search that has resulted in Dr. Jennifer Goldsberry being hired as a tenure track assistant professor. In the fall of 2017, the SON we do an analysis of current positions that are temporarily filled and upcoming vacancies that will come from retirement. After this analysis, we will determine the best direction for the SON job searches this year.

Goal 3. To procure permanent funding to move the Graduate Administrative Position from a ½ time position to a fulltime position.

Rationale: This is a request from the past three years. We are currently managing with the temporary use of grant funding. It is vital that we move this position from a grant-funded position to permanent funding to maintain the viability, quality, and productivity of the graduate programs.

Not Met: This funding request was not secured. This vital position is being funded this year under grant funding. At this point we have enough for ½ year in current budget but have reduced the number of student worker hours to provide sufficient funds for the entire year. Will request again.

Goal 4. Complete an analysis of the RN-BSN program and determine the best approach to increasing the enrollment and making this a sustainable program that will meet the workforce needs of Georgia.

Goal 5. Complete an analysis of options to increase the enrollment of undergraduate program with an expanded year plan. Also explore options for a four plus one MSN in nursing.

MET: Both goals 4 and 5 were completed last year. The full proposal to recommend that we deactivate the RN-BSN and transition to RN to MSN will move to SON NFO at the September meeting. A teach out and full proposal will then be sent through the university system.

FY17 Quality Goals

FY Goal 1: To complete a full curriculum assessment, revision and implementation of programmatic changes for the following SON programs to ensure compliance with all national standards and to connect our students with the liberal arts and the community: BSN and Doctor of Nursing Practice will be formally evaluated and reviewed by faculty during AY 2016.

Rationale: To ensure continued 1st time pass rates faculty, students and community stake holders must evaluate changing needs and standards in nursing education and workforce needs. The IOM report has called for radical change to nursing education. Current research has found that up to 50% of students' clinical experiences can come from simulation and no differences have been noted in teach scores, pass rates, or clinical evaluations. Being in touch with the community and the workforce needs for a safe beginning practitioner is vital to sustaining a high quality-nursing program.

Measure: Curriculum changes completed and submitted through university channels by end of AY 2017.

Partially Met: The DNP curriculum revision and changes are complete. They have moved through the appropriate university channels. Implementation is schedule for Fall 2018 and a bridge teaching plan is in place for those students who are part-time.

The BSN curriculum revision was approved by the NFO in April of 2017. It will not move forward to CoHS Curriculum Committee at the first meeting in fall 2017. The implementation is planned for Fall of 2018. A teach out plan has been formulated and further development of individual course objectives and simulation plan will be completed during the AY 2017-2018.

Productivity Goals FY 2017

FY17 Goal 1: To increase the percentage of the number of students admitted in graduate program that selects the Nurse Educator and Psychiatric Mental Health Nurse Practitioner focus.

Rationale: These programs are the newest programs. It is vital that we grow the reputation of these programs and ensure the viability, quality, and productively of them. It will be important to focus on them this upcoming year.

Measure: Percentage of graduate students entering the Nurse Educator and Psychiatric Mental Health Nurse Practitioner programs.

Target: 20% increase in the combined PMHNP and PostMaster's numbers anticipated to graduate from 2018 to 2019.

PMHNP Anticipated Graduates Spring 2018-- 5

PostMaster Anticipated Graduates Spring 2018—9

- Total 14

PMHNP Anticipated Graduates Spring 2019--4

PostMaster Anticipated Graduates Spring 2019—13

- Total 17

MET: This was an increase of 21.43% in the total number of anticipated PMHNP graduates.

Nurse Educator

Spring 2016 - Actual Graduated 11

Spring 2017 - Actual Graduated 6

Spring 2018 – Anticipated Graduating 5

Spring 2019 – Anticipated Graduating 2

Not Met: Despite considerable recruitment efforts and strong rating from both students and community stake holders regarding our Nurse Educator Program, the numbers recruited continue to be low.

FY 17 Goal 2: To increase the percentage of faculty who engage in scholarship by providing adequate mentoring and support for faculty.

Rationale: The quality of our programs depends on the ability of our faculty to engage in scholarship. In the past heavy workloads and faculty shortages have made it extremely difficult for faculty to have adequate time for scholarship.

Measure: Percentage of faculty who engage in scholarship.

Target: 20% increase over last 3 year average.

Partially Met: While we did not totally meet this goal, I am extremely pleased with some areas of improvement.

15 out of 18 (83.33%) T/T participated in some type of scholarship activity in 2016-2017
 This represents a 7.21% increase in total scholarship activity for the School of Nursing this year.
 Total # of scholarship activities for all faculty for 2016-2017 was 57:

- Grants = 10 (17.5%)
- Presentations = 23 (40.3%)
- Articles = 16 (28.1%)
- Chapters 8 + (14.0%)

14 out of 18 (77.7%) T/T participated in some type of scholarship activity in 2015-2016
 Total # of scholarship activities for all faculty for 2015-2016 was 65:

- Grants = 32 (49.2%)
- Presentations = 24 (36.9%)
- Articles = 4 (6.15%)
- Chapters 5 (7.69%)

**CCNE Standard IV-E
 FY 2016- 2017 School of Nursing
 Program Assessment Results (Compliance Assist Data)**

BSN		
Student	Results	Plan

Learning Outcome		
1. The student will use effective situational communication.	<p>95% (Fall 2016= 92%, Spring 2017= 98%) rated themselves as satisfactorily meeting the program outcome GOAL MET</p> <p>Students averaged 955 (Fall 2016= 1006, Spring 2017 = 904) on the RN Exit Hesi Subscore for Quality and Safety Education (QSEN) Category: Patient-Centered Care- Effective Communication GOAL MET</p> <p>Students averaged 968 (Fall 2016= 986, Spring 2017 = 949) on the RN Exit Hesi Subscore for Quality and Safety Education (QSEN) Category: Teamwork and Collaboration-Effective Communication GOAL MET</p> <p>Students averaged 952 (Fall 2016= 984, Spring 2017 = 920) on the RN Exit Hesi Subscore for Nursing Concepts Category: Communication GOAL MET</p>	<p>Because all outcomes towards students' demonstration of the program goal of health promotion were met, no changes are recommended at this time. Outcomes for this program goal will be monitored during the next assessment phase.</p>
2. The student will incorporate best current evidence with clinical expertise and client preferences and values.	<p>100% (Fall 2016= 100%, Spring 2017= 100%) rated themselves as satisfactorily meeting the program outcome GOAL MET</p> <p>Students averaged 967 (Fall 2016= 938, Spring 2017 = 995) on the RN Exit Hesi Subscore for Client Needs Category: Safe and Effective Environment GOAL MET</p> <p>Students averaged 954 (Fall 2016= 937, Spring 2017 = 970) on the RN Exit Hesi Subscore for Client Needs Category: Management of Care GOAL MET</p> <p>Students averaged 996 (Fall 2016= 938, Spring 2017 = 1054) on the RN Exit Hesi Subscore for Client Needs Category: Safety and Infection Control GOAL MET</p> <p>Students averaged 961 (Fall 2016= 909, Spring 2017 = 1012) on the RN Exit Hesi Subscore for Client Needs Category: Health Promotion and Maintenance GOAL MET</p> <p>Students averaged 915 (Fall 2016= 913, Spring 2017 = 917) on the RN Exit Hesi Subscore for Client Needs Category: Psychosocial Integrity GOAL MET</p> <p>Students averaged 985 (Fall 2016= 990, Spring 2017 = 979) on the RN Exit Hesi Subscore for Client Needs Category: Physiological Integrity GOAL MET</p> <p>Students averaged 970 (Fall 2016= 980, Spring 2017 = 959) on the RN Exit Hesi Subscore for Client Needs Category: Basic Care and Comfort GOAL MET</p> <p>Students averaged 998 (Fall 2016= 993, Spring 2017 = 1002) on the RN Exit Hesi Subscore for Client Needs Category: Pharm and Parenteral Treatment GOAL MET</p> <p>Students averaged 949 (Fall 2016= 994, Spring 2017 = 904) on the RN Exit Hesi Subscore for Client Needs</p>	<p>Because all outcomes towards students' demonstration of the program goal of health promotion were met, no changes are recommended at this time. Outcomes for this program goal will be monitored during the next assessment phase.</p>

	<p>Category: Reduce Risk Potential GOAL MET</p> <p>Students averaged 1006 (Fall 2016= 988, Spring 2017 = 1023) on the RN Exit Hesi Subscore for Client Needs Category: Physio Adaptation GOAL MET</p> <p>Students averaged 976 (Fall 2016= 969, Spring 2017 = 983) on the RN Exit Hesi Subscore for AACN Curriculum Category: Provider of Care GOAL MET</p>	
3. The student will apply principles of leadership, quality improvement, and client safety to monitor and improve outcomes of nursing care.	<p>97% (Fall 2016= 100%, Spring 2017= 94%) rated themselves as satisfactorily meeting the program outcome GOAL MET</p> <p>Students averaged 971 (Fall 2016= 921, Spring 2017 = 1021) on the RN Exit Hesi Subscore for Sub-Specialty Area: Leadership GOAL MET</p> <p>Students averaged 955 (Fall 2016= 944, Spring 2017 = 965) on the RN Exit Hesi Subscore for AACN Curriculum Category: Leadership for Quality Care and Patient Safety GOAL MET</p>	Because all outcomes towards students' demonstration of the program goal of health promotion were met, no changes are recommended at this time. Outcomes for this program goal will be monitored during the next assessment phase.
4. The student will demonstrate professional nursing values of altruism, autonomy, human dignity, integrity and social justice.	<p>99% (Fall 2016= 100%, Spring 2017= 98%) rated themselves as satisfactorily meeting the program outcome GOAL MET</p> <p>Students averaged 914 (Fall 2016= 889, Spring 2017 = 939) on the RN Exit Hesi Subscore for Specialty Area: Professional Issues Legal/Ethical GOAL MET</p> <p>Students averaged 951 (Fall 2016= 927, Spring 2017 = 975) on the RN Exit Hesi Subscore for AACN Curriculum Category: Professionalism and Professional Values GOAL MET</p>	Because all outcomes towards students' demonstration of the program goal of health promotion were met, no changes are recommended at this time. Outcomes for this program goal will be monitored during the next assessment phase.
5. The student will provide culturally and spiritually sensitive care.	<p>94% (Fall 2016= 96%, Spring 2017= 92%) rated themselves as satisfactorily meeting the program outcome GOAL MET</p> <p>Students averaged 1054 (Fall 2016= NA*, Spring 2017 = 1054) on the RN Exit Hesi Subscore for Professional Issues: Cultural/Spiritual GOAL MET</p> <p>Students averaged 1054 (Fall 2016= NA*, Spring 2017 = 1054) on the RN Exit Hesi Subscore for Nursing Concepts Category: Cultural/Spiritual GOAL MET</p>	Because all outcomes towards students' demonstration of the program goal of health promotion were met, no changes are recommended at this time. Outcomes for this program goal will be monitored during the next

	*The Fall 2016 Exit Exam did not address the provision of culturally and spiritually competent care.	assessment phase.
RN-BSN		
1. The student will use effective situational communication.	100% of students rated themselves as satisfactorily meeting the program outcome. GOAL MET. 100% of students scored a minimum of 3 out of 4 on the communication portion of the grading rubric for the RN-BSN portfolio. GOAL MET.	All student outcomes met; no change anticipated.
2. The student will incorporate best current evidence with clinical expertise and client preferences and values.	100% of students rated themselves as satisfactorily meeting the program outcome. GOAL MET. 100% of students received a score of 80 or higher on the rubric evaluating the evidence-based practice project. GOAL MET. 100% of students scored a minimum of 3 out of 4 on the evidence based practice portion of the grading rubric for the RN-BSN portfolio. GOAL MET.	All student outcomes met; no change anticipated.
3. The student will apply principles of leadership, quality improvement, and client safety to monitor and improve outcomes of nursing care.	100% of students rated themselves as satisfactorily meeting the program outcome. GOAL MET. 100% of students scored a minimum of 3 out of 4 on the leadership portion of the grading rubric for the RN-BSN portfolio. GOAL MET. 100% of students scored 80 or higher on the rubric for a leadership exercise. GOAL MET.	All student outcomes met; no change anticipated.
4. The student will demonstrate professional nursing values of altruism, autonomy, human dignity,	100% of students rated themselves as satisfactorily meeting the program outcome. GOAL MET. 100% of students scored a minimum of 3 out of 4 on the ethics portion of the grading rubric for the RN-BSN portfolio. GOAL MET.	All student outcomes met; no change anticipated.

<p>integrity and social justice.</p>																																																										
<p>5. The student will provide culturally and spiritually sensitive care.</p>	<p>80% of students will rate themselves as satisfactorily meeting the program outcome</p> <p>80% of students will score a minimum of 3 out of 4 on the cultural/spiritual diversity portion of the grading rubric for the RN-BSN portfolio</p>	<p>All student outcomes met; no change anticipated.</p>																																																								
MSN- FNP																																																										
<p>1. The student will demonstrate effective communication through collaboration, partnerships, presentations and scholarly writing.</p>	<p>7010 Ratings: Oral Presentation, documentation in EMR, hx</p> <p>3. Documents appropriately in paper or electronic health record. (3)</p> <table border="1" data-bbox="401 613 1575 950"> <thead> <tr> <th>Average Score</th> <th>Minimum Maximum</th> <th>Applicable Answers</th> <th>Scale</th> </tr> </thead> <tbody> <tr> <td>2.04</td> <td>2 3</td> <td>23</td> <td>1 to 3</td> </tr> <tr> <th>Answer Value</th> <th>Answer Choices</th> <th>Answer Count</th> <th>Percent of All Answers</th> </tr> <tr> <td>0</td> <td>N/A: No opportunity, Not observed, or Not applicable</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td>1</td> <td>Needs Improvement</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td>2</td> <td>On track for this level in the FNP Program</td> <td>22</td> <td>95.65%</td> </tr> <tr> <td>3</td> <td>Above Average</td> <td>1</td> <td>4.35%</td> </tr> </tbody> </table> <p>4. Elicits complete, appropriate history, with focused pursuit of information relevant to probable differential diagnoses. (4)</p> <table border="1" data-bbox="401 1101 1575 1437"> <thead> <tr> <th>Average Score</th> <th>Minimum Maximum</th> <th>Applicable Answers</th> <th>Scale</th> </tr> </thead> <tbody> <tr> <td>2.09</td> <td>2 3</td> <td>23</td> <td>1 to 3</td> </tr> <tr> <th>Answer Value</th> <th>Answer Choices</th> <th>Answer Count</th> <th>Percent of All Answers</th> </tr> <tr> <td>0</td> <td>N/A: No opportunity, Not observed, or Not applicable</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td>1</td> <td>Needs Improvement</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td>2</td> <td>On track for this level in the FNP Program</td> <td>21</td> <td>91.30%</td> </tr> <tr> <td>3</td> <td>Above Average</td> <td>2</td> <td>8.70%</td> </tr> </tbody> </table>	Average Score	Minimum Maximum	Applicable Answers	Scale	2.04	2 3	23	1 to 3	Answer Value	Answer Choices	Answer Count	Percent of All Answers	0	N/A: No opportunity, Not observed, or Not applicable	0	0.00%	1	Needs Improvement	0	0.00%	2	On track for this level in the FNP Program	22	95.65%	3	Above Average	1	4.35%	Average Score	Minimum Maximum	Applicable Answers	Scale	2.09	2 3	23	1 to 3	Answer Value	Answer Choices	Answer Count	Percent of All Answers	0	N/A: No opportunity, Not observed, or Not applicable	0	0.00%	1	Needs Improvement	0	0.00%	2	On track for this level in the FNP Program	21	91.30%	3	Above Average	2	8.70%	<p>This outcome continues to be fully met as faculty review of students indicated that all were on track or better for communication skills. All students rated themselves as meeting the program outcome. Although his outcome was fully meet, the FNP team is considering the students' suggestions (see notation in table). Reevaluation of this outcome is planned for the year after next.</p>
Average Score	Minimum Maximum	Applicable Answers	Scale																																																							
2.04	2 3	23	1 to 3																																																							
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5. Completes smooth well-focused physical exam based on patient's presenting symptoms and Evidence based guidelines. (1)				
Average Score	Minimum Maximum	Applicable Answers	Scale	
2.09	2 3	23	1 to 3	
Answer Value	Answer Choices	Answer Count	Percent of All Answers	
0	N/A: No opportunity, Not observed, or Not applicable	0	0.00%	
1	Needs Improvement	0	0.00%	
2	On track for this level in the FNP Program	21	91.30%	
3	Above Average	2	8.70%	
<p>Student Reflections: 100% of students reflected positively on their abilities to communicate clearly through collaboration, partnerships, presentations, and scholarly writing.</p>				
Program Outcome	Courses/projects helping students obtain objective Students stated:	Ideas students have for SON to include in the future Students stated:	Faculty response/change based on those ideas	
Communication	<p>Diligence to keep up with deadlines, check all communication outlets, and reach out to our professors as needed were very important responsibilities needed to accomplish completing this program.</p> <p>I had not been in school for several years before the beginning of this program, and it took a few papers to feel more confident about my writing skills.</p> <p>Having a continuous open line of communication with my professors and my cohort has enhanced my</p>	<p>Overall I feel that the school of nursing has done a wonderful job educating my fellow classmates and I on the importance of effective communication and tools to improve our communication skills.</p> <p>One or two more group projects throughout the program. I know many people do not enjoy working on group projects but I believe that it enhances communication skills by not only encouraging dialect amongst group members but</p>	<p>Suggestions include more group projects, writing samples for major papers and more practice with H&Ps in assessment. Faculty will take these suggestions under review..</p>	

	<p>professional communication skills drastically and has further established how important communication is in a professional setting.</p> <p>with the audience as well.</p> <p>I think providing examples would help future students improve their communication skills on writing assignments.</p> <p>When assessing myself, I realized that I didn't get a great understanding of writing an H&P during the assessment week we did it on campus. I would have liked more practice with that, and more practice interviewing patients.</p> <p>Test Statistics^a</p> <table border="1"> <thead> <tr> <th></th> <th>Commpost - Commpr</th> </tr> </thead> <tbody> <tr> <td>Z</td> <td>3.619^b</td> </tr> <tr> <td>Asymp. Sig. (2-tailed)</td> <td>.000</td> </tr> </tbody> </table> <p>a. Wilcoxon Signed Ranks Test</p> <p>Students' ranking of their communications skills prior to starting our MSN program and after completing the program was tested in this analysis. Because the post test score was not normally distributed, a Wilcoxin Signed Ranks test was used to test for differences. An examination of the changes in score rankings at the beginning of the program and at the end of the MSN program indicated that the students reported a statistically significant increase in their communication skills (Z=3.62, p <.001)</p>		Commpost - Commpr	Z	3.619 ^b	Asymp. Sig. (2-tailed)	.000	
	Commpost - Commpr							
Z	3.619 ^b							
Asymp. Sig. (2-tailed)	.000							

<p>2. The student will improve healthcare outcomes using scholarly inquiry and analysis of evidence.</p>	<p>Faculty evaluation of students:</p>				<p>Faculty rated the students as having achieved this objective at an appropriate level or above. 100% of the students indicated that they also felt that they met this objective.</p> <p>This outcome was fully met this year as it was two years ago. Assessment will continue year after next to see if other items are identified that by the students. Students suggested having more information about EBP use in the clinical setting. This is easily added to the expert panel questions that is part of the course work in the final course of the program. These changes will be made and the outcome will be re-evaluated in two years.</p>
	<p>5. Completes smooth well-focused physical exam based on patient's presenting symptoms and Evidence based guidelines. (1)</p>				
	<p>Average Score 2.09</p>	<p>Minimum Maximum 2 3</p>	<p>Applicable Answers 23</p>	<p>Scale 1 to 3</p>	
	<p>Answer Value</p>	<p>Answer Choices</p>	<p>Answer Count</p>	<p>Percent of All Answers</p>	
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	<p>1</p>	<p>Needs Improvement</p>	<p>0</p>	<p>0.00%</p>	
	<p>2</p>	<p>On track for this level in the FNP Program</p>	<p>21</p>	<p>91.30%</p>	
	<p>3</p>	<p>Above Average</p>	<p>2</p>	<p>8.70%</p>	
	<p>6. Recommends or orders diagnostic testing, referrals, etc appropriate to exam findings. (2)</p>				
	<p>Average Score 2.00</p>	<p>Minimum Maximum 2 2</p>	<p>Applicable Answers 23</p>	<p>Scale 1 to 3</p>	
	<p>Answer Value</p>	<p>Answer Choices</p>	<p>Answer Count</p>	<p>Percent of All Answers</p>	
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	<p>1</p>	<p>Needs Improvement</p>	<p>0</p>	<p>0.00%</p>	
	<p>2</p>	<p>On track for this level in the FNP Program</p>	<p>23</p>	<p>100.00%</p>	
	<p>7. Integrates data obtained to formulate probable differential diagnoses. (3)</p>				
<p>Average Score 2.00</p>	<p>Minimum Maximum 2 2</p>	<p>Applicable Answers 23</p>	<p>Scale 1 to 3</p>		
<p>Answer Value</p>	<p>Answer Choices</p>	<p>Answer Count</p>	<p>Percent of All Answers</p>		
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<p>1</p>	<p>Needs Improvement</p>	<p>0</p>	<p>0.00%</p>		
<p>2</p>	<p>On track for this level in the FNP Program</p>	<p>23</p>	<p>100.00%</p>		

	<p>analysis took a vague concept and made it useful and applicable. would be really beneficial.</p> <p>As much as I disliked doing the EMR's with the research articles in the beginning of the course, towards the end of the program I actually looked forward to locating current EBP research and understanding how it would affect patient outcomes. It would have been helpful to have a couple of healthcare providers come and speak with our cohort on their experiences with EBP in their own practices.</p> <p style="text-align: center;">Test Statistics^a EBPpost-EBPpre</p> <table border="0"> <tr> <td>Z</td> <td style="text-align: right;">3.1693^b</td> </tr> <tr> <td>Asymp. Sig. (2-tailed)</td> <td style="text-align: right;">.002</td> </tr> </table> <p>a. Wilcoxon Signed Ranks Test</p> <p>Students' ranking of their this program outcome at the start of our MSN program and after completing the program was tested in this analysis. Because the post test score was not normally distributed, a Wilcoxon Signed Ranks test was used to test for differences. An examination of the changes in score rankings at the beginning of the program and at the end of the MSN program indicated that the students' reported a statistically significant increase in their ability to improve healthcare outcomes using scholarly inquiry and analysis of evidence (Z=3.17, p =.002)</p>	Z	3.1693 ^b	Asymp. Sig. (2-tailed)	.002																											
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<p>3. The student will demonstrate advanced leadership and management principles to mitigate risk and enhance healthcare delivery systems.</p>	<p>17. Communicates with preceptor, office staff, patients and families in a professional manner. (3)</p> <table border="0"> <thead> <tr> <th style="text-align: left;">Average Score</th> <th style="text-align: left;">Minimum Maximum</th> <th colspan="2" style="text-align: left;">Applicable Answers</th> <th style="text-align: left;">Scale</th> </tr> <tr> <td style="text-align: center;">2.04</td> <td style="text-align: center;">2 3</td> <td style="text-align: center;">23</td> <td></td> <td style="text-align: center;">1 to 3</td> </tr> <tr> <th style="text-align: left;">Answer Value</th> <th style="text-align: left;">Answer Choices</th> <th style="text-align: left;">Answer Count</th> <th style="text-align: left;">Percent of All Answers</th> <td></td> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td>N/A: No opportunity, Not observed, or Not applicable</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0.00%</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td>Needs Improvement</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0.00%</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td>On track for this level in the FNP Program</td> <td style="text-align: center;">22</td> <td style="text-align: center;">95.65%</td> <td></td> </tr> </tbody> </table>	Average Score	Minimum Maximum	Applicable Answers		Scale	2.04	2 3	23		1 to 3	Answer Value	Answer Choices	Answer Count	Percent of All Answers		0	N/A: No opportunity, Not observed, or Not applicable	0	0.00%		1	Needs Improvement	0	0.00%		2	On track for this level in the FNP Program	22	95.65%		<p>Results indicated that students were fully meeting expectations on this outcome as they were two years ago. In addition, students did not indicate that the SON needed to do anything to help them achieve this outcome except to offer them even more group projects. No real changes are indicated</p>
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	<p>3 Above Average</p>	<p>1 4.35%</p>	<p>at this time but assessment will continue year after next for comparison.</p>	
<p>18. Consults and seeks assistance from preceptor in a timely, and respectful appropriate manner. (4)</p>				
<p>Average Score 2.00</p>	<p>Minimum Maximum 2 2</p>	<p>Applicable Answers 23</p>		<p>Scale 1 to 3</p>
<p>Answer Value</p>	<p>Answer Choices</p>	<p>Answer Count</p>		<p>Percent of All Answers</p>
<p>0</p>	<p>N/A: No opportunity, Not observed, or Not applicable</p>	<p>0</p>		<p>0.00%</p>
<p>1</p>	<p>Needs Improvement</p>	<p>0</p>		<p>0.00%</p>
<p>2</p>	<p>On track for this level in the FNP Program</p>	<p>23</p>		<p>100.00%</p>
<p>3</p>	<p>Above Average</p>	<p>0</p>		<p>0.00%</p>
<p>19. Demonstrates initiative to maximize learning opportunities. (5)</p>				
<p>Average Score 2.00</p>	<p>Minimum Maximum 2 2</p>	<p>Applicable Answers 23</p>		<p>Scale 1 to 3</p>
<p>Answer Value</p>	<p>Answer Choices</p>	<p>Answer Count</p>	<p>Percent of All Answers</p>	
<p>0</p>	<p>N/A: No opportunity, Not observed, or Not applicable</p>	<p>0</p>	<p>0.00%</p>	
<p>1</p>	<p>Needs Improvement</p>	<p>0</p>	<p>0.00%</p>	
<p>2</p>	<p>On track for this level in the FNP Program</p>	<p>23</p>	<p>100.00%</p>	
<p>3</p>	<p>Above Average</p>	<p>0</p>	<p>0.00%</p>	
<p>20. Recognizes own Limitations and respects the roles of others.</p>				
<p>Answer Value</p>	<p>Answer Choices</p>	<p>Answer Count</p>	<p>Percent of All Answers</p>	
<p>0</p>	<p>N/A: No opportunity, Not observed, or Not applicable</p>	<p>0</p>	<p>0.00%</p>	
<p>1</p>	<p>Needs Improvement</p>	<p>0</p>	<p>0.00%</p>	
<p>2</p>	<p>On track for this level in the FNP</p>	<p>23</p>	<p>100.00%</p>	

	<p>Program</p> <p>3 Above Average 0 0.00%</p> <p>Program Outcome</p> <p>Courses/projects helping students obtain objective Students stated: During our advanced pathophysiology course we were required to complete a group project about a disease process commonly seen in the primary care setting.</p> <p>The weekly presentations this semester have enhanced my knowledge on topics such as proper delegating. Understanding the laws surrounding nurse practitioners will help my leadership skills by understanding my role as a family nurse practitioner and being able to advocate for myself by effectively communicate that to office staff and physicians.</p> <p>The area in which I feel the nurse practitioner students have been given the greatest opportunity to grow their individual leadership skills has been through the implementation of multiple group assignments and presentations.</p> <p>Leadership</p> <p>Test Statistics^a</p> <p>LEADpost-</p>	<p>Ideas students have for SON to include in the future Students stated:</p> <p>I feel that more team building exercises or practice in a clinic type setting such as Daybreak would have been helpful before starting clinicals with a preceptor.</p> <p>More group projects or presentations.</p> <p>Faculty response/change based on those ideas</p> <p>Students are suggesting more group activities. Faculty will take this under review and see if additional group activities can be planned.</p>
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		<p>utilization of the proper chain of command when reporting suspected abuse cases.</p> <p>The pediatric course taught me about the rights of minors including healthcare options available without the consent of a parent and how to handle these situations in a manner that professional and respectful.</p>	<p>professionally and I think it is very important to discuss it to help us provide the best care for each patient.</p> <p>I believe providing examples of potential ethical dilemmas in the first few courses of the program would be more beneficial for the students as to transition from a hospital-based setting to primary care setting.</p>	<p>these opportunities regarding ethical, medical problems which may be faced by the FNP students.</p>	
<p>5. The student will partner with the client in the provision of compassionate and coordinated care, based on respect for the</p>	<p>Compassionate and Coordinated Care</p> <p>100% of 2017 Graduates stated they fully achieved this program objective</p>	<p>The parts of this program that helped become more proficient in this were the clinical experiences at Daybreak, clinicals in different office settings throughout the program, and the class time in Adult 1&2, pediatrics and women’s</p>	<p>I feel that the SON did an excellent job presenting cultural diversity in the classroom as well as providing opportunities through clinical experiences such as Daybreak.</p>	<p>Most students felt we were meeting this objective and did not have suggestions. One student did suggest that we assign them a group (cultural or other) to research from class to class so that they gain better understanding of the special</p>	<p>This outcome was fully met again this year. The students were rated by their faculty as being on track or above in communicating in a professional manner utilizing culturally sensitive and ethical approach. The</p>

Student Reflections: 100% of the graduating FNP students reflected positively on their use of legal and ethical professional standards over the course of the NP program

Test Statistics^a

	LEGALpost- LEGALpre
Z	3.022 ^b
Asymp. Sig. (2-tailed)	.003

a. Wilcoxon Signed Ranks Test

Students’ ranking of their progress on this program outcome at the start of our MSN program and after completing the program was tested in this analysis. Because the post test score was not normally distributed, a Wilcoxin Signed Ranks test was used to test for differences. An examination of the changes in score rankings at the beginning of the program and at the end of the MSN program indicated that the students’ reported a statistically significant increase in their modeling of legal and ethical professional standards (Z=3.02, p < .01).

<p>client's preferences, values and needs.</p>	<p>health. Women's health provided me with opportunities to complete courses in caring for patients in the LGTB community and how their needs and risk factors differ from the general population.</p> <p>I would recommend during the course of the program, that every student is assigned a specific culture or religious group to research and present to their classmates.</p> <p>Throughout the academic portion of the classes, the instructors did report on various key considerations related to various cultural groups. Additionally, we had several students from various cultural backgrounds such as Indian, Asian and African that gave excellent feedback on specific cultural considerations related to their own backgrounds and opened my mind to aspects of cultural competency that I had never considered.</p> <p style="text-align: center;">Test Statistics^a</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Partnerpost-Partnerpre</th> </tr> </thead> <tbody> <tr> <td>Z</td> <td>2.309</td> </tr> <tr> <td>Asymp. Sig. (2-tailed)</td> <td>.021</td> </tr> </tbody> </table> <p>a. Wilcoxon Signed Ranks Test</p> <p>Students' ranking of their progress on this program outcome at the start of our MSN program and after completing the program was tested in this analysis. Because the post test score was not normally distributed, a Wilcoxin Signed Ranks test was used to test for differences. An examination of the changes in score rankings at the beginning of the program and at the end of the MSN program indicated that the students reported a statistically significant increase in the their provision of compassionate and coordinated care, based on respect for the client's preferences, values and needs (Z=2.309, p < .05).</p>		Partnerpost-Partnerpre	Z	2.309	Asymp. Sig. (2-tailed)	.021	<p>needs of their culture or orientation. This is a good suggestion and will be discussed in our team meetings.</p> <p>students rated themselves as all having obtained the objective and offered few suggestions on how we as a school could help them obtain this outcome in the future. This outcome will be evaluated again in two years to determine if changes are needed.</p>
	Partnerpost-Partnerpre							
Z	2.309							
Asymp. Sig. (2-tailed)	.021							
<p>MSN- PMHNP</p>								

1. The student will demonstrate effective communication through collaboration, partnerships, presentations and scholarly writing.	Standardized patient encounters, intake assessment and hx, post encounter notes: 100% are on track for this level in the program.	Based on the faculty evaluation, the PsychNP students are on track for this program goal.
2. The student will improve healthcare outcomes using scholarly inquiry and analysis of evidence.	Care priorities during SP encounters, and case reports: 100% are on track for this level in the program.	Based on the faculty evaluation, the PsychNP students are on track for this program goal.
3. The student will demonstrate advanced leadership and management principles to mitigate risk and enhance healthcare delivery systems.	Observation in clinical and standardized patient encounters: 100% are on track for this level in the program.	Based on the faculty evaluation, the PsychNP students are on track for this program goal.
4. The student will model use of legal and ethical professional standards.	Clinical observations and standardized patient encounters: 100% are on track for this level in the program.	Based on the faculty evaluation, the PsychNP students are on track for this program goal.
5. The student	Observations in the clinical setting and during standardized patient encounters: 93% are on track for	Based on the faculty

<p>will partner with the client in the provision of compassionate and coordinated care, based on respect for the client's preferences, values and needs.</p>	<p>communicating with patients in a professional manner utilizing culturally sensitive and ethical approach; 100% are on track for the remainder of this level in the program.</p>	<p>evaluation, the PsychNP students are on track for this program goal.</p>
<p>MSN- Nurse Educator</p>		
<p>1. Students will demonstrate effective communication in their interactions with others, partnerships, presentations and scholarly writing.</p>	<p>1. Achieved--100% of students rated themselves as fully met (67%) or "met beyond expectations (33%) on self evaluation of achieving this outcome. Met 2. Achieved--80% of students scored 80% or higher on rubric evaluating Course Paper Presentation and Peer Review (midpoint measure) 3. Achieved-100% of preceptor evaluations rated students at a 4 or 5 on this measure, with an average score of 4.625. Met 4. Achieved-100% of students scored 85% or higher on portfolio rubric</p>	<p>Results indicate that students are able to demonstrate effective communication to include orally and written communication. Last cycle recommendation was to add a mid-point measure which was added and achieved for this criteria. Improvement in portfolio rubric to provide outcome specific numerical data is planned for next cycle.</p>
<p>2. Students will improve healthcare outcomes using scholarly inquiry and analysis of evidence.</p>	<p>1. Achieved-100% of students completing survey rated themselves fully met or higher on this outcome. Met 2. Achieved-100% of students scored 80% or higher on rubric evaluating clinical teaching project to improve healthcare outcomes using scholarly inquiry and analysis of evidence. Met 3. Achieved-100% of preceptors rated students at a 4 or 5 on this outcome. Met 4. Achieved, more specific rubric criteria needed to evaluate scholarly inquiry and analysis of evidence</p>	<p>Both midpoint and final program measures were achieved for this measure. More specific measure will be implemented for portfolio rubric.</p>

<p>3. Students will demonstrate advanced leadership and management principles to mitigate risk and enhance healthcare delivery systems.</p>	<p>1. Achieved-100% of students completing survey (3 of 5) rated themselves fully met on this outcome. Met</p> <p>2. Achieved-100% of students scored 85% or higher on portfolio rubric. Met</p>	<p>Graduates demonstrate advanced leadership and management skills based on the outcome measures. Implementation of improved portfolio evaluation rubric will provide a more specific measure for each outcome.</p>
<p>4. Students will model use of legal and ethical professional standards.</p>	<p>1. Achieved-100% of students completing survey (3 of 5) rated themselves fully met or higher on this outcome. Met</p> <p>2. Achieved-100% of students scored a minimum of 80% on development of unfolding case study related to legal/ethical aspects of the nurse educator role. Met</p> <p>3. Achieved-100% of students were rated a minimum of a 3 on a scale of 1-5 on this outcome. Met</p> <p>4. Achieved-100% of students scored 85% or higher on portfolio rubric. Met</p>	<p>Outcome has been achieved, however, implementation of a revised portfolio rubric will improve this measure by specifically measuring evidence of achieving legal/ethical professional standards.</p>
<p>5. Students will partner with the client in the provision of compassionate and coordinated care, based on respect for the client's preferences, values and needs.</p>	<p>1. Achieved-100% of students completing survey (3 of 5) rated themselves fully met or higher on this outcome. Met</p> <p>2. Achieved-100% of students scored 85% or higher on portfolio rubric. Met</p>	<p>Results support student achievement of this outcome. Modifications will be made to the portfolio analysis rubric to improve individual outcome measurement.</p>
<p>DNP</p>		
<p>1. The student will model exemplary communication through</p>	<p>100% of students will rated themselves as satisfactorily meeting the program outcome</p> <p>100% of students successfully defended their translational project</p> <p>100% of students scored an 83% or higher on the final portfolio evidencing achievement of DNP Program Outcomes and</p>	<p>Outcome fully met; on track or better. Will continue to monitor for compliance and will look for ways to improve.</p>

collaboration, partnerships, presentations, and scholarly writing.	DNP Essentials	
2. The student will transform healthcare outcomes through evidence and scholarly inquiry.	<p>100% of students rated themselves as satisfactorily meeting the program outcome</p> <p>100% of students successfully defended their translational project by Jan. 2017</p> <p>100% of students scored an 83% or higher on the final portfolio evidencing achievement of DNP Program Outcomes and DNP Essentials</p>	Outcome fully met; on track or better. Will continue to monitor for compliance and will look for ways to improve.
3. The student will exhibit leadership to create effective healthcare delivery systems.	<p>100% of students rated themselves as satisfactorily meeting this program outcome</p> <p>100% of students successfully defended their DNP translational project by Jan 2017</p> <p>100% of students scored an 83% or higher on the final portfolio (all made an A) evidencing achievement of DNP Program Outcomes and DNP Essentials</p>	Outcome fully met; on track or better. Will continue to monitor for compliance and will look for ways to improve.
4. The student will exemplify ethics as a foundation for practice and risk management.	<p>100% of students rated themselves as satisfactorily meeting this program outcome</p> <p>100% of students successfully defended their translational project by Jan. 2017.</p> <p>100% of students scored an 83% or higher on the final portfolio evidencing achievement of DNP Program Outcomes and DNP Essentials</p>	Outcome fully met; on track or better. Will continue to monitor for compliance and will look for ways to improve.
5. The student will use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.	<p>100% of students rated themselves as satisfactorily meeting this program outcome</p> <p>100 % of students successfully defended their DNP translational project by Jan. 2017.</p> <p>100% of students scored an 83% or higher on the final portfolio evidencing achievement of DNP Program Outcomes and DNP Essentials</p> <p>100% of students scored an 83% or higher on the vulnerable populations paper which included cultural expertise content in the Vulnerable Populations course</p>	Outcome fully met; on track or better. Will continue to monitor for compliance and will look for ways to improve.

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**CCNE Standard IV-F
Faculty Outcomes**

Teaching	Scholarship	Service
<p>Goal: 80% of teaching faculty will score at or above the Georgia College mean on the SRIS.</p> <p>Results: 11 out of 16 (68.75%) scored at or above the Georgia College mean on the SRIS. (Did not meet this goal).</p>	<p>80% of tenure-track faculty will engage in scholarly activities.</p> <p>100% of APRN faculty will maintain certification.</p> <p>Results: 15 out of 18 (83.33%) T/T faculty engaged in scholarly activities.</p> <p>Total # for all faculty for 2016-2017 was: Grants = 10 Presentations = 23 Articles = 16 Chapters 8</p> <p>10 out of 10 (100%) APRN Faculty maintained certification.</p>	<p>80% of faculty will serve on a Georgia College, CoHS, or SON committee.</p> <p>Results: 24 out of 24 (100%) of faculty both lecturer and T/T served on a Georgia College, CoHS, or SON committee.</p>