



GCSU School of Nursing

FY 2018 Systematic Program Evaluation Plan

Table of Contents

Standard I: Mission and Governance	2
Standard II: Program Quality: Institutional Commitment and Resources	5
Standard III: Program Quality: Curriculum and Teaching-Learning Practices.....	9
Standard IV: Assessment and Achievement of Program Outcomes	16

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>BSN Curriculum was revised in 2016-2017 and will become effective Fall 2018.</p> <p>RN-BSN was formally reviewed in 2017. Plans for moving this program to RN-MSN are underway.</p> <p>MSN will be formally reviewed in 2018.</p> <p>DNP Curriculum was revised in 2016-2017 and will become effective Fall 2018.</p>

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<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 was revised in 2016-2017 and will become effective Fall 2018.</p> <p>RN-BSN was formally reviewed in 2017. Plans for moving this program to RN-MSN are underway.</p> <p>MSN will be formally reviewed in 2018.</p> <p>DNP Curriculum was revised in 2016-2017 and will become effective Fall 2018.</p>
<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,</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>

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	Digital Measures, Faculty Outcomes document				Partially met (see results in Standard IV and appendix).
I-D. Faculty and students participate in program governance.	SON shared drive: Minutes of NFO Committees, Teaching Communities, Advisory Board, student groups.	Every semester	EE Committee	NFO Bylaws will include mechanisms for student involvement in program governance. Student participation in program governance will be reflected in at least 50% of NFO meetings.	NFO Bylaws do include mechanisms for student involvement in program governance. Student participation in program governance is reflected in 100% of NFO meetings.
I-E. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.	GCSU Website, SON Website, GCSU Catalogs, Student Handbooks	Every Spring semester	Director SON, Assistant Directors for Undergraduate and Graduate Programs	Documents and publications will be reviewed annually for accuracy. A process will be used to notify constituents about changes in documents and publications.	Documents and publications were reviewed and are accurate. A process is used to notify constituents about changes in documents and publications.
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:	GCSU Catalog: Academic policies, Student Handbooks, SON Website	Every Spring semester	Policy Committee	Academic policies of the parent institution and the nursing program will be	Academic policies of the parent institution and the nursing program were reviewed,

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1. fair and equitable; 2. published and accessible; and 3. reviewed and revised as necessary to foster program improvement.	Policy Committee Minutes will reflect review.			reviewed annually.	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 reviewed periodically and resources are modified as needed.	Annual and ongoing budget, SON shared drive: Minutes of EE & APR committees	Annually	Director SON, APR Committee. EE Committee will 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.	The Director will review fiscal and physical resources annually for 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.	The Director reviewed fiscal and physical resources annually for sufficiency: FY 2016: 74% of faculty (20/27) and 76% of students (47/62) agree or strongly agree with Standard II-A.

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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 the nursing unit in achieving its 	<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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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>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 had teaching assignments that did not exceed 20 credit hours per semester or 40</p>

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				semester or 40 credit hours per academic year. (Faculty may contract for additional teaching assignments).	credit hours per academic year. (Faculty may contract for additional teaching assignments).
<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 adequacy. The next survey of faculty and</p>	Faculty will be supported in teaching, scholarship, and service endeavors: 80% of faculty respondents will agree or strongly agree with standard II-F.	<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>

Key Element	Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
			students is due in 2019.		

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
<p>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.</p>	<p>Student handbooks, Compliance Assist, SON shared drive: Aggregate Student Outcomes in EE and NFO Committee Minutes, Teaching Community 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>Director of Nursing, Assistant Directors for Undergraduate and Graduate Programs, Curriculum or Graduate Committee, Faculty, EE Committee</p>	<p>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.</p>	<p>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.</p> <p>BSN Curriculum was revised in 2016-2017 and will become effective Fall 2018.</p> <p>RN-BSN was formally reviewed in 2017.</p> <p>MSN will be formally reviewed in 2018.</p>

Key Element	Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
					DNP Curriculum was revised in 2016-2017 and will become effective Fall 2018.
<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 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>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 was revised in 2016-2017 and will become effective Fall 2018.</p> <p>RN-BSN was formally reviewed in 2017.</p> <p>MSN will be formally reviewed in 2018.</p> <p>DNP Curriculum was revised in 2016-2017 and 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>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 The <i>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 The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.</p> <p>b. All DNP programs that prepare 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>					

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<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 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>100% of BSN and MSN students will be placed in qualified clinical sites and with qualified preceptors.</p> <p>100% of RN-BSN students will identify a qualified mentor to facilitate their learning.</p>	<p>100% of BSN and MSN students were placed in qualified clinical sites and with qualified preceptors.</p> <p>100% of RN-BSN students identified a qualified mentor to facilitate their learning.</p>

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				<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 environments will have a current MOU/letter of agreement stating expectations of each party.</p> <p>100% of BSN and MSN clinical courses will</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 learning activities and instructional materials were assessed in light of student learning outcomes.</p> <p>100% of learning environments have</p>

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				complete site evaluations by students and faculty and preceptor evaluations by students.	a current MOU/letter of agreement stating expectations of each party. 100% of BSN and MSN clinical courses completed site evaluations by students and faculty and preceptor evaluations by students.
<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. 	Program and course outcomes, Course Reports, SON shared drive: Minutes from NFO, Teaching Communities, Curriculum or Graduate Committee	<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, and EE Committee.</p>	Curriculum or Graduate Committee, Faculty, EE Committee	<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>
<p>III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.</p>	Son shared drive: minutes from Curriculum or Graduate Committee, Student representative reports (NFO), Advisory Board	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	Curriculum or Graduate Committee, Faculty All graduating students will complete a program evaluation.	The SON will host two Advisory Board meetings each year to solicit needs and expectations.	The SON hosts two Advisory Board meetings each year to solicit needs and expectations. FY 2016: 100% of graduating BSN

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		(AANP, ANCC), and students.	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.	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.	students, 100% of MSN students, and 100% of DNP students indicated that they met the program outcomes. FY 2016: Data not available- question was not on 2016 survey.
<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. 100% of RN-BSN students will successfully complete the RN-BSN Portfolio rubric. 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>100% of BSN and MSN students are clinically evaluated during each clinical course. 100% of RN-BSN students successfully completed the RN-BSN Portfolio rubric. 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>

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				Evaluation policies and procedures for individual student performance will be defined and consistently applied.	Evaluation policies and procedures for individual student performance are defined and consistently applied.
III-H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.	Compliance Assist, Course reports, SON shared drive: minutes of Teaching Communities and Curriculum or Graduate Committee	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.	Curriculum or Graduate Committee, Faculty	100% of course outcomes will be reviewed at the end of each semester. 100% of faculty will be reviewed by students (SRIS) and the Director (faculty evaluation) each year.	100% of course outcomes are reviewed at the end of each semester. 100% of faculty are reviewed by students (SRIS) and the Director (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.

Key Elements	Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
IV-A. A systematic process is used to determine program effectiveness.	SON shared drive: minutes of NFO and EE	Every Spring and Fall semester	NFO, Curriculum, A&P, Graduate, and EE committees	The SON will have a systematic process in place to determine	The SON has a systematic process in place to determine

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		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.		program effectiveness. Program outcomes will be reviewed annually.	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 2018 are as follows: BSN= 88.6% MSN NE = 60% (3/5) MSN FNP= 70% (19/27) Post-Master’s MSN FNP = 50% (2/4) MSN PMHNP =100% (5/5) Post-Master’s MSN PMHNP = 89% (8/9) DNP= 76% (16/21) See data below.
IV-C. Licensure and certification pass rates demonstrate program effectiveness.	SON shared drive: minutes of NFO and EE	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 NCLEX rate was 100% for FY 2018.

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	ANCC and AANP Certification Reports, Ga BON NCLEX Report			The 1 st time taker Certification pass rates for FNP, PMHNP, and CNE will be at least 80%.	The 1 st time taker Certification pass rates for 2017 were: FNP (AANP) 100% (22/22) (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 FY18 were: BSN= 100% (37/37) Fall 2017, 89% Spring 2018 RN-BSN = 100% MSN FNP = 100% MSN PMHNP = no graduates yet MSN NE = 100% DNP = 100%
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	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	All programs met program goals annually as indicated in Compliance Assist. The SON partially achieved goals set in the Annual

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<p>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>				<p>Progress and Planning Report.</p>	<p>Progress and Planning Report.</p> <p>See data below.</p>
<p>IV-F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.</p>	<p>Digital measures, Faculty Annual Evaluations</p>	<p>Every Spring semester</p>	<p>EE Committee, Director of Nursing</p>	<p><u>Scholarship</u> 100% of faculty will engage in scholarly activities.</p> <p>100% of APRN faculty will maintain certification.</p> <p><u>Teaching</u> 65% of individual faculty scores (TT-Full, NTT-Full, NTT-Part/class) on the SRIS item “instructor teaching as excellent” will be at or above the Georgia College mean.</p> <p>65% of individual faculty scores (TT-Full, NTT-Full,</p>	<p><u>Scholarship</u> 89.6% (26/29) of faculty engaged in scholarly activities.</p> <p>12 out of 12 (100%) APRN Faculty maintained certification.</p> <p><u>Teaching</u> Summer 2017 Teaching Excellence 100% (3/3) > 4.2. MET</p> <p>Summer 2017 Course Excellence 77.3% (2/3) > 4.0. MET</p> <p>Fall 2017 Teaching Excellence 82% (15/25) > 4.2. MET</p>

Key Elements	Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
				<p>NTT-Part/class) on the SRIS item “course rating as excellent” will be at or above the Georgia College mean.</p> <p>100% of faculty not scoring at or above the Georgia College mean will develop an improvement plan.</p> <p><u>Service</u> 100% of faculty will serve on a Georgia College, CoHS, or SON committee.</p> <p>100% of tenure track faculty will have teaching assignments that do not exceed 12 credit hours per</p>	<p>Fall 2017 Course Excellence 52% (13/25) > 4.0. NOT MET</p> <p>Spring 2018 Teaching Excellence 87.5% (21/24) > 4.2. MET</p> <p>Spring 2018 Course Excellence 83.4% (20/24) > 4.0. MET</p> <p>100% of faculty not scoring at or above the Georgia College developed an improvement plan. MET</p> <p><u>Service</u> 100% (30/30) of faculty served on a Georgia College, CoHS, or SON committee. MET</p> <p>95% (19/20) of tenure-track faculty had teaching assignments that did not exceed 12</p>

Key Elements	Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
				<p>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 semester or 40 credit hours per academic year. (Faculty may contract for additional teaching assignments).</p>	<p>credit hours per semester or 24 credit hours per academic year. One faculty carried at 15 hour load during one semester because of faculty illness and was contracted for an overload. NOT MET</p> <p>100% (6/6) of Non-Tenure Track full time faculty had teaching assignments that did not exceed 20 credit hours per semester or 40 credit hours per academic year. MET</p> <p>100% (1/1) of Non-Tenure Track Part-time faculty had a teaching assignment that did not exceed 10 credit hours per semester or 20 credit hours per academic year. MET</p>

Key Elements	Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
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 program improvement.	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 included in NFO minutes.	Results of the FY 2017 EE plan were presented to NFO in August 2017. Plans for program improvement were discussed and included in NFO minutes.

**CCNE Standard IV-B
FY 2018 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
Spring 2016/Fall 2017	47/52 = 90.4%	2/52	3/52	N/A

Fall 2016/Spring 2018	46/53 = 86.8%	0/53	2/53	5/53
RN-BSN Completion Rate				
Spring 2018	5/5 = 100%	0/5	0/5	N/A

Post-Master's-FNP expected Grad date 2018:

- Completed within 1.5 time of Program of Study: 2
- Completed PAST 1.5 time of Program of Study: 0
- Did not Graduate, not currently in program: 2
 - Failed one course, but never returned: (*Egwu*)
 - Withdrew for personal reasons: (*Worthey*)
- Currently in Program: 0
- **Completion rate: 2/4= 50%**

MSN FNP expected Grad date 2018:

- Completed within 1.5 time of Program of Study: 19
- Completed PAST 1.5 time of Program of Study: 1 (*Lott*) (*her timeline ran out spring 2012*)
- Did not Graduate, not currently in program: 7
 - Ineligible to return (2 failures): (*Bryant, Scarpellino, McDowell*)
 - Failed one course, but never returned: (*Presley*)
 - Medical Withdrawal: (*Vandiver*)
 - Withdrew for personal reasons: (*Jones, Porter*)
- Currently in Program: 0
- **Completion Rate: 19/27 = 70%**

MSN Nurse Educator expected Grad date 2018:

- Completed within 1.5 time of Program of Study: 3
- Completed PAST 1.5 time of Program of Study: 2 (*Valdez, Stephens*) (*Valdez already "dinged" us last year, Stephens timeline ran out Fall 2017*)
- Did not Graduate, not currently in program: 0
- Currently in Program: 0
- **Completion Rate: 5/5 completed program (100%); 3/5 completed on time (60%)**

Post-Master's-PMHNP expected Grad date 2018:

- Completed within 1.5 time of Program of Study: 8
- Completed PAST 1.5 time of Program of Study:1 (*Crawford- He already "dinged" us last year, timeline was Sp 17*)
- Did not Graduate, not currently in program: 0
- Currently in Program: 0
- **Completion Rate: 9/9 completed program (100%); 8/9 completed on time (89%)**

MSN-PMHNP expected Grad date 2018:

- Completed within 1.5 time of Program of Study: 5
- Completed PAST 1.5 time of Program of Study: 0
- Did not Graduate, not currently in program:0
- Currently in Program: 0
- **Completion Rate: 5/5= 100%**

DNP expected Grad date 2018:

- Completed within 1.5 time of Program of Study: 16
- Completed PAST 1.5 time of Program of Study: 1 (*Tyson- timeline ran out Fall 2017, degree posted May 2018*)
- Did not Graduate, not currently in program: 4
 - Failed one course, did not return: (Traylor, Bugg, Harris)
 - Withdrew after one semester: (*Jones*)
- Currently in Program: 0
- **Completion Rate: 17/21 completed the program (81%); 16/21 completed on time (76%)**

**CCNE Standard IV-C
FY18 BSN NCLEX Results**

FY18: First-time NCLEX Pass Rate January - July 2018 = 96/96 = 100%

Spring 2018 Cohort: First-time NCLEX Pass Rate = 52/52 = 100%

Fall 2017 Cohort: First-time NCLEX Pass Rate = 44/44 = 100%

**CCNE Standard IV-C
FY 2018 FNP Certification Results**

FY18: First-time FNP Certification Pass Rate = 26/26 = 100%

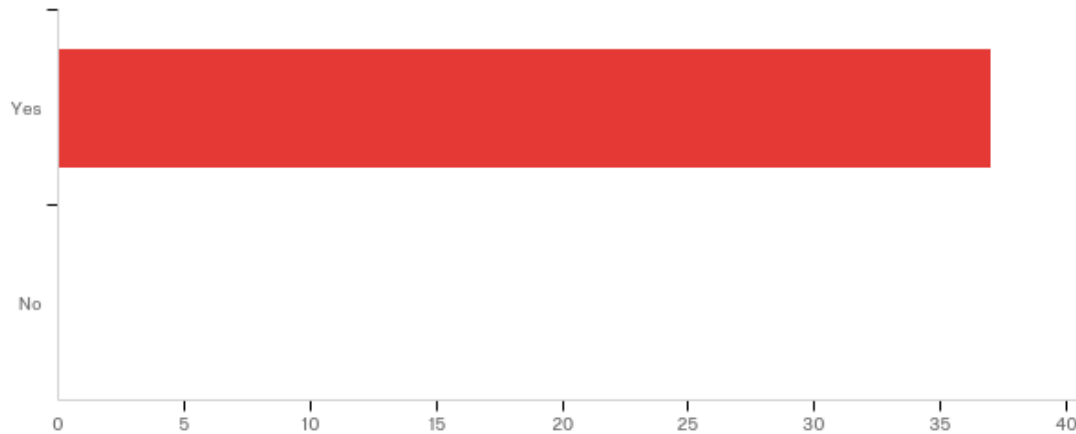
FY18: First-time PMHNP Certification Pass Rate = 14/14 = 100%

**CCNE Standard IV-D
FY 2018 Employment Rates**

BSN

NRSG 4981 Course Evaluation Fall 2017

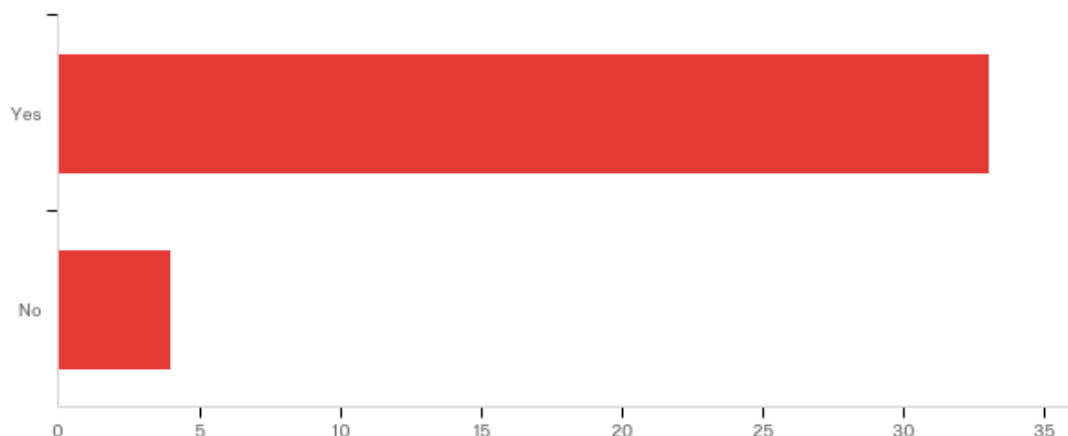
Do you have a job secured for after graduation? This can be your nursing job, but does not have to be in order to answer "yes" to this question.



#	Answer	%	Count
1	Yes	100.00%	37
3	No	0.00%	0
	Total	100%	37

NRSG 4981 Course Evaluation Spring 2018

Do you have a job secured for after graduation? This can be your nursing job, but does not have to be in order to answer "yes" to this question.



#	Answer	%	Count
1	Yes	89.19%	33
3	No	10.81%	4
	Total	100%	37

**CCNE Standard IV-E
FY 2018 School of Nursing
Annual Progress and Planning Report (APR) Results (See Report for Details)**

FY18 SON Goal	Program	Results
To procure permanent funding for a new tenure track professor line in nursing that will focus on simulation and research.	ALL	MET
To fill all vacant faculty lines.	ALL	MET
Increase clarity of the evaluation/tenure and promotion expectations within the School of Nursing.	ALL	MET
To maintain 1st Time NCLEX-RN pass rate at $\geq 95\%$.	BSN	MET
To submit and receive approval for the new BSN Curriculum plan and implement the revised curriculum in Fall 2018.	BSN	MET
To receive approval for transiting the current RN-BSN program to an accelerated RN-MSN Bridge Program beginning Fall 2018.	RN-BSN	In Progress
To maintain first time NP board certification pass rates at greater than 90% in all focus areas.	MSN-NP	MET

To complete a review of FNP curriculum and assess opportunities for a BSN to DNP option	MSN-NP	In Progress
Students will demonstrate competencies of nurse educators based on the NLN criteria.	MSN-NE	MET
To increase enrollment in the nurse educator MSN program.	MSN-NE	MET
To implement the revised DNP curriculum Fall 2018.	DNP	In Progress
To review the courses currently utilized for the student's DNP project and determine best practices for the student progression through the translational project.	DNP	In Progress

**CCNE Standard IV-E
FY 2019 School of Nursing
Annual Progress and Planning Report (APR) Goals FY19**

FY19 SON Goal	Program	Results
To have sufficient faculty and staff to achieve the programs' missions, goals, and student outcomes (Viability).	ALL	Pending
Develop a plan that would enhance the School of Nursing professional environment to encourage the recruitment, retention, and success of an exemplary and diverse faculty and staff to fill all vacant faculty lines (Viability).	ALL	Pending
Continue to develop and implement distinctive and transformative undergraduate curricular and co-curricular experiences by implementing the new prelicensure BSN curriculum to ensure compliance with all national standards and to connect our students with the liberal arts and the community beginning fall 2018 (Quality).	BSN	Pending
To identify potential barriers that exist for recruiting, admitting, enrolling, retaining and graduating highly qualified and diverse undergraduate students (Quality).	BSN, RN-BSN	Pending
To maintain first time board certification pass rates at greater than 90% in all focus areas (Quality).	MSN-FNP, MSN-PMHNP	Pending
To identify potential barriers that exist for recruiting, admitting, enrolling, retaining and graduating highly qualified and diverse graduate students who elect the Nurse Educator Program (Viability).	MSN-NE	Pending

CCNE Standard IV-E
FY 2017- 2018 School of Nursing
Program Assessment Results (WaterMark Taskstream Data)

BSN

Mission: In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The BSN program prepares nursing professionals who are life-long learners and have the knowledge and skills to support the healthcare needs of diverse populations.

CLOSING THE LOOP FY17

The BSN program (Pre-Licensure and RN-BSN concentrations) assesses program goals every other year: program goals 1-5 on even years and program goals 6-10 on odd years. Therefore, this Closing the Loop addresses program goals 1-5 from FY17.

Program Goal 1: Communication

This outcome is measured for Pre-Licensure BSN students with the communication portion of the NCLEX-RN simulation Exit Exam at the end of the program. We have used this measure for years, and it continues to be met as evidenced by students' scores above the 850 benchmark on communication related areas of the NCLEX-RN simulation exam over FY 2014-2018. Additionally, students consistently rated themselves as satisfactorily meeting the program outcome for FY 2014-2018.

While faculty are pleased with achieving this program goal for many years, we desire to add an additional measure that would capture students' abilities to communicate orally and in writing rather than just performance on a standardized exam. We would like this measure to be closer to mid-program to serve as a formative assessment. The BSN program will begin a new curriculum in Fall 2018, which will be an opportune time to add the measure (TBD).

For now, because the overall goal has been met for the 2014-2018 years using the current assessment measures, faculty will continue to monitor using the current assessment measures and revise the plan for the next assessment cycle.

This outcome for RN-BSN students is measured with a portfolio rubric that serves as a summative assessment of program outcome achievement in the final semester of the program. Faculty will be conducting a formal review/revision of the RN-BSN program during the FY19 cycle and will revise the assessment plan at that time to coincide with the curricular changes. Mid-point assessments will be included in the assessment plan.

Program Goal 2: Evidence-Based Practice

This outcome is measured for Pre-Licensure BSN students with the evidence-based practice portion of the NCLEX-RN simulation Exit Exam at the end of the program. We have used this measure for years, and it continues to be met as evidenced by students' scores above the 850 benchmark on communication related

areas of the NCLEX-RN simulation exam over FY 2014-2018. Additionally, students consistently rated themselves as satisfactorily meeting the program outcome for FY 2014-2018.

While faculty are pleased with achieving this program goal for many years, we desire to add an additional measure that would capture students' abilities to apply the evidence into practice outside the standardized exam. We would like this measure to be closer to mid-program to serve as a formative assessment. The BSN program will begin a new curriculum in Fall 2018, which will be an opportune time to add the measure (TBD).

For now, because the overall goal has been met for the 2014-2018 years using the current assessment measures, faculty will continue to monitor using the current assessment measures and revise the plan for the next assessment cycle.

This outcome for RN-BSN students is measured with a portfolio rubric that serves as a summative assessment of program outcome achievement in the final semester of the program. Faculty will be conducting a formal review/revision of the RN-BSN program during the FY19 cycle and will revise the assessment plan at that time to coincide with the curricular changes. Mid-point assessments will be included in the assessment plan.

Program Goal 3: Leadership

This outcome is measured for Pre-Licensure BSN students with the leadership portion of the NCLEX-RN simulation Exit Exam at the end of the program. We have used this measure for years, and it continues to be met as evidenced by students' scores above the 850 benchmark on leadership related areas of the NCLEX-RN simulation exam over FY 2014-2018. Additionally, students consistently rated themselves as satisfactorily meeting the program outcome for FY 2014-2018.

While faculty are pleased with achieving this program goal for many years, we desire to add an additional measure that would capture students' leadership abilities rather than just performance on a standardized exam. We would like this measure to be closer to mid-program to serve as a formative assessment. The BSN program will begin a new curriculum in Fall 2018, which will be an opportune time to add the measure (TBD).

For now, because the overall goal has been met for the 2014-2018 years using the current assessment measures, faculty will continue to monitor using the current assessment measures and revise the plan for the next assessment cycle.

This outcome for RN-BSN students is measured with a portfolio rubric that serves as a summative assessment of program outcome achievement in the final semester of the program. Faculty will be conducting a formal review/revision of the RN-BSN program during the FY19 cycle and will revise the assessment plan at that time to coincide with the curricular changes. Mid-point assessments will be included in the assessment plan.

Program Goal 4: Ethics

This outcome is measured for Pre-Licensure BSN students with the ethics portion of the NCLEX-RN simulation Exit Exam at the end of the program. We have used this measure for years, and it continues to be met as evidenced by students' scores above the 850 benchmark on communication related areas of the NCLEX-RN simulation exam over FY 2014-2018. Additionally, students consistently rated themselves as satisfactorily meeting the program outcome for FY 2014-2018.

While faculty are pleased with achieving this program goal for many years, we desire to add an additional measure that would capture students' abilities to apply ethical concepts into their practice rather than just performance on a standardized exam. We would like this measure to be closer to mid-program to serve as a formative assessment. The BSN program will begin a new curriculum in Fall 2018, which will be an opportune time to add the measure (TBD).

For now, because the overall goal has been met for the 2014-2018 years using the current assessment measures, faculty will continue to monitor using the current assessment measures and revise the plan for the next assessment cycle.

This outcome for RN-BSN students is measured with a portfolio rubric that serves as a summative assessment of program outcome achievement in the final semester of the program. Faculty will be conducting a formal review/revision of the RN-BSN program during the FY19 cycle and will revise the assessment plan at that time to coincide with the curricular changes. Mid-point assessments will be included in the assessment plan.

Program Goal 5: Cultural/Spiritual Diversity

This outcome is measured for Pre-Licensure BSN students with the cultural/spiritual portion of the NCLEX-RN simulation Exit Exam at the end of the program. We have used this measure for years, and it continues to be met as evidenced by students' scores above the 850 benchmark on communication related areas of the NCLEX-RN simulation exam over FY 2014-2018. Additionally, students consistently rated themselves as satisfactorily meeting the program outcome for FY 2014-2018.

While faculty are pleased with achieving this program goal for many years, we desire to add an additional measure that would capture students' abilities to consider patients' spiritual and cultural diversity when creating a plan of care rather than just performance on a standardized exam. We would like this measure to be closer to mid-program to serve as a formative assessment. The BSN program will begin a new curriculum in Fall 2018, which will be an opportune time to add the measure (TBD).

For now, because the overall goal has been met for the 2014-2018 years using the current assessment measures, faculty will continue to monitor using the current assessment measures and revise the plan for the next assessment cycle.

This outcome for RN-BSN students is measured with a portfolio rubric that serves as a summative assessment of program outcome achievement in the final semester of the program. Faculty will be conducting a formal review/revision of the RN-BSN program during the FY19 cycle and will revise the assessment plan at that time to coincide with the curricular changes. Mid-point assessments will be included in the assessment plan.

SMART REPORT FY18

Program Goal 6: Graduates from the BSN program will demonstrate the program goal of health promotion and disease prevention.

Program Goal 6 Measurement: Pre-Licensure BSN: All courses but one (NRS 3680 Legal and Ethical Issues in Nursing) in the program have a course outcome related to health promotion and disease prevention, and formative assessments of this program goal are evaluated at the course level with each course offering. The formal evaluation of this program goal for annual reporting takes place in the last semester in two courses: NRS 4980 Clinical Internship and NRS 4981 Integrated Clinical Concepts. The School of Nursing uses the Health Education Systems, Inc. (HESI) predictive exam as the students' senior exit exam, as it simulates the NCLEX licensure exam. The Exit Exam (NCLEX-RN simulation exam) is given at the end of each Fall and Spring semesters. Faculty teaching NRS 4981 Integrated Clinical Concepts are responsible.

RN-BSN: Development of student competencies of health promotion and disease prevention is focused primarily on NRS 4660 and NRS 4800. Through these courses students apply principles of health promotion to population health and leadership of health outcomes for individuals, families, and communities. The formal evaluation of this program goal for annual reporting takes place through the completion of their portfolio. This is an online tool that students create to validate that they have met all course outcomes. The students determine their professional goals and then are required to document achievement of the goals with course assignments, activities, etc. The portfolio is completed throughout the program since students can enter the program any time. The final portfolio

fulfills the Exit Exam requirement. The RN-BSN Program Coordinator will verify completion of the portfolio.

Student Learning Outcome 6: Students will apply principles of health promotion, disease, and injury prevention to maximize health outcomes.

Means of Assessing the Outcome:

6.1 Pre-Licensure: RN Exit Hesi Sub score for NLNAC Client Needs: Health Promotion and Maintenance

6.2 Pre-Licensure: RN Exit Hesi Sub score for Quality and Safety Education AACN Curriculum Category: Clinical Prevention and Population Health

6.3 Pre-Licensure: RN Exit Hesi sub score for Nursing Concepts Category: Health Promotion

6.4 RN-BSN: Health promotion/disease prevention portion of the grading rubric for the RN-BSN portfolio

Desired Standard of Achievement:

6.1 Pre-Licensure: Students will average 850 or higher on the RN Exit Hesi sub score for Client Needs: Health Promotion and Maintenance. If the average drops below the 850 desired level, the School of Nursing's Curriculum Committee will review the results and develop a plan of action that will address health promotion throughout the curriculum.

6.2 Pre-Licensure: Students will average 850 or higher on the RN Exit Hesi sub score for AACN Curriculum Category: Clinical Prevention and Population Health. If the average drops below the 850 desired level, the School of Nursing's Curriculum Committee will review the results and develop a plan of action that will address health promotion throughout the curriculum.

6.3 Pre-Licensure: Students will average 850 or higher on the RN Exit Hesi sub score for Nursing Concepts Category: Health Promotion. If the average drops below the 850 desired level, the School of Nursing's Curriculum Committee will review the results and develop a plan of action that will address health promotion throughout the curriculum.

6.4 RN-BSN: 80% of students will score a minimum of 3 out of 4 on the health promotion/disease prevention portion of the grading rubric for the RN-BSN portfolio. If less than 80% of students score less than the desired level of achievement, the RN-BSN faculty will review the curriculum to determine how to reinforce the concept of health promotion.

Results of Assessment:

6.1 Pre-Licensure: Students averaged 1030 (Fall 2017= 974, Spring 2018 = 1086) on the RN Exit Hesi sub score for Client Needs: Health Promotion and Maintenance (GOAL MET).

6.2 Pre-Licensure: Students averaged 973.5 (Fall 2017= 939, Spring 2018 = 1008) on the RN Exit Hesi sub score for AACN Curriculum Category: Clinical Prevention and Population Health (GOAL MET).

6.3 Pre-Licensure: Students averaged 915.5 (Fall 2017= 884, Spring 2018 = 947) on the RN Exit Hesi sub score for Nursing Concepts Category: Health Promotion (GOAL MET).

6.4 RN-BSN: 100% of students scored a minimum of 3 out of 4 on the health promotion/disease prevention portion of the grading rubric for the RN-BSN portfolio (GOAL MET).

Do these results indicate that this outcome was met?:

Yes

Interpretation of the Results (Please provide an analysis of your data/results here. Please discuss what program changes or modifications will be made as a result of the analysis of your assessment data.):

Pre-Licensure: This outcome was achieved, and because all outcomes towards students' demonstration of the program goal of health promotion were met, no changes are recommended at this time. Although students met the desired benchmark, faculty will use the NCLEX-RN Program Report to analyze more detailed data regarding this outcome. Faculty will determine areas of weakness within each course that can address this program outcome. Outcomes for this program goal will be monitored during the next assessment phase. Faculty are implementing a revised Pre-Licensure BSN curriculum beginning Fall 2018, and additional formative assessment measures will be added during the next assessment phase.

RN-BSN: This outcome was achieved, and because all outcomes towards students' demonstration of the program goal of health promotion were met, no changes are recommended at this time. Faculty are currently planning a major revision of the RN-BSN program and will revise the assessment plan once the new RN-BSN curriculum takes effect.

Pre-Licensure BSN: Faculty will continue to monitor and track longitudinally.

RN-BSN: Faculty are drafting a proposal for major revisions to this program. We hope to transform the program into an RN-MSN option. This will require a complete revision of the assessment plan for this BSN track.

Pre-Licensure BSN: Because the Pre-Licensure BSN curriculum is revised as of Fall 2018, faculty will analyze the assessment plan and make changes as appropriate. We will also be mapping the curriculum at the course level more closely to the NCLEX-RN Detailed Test Plan.

RN-BSN: Faculty will monitor the current RN-BSN track as is and develop the RN-MSN proposal during FY19. The revised curriculum would not take effect until at least FY20.

Pre-Licensure BSN: All Pre-Licensure BSN Faculty

RN-BSN: Taskforce to include current RN-BSN faculty and MSN faculty

Program Goal 7: Graduates from the BSN program will demonstrate the program goal of advocacy.

Program Goal 7 Measurement: Pre-Licensure: All courses but one (NRSG 3140 Health Assessment) in the program have a course outcome related to advocacy, and formative assessments of this program goal are evaluated at the course level with each course offering. The formal evaluation of this program goal for annual reporting takes place in the last semester in two courses: NRSG 4980 Clinical Internship and NRSG 4981 Integrated Clinical Concepts. The School of Nursing uses the Health Education Systems, Inc. (HESI) predictive exam as the students' senior exit exam, as it simulates the NCLEX licensure exam. The Exit

Exam (NCLEX-RN simulation exam) is given at the end of each Fall and Spring semesters. Faculty teaching NRS 4981 Integrated Clinical Concepts are responsible.

RN-BSN: Each course in the program has a course outcome related to advocacy, and formative assessments of this program goal are evaluated at the course level with each course offering. The formal evaluation of this program goal for annual reporting takes place through the completion of their portfolio. This is an online tool that students create to validate that they have met all course outcomes. The students determine their professional goals and then are required to document achievement of the goals with course assignments, activities, etc. The portfolio is completed throughout the program since students can enter the program any time. The final portfolio fulfills the Exit Exam requirement. The RN-BSN Program Coordinator will verify completion of the portfolio.

Student Learning Outcome 7: Students will recognize the need of advocacy in regulatory, legislative, and public policy that influences the health care system.

Means of Assessing the Outcome:

7.1 Pre-Licensure: RN Exit Hesi sub score for AACN Curriculum Category: Advocacy/Ethical/Legal Issues

7.2 RN-BSN: Advocacy portion of the grading rubric for the RN BSN portfolio

Desired Standard of Achievement:

7.1 Pre-Licensure: Students will average 850 or higher on the RN Exit Hesi sub score for AACN Curriculum Category: Advocacy/Ethical/Legal Issues. If the average drops below the 850 desired level, the School of Nursing's Curriculum Committee will review the results and develop a plan of action that will address advocacy throughout the curriculum.

7.2 RN-BSN: 80% of students will score a minimum of 3 out of 4 on the advocacy portion of the grading rubric for the RN-BSN portfolio. If less than 80% of students score less than the desired level of achievement, the RN-BSN faculty will review the curriculum to determine how to reinforce the concept of advocacy.

Results of Assessment:

7.1 Pre-Licensure: Students averaged 929 (Fall 2017= 917, Spring 2018= 941) on the RN Exit Hesi sub score for Nursing Concepts: Advocacy/Ethical/Legal Issues (GOAL MET).

7.2 RN-BSN: 100% of students scored a minimum of 3 out of 4 on the advocacy portion of the grading rubric for the RN-BSN portfolio (GOAL MET).

Do these results indicate that this outcome was met?:

Yes

Interpretation of the Results (Please provide an analysis of your data/results here. Please discuss what program changes or modifications will be made as a result of the analysis of your assessment data.):

Pre-Licensure: This outcome was achieved, and because all outcomes towards students' demonstration of the program goal of advocacy were met, no changes are recommended at this time. Although students met the desired benchmark, faculty will use the NCLEX-RN Program Report to analyze more detailed data

regarding this outcome. Faculty will determine areas of weakness within each course that can address this program outcome. Outcomes for this program goal will be monitored during the next assessment phase. Faculty are implementing a revised Pre-Licensure BSN curriculum beginning Fall 2018, and additional formative assessment measures will be added during the next assessment phase.

RN-BSN: This outcome was achieved, and because all outcomes towards students' demonstration of the program goal of advocacy were met, no changes are recommended at this time. Faculty are currently planning a major revision of the RN-BSN program and will revise the assessment plan once the new RN-BSN curriculum takes effect.

Pre-Licensure BSN: Faculty will continue to monitor and track longitudinally.

RN-BSN: Faculty are drafting a proposal for major revisions to this program. We hope to transform the program into an RN-MSN option. This will require a complete revision of the assessment plan for this BSN track.

Pre-Licensure BSN: Because the Pre-Licensure BSN curriculum is revised as of Fall 2018, faculty will analyze the assessment plan and make changes as appropriate. We will also be mapping the curriculum at the course level more closely to the NCLEX-RN Detailed Test Plan.

RN-BSN: Faculty will monitor the current RN-BSN track as is and develop the RN-MSN proposal during FY19. The revised curriculum would not take effect until at least FY20.

Pre-Licensure BSN: All Pre-Licensure BSN Faculty

RN-BSN: Taskforce to include current RN-BSN faculty and MSN faculty

Program Goal 8: Graduates from the BSN program will demonstrate the program goal of collaboration.

Program Goal 8 Measurement: Pre-Licensure: All courses but three (NRS 3140 Health Assessment, NRS 3660 Nursing the Childrearing Family, and 4140 Nursing Research) in the program have a course outcome related to collaboration, and formative assessments of this program goal are evaluated at the course level with each course offering. The formal evaluation of this program goal for annual reporting takes place in the last semester in two courses: NRS 4980 Clinical Internship and NRS 4981 Integrated Clinical Concepts. The School of Nursing uses the Health Education Systems, Inc. (HESI) predictive exam as the students' senior exit exam, as it simulates the NCLEX licensure exam. The Exit Exam (NCLEX-RN simulation exam) is given at the end of each Fall and Spring semesters. Faculty teaching NRS 4981 Integrated Clinical Concepts are responsible.

RN-BSN: Three courses in the program have a course outcome related to collaboration, and formative assessments of this program goal are evaluated at the course level with each course offering. The formal evaluation of this program goal for annual reporting takes place through the completion of their portfolio. This is an online tool that students create to validate that they have met all course outcomes. The students determine their professional goals and then are required to document achievement of the goals with course assignments, activities, etc. The portfolio is completed throughout the program since students can enter the program any time. The final portfolio fulfills the Exit Exam requirement. The RN-BSN Program Coordinator will verify completion of the portfolio.

Student Learning Outcome 8: Students will collaborate with the client and health care team in providing compassionate and coordinated care.

Means of Assessing the Outcome:

8.1 Pre-Licensure: RN Exit Hesi sub score for Quality and Safety Education (QSEN) Teamwork and Collaboration Category: Member of Team

8.2 Pre-Licensure: RN Exit Hesi sub score for Quality and Safety Education (QSEN) Teamwork and Collaboration Category: Scope of Practice

8.3 Pre-Licensure: RN Exit Hesi sub score for Quality and Safety Education (QSEN) Teamwork and Collaboration Category: Communication

8.4 Pre-Licensure: RN Exit Hesi sub score for Quality and Safety Education (QSEN) Teamwork and Collaboration Category: Systems/Team Functions

8.5 RN-BSN: Collaboration portion of the grading rubric for the RN-BSN portfolio

Desired Standard of Achievement:

8.1 Pre-Licensure: Students will average 850 or higher on the RN Exit Hesi sub score for Quality and Safety Education (QSEN) Teamwork and Collaboration Category: Member of Team. If the average drops below the 850 desired level, the School of Nursing's Curriculum Committee will review the results and develop a plan of action that will address collaboration throughout the curriculum.

8.2 Pre-Licensure: Students will average 850 or higher on the RN Exit Hesi sub score for Quality and Safety Education (QSEN) Teamwork and Collaboration Category: Scope of Practice. If the average drops below the 850 desired level, the School of Nursing's Curriculum Committee will review the results and develop a plan of action that will address collaboration throughout the curriculum.

8.3 Pre-Licensure: Students will average 850 or higher on the RN Exit Hesi sub score for Quality and Safety Education (QSEN) Teamwork and Collaboration Category: Communication. If the average drops below the 850 desired level, the School of Nursing's Curriculum Committee will review the results and develop a plan of action that will address collaboration throughout the curriculum.

8.4 Pre-Licensure: Students will average 850 or higher on the RN Exit Hesi sub score for Quality and Safety Education (QSEN) Teamwork and Collaboration Category: Systems/Team Functions. If the average drops below the 850 desired level, the School of Nursing's Curriculum Committee will review the results and develop a plan of action that will address collaboration throughout the curriculum.

8.5 RN-BSN: 80% of students will score a minimum of 3 out of 4 on the collaboration portion of the grading rubric for the RN-BSN portfolio. If less than 80% of students score less than the desired level of achievement, the RN-BSN faculty will review the curriculum to determine how to reinforce the concept of collaboration.

Results of Assessment:

8.1 Pre-Licensure: Students averaged 979.5 (Fall 2017= 949 , Spring 2018= 1010) on the RN Exit Hesi sub score for Quality and Safety Education (QSEN) Teamwork and Collaboration Category: Member of Team (GOAL MET).

8.2 Pre-Licensure: Students averaged 978.5 (Fall 2017= 939, Spring 2018= 1018) on the RN Exit Hesi sub score for Quality and Safety Education (QSEN) Teamwork and Collaboration Category: Scope of Practice (GOAL MET).

8.3 Pre-Licensure: Students averaged 993.5 (Fall 2017= 955, Spring 2018= 1032) on the RN Exit Hesi sub score for Quality and Safety Education (QSEN) Teamwork and Collaboration Category: Communication (GOAL MET).

8.4 Pre-Licensure: Students averaged 973 (Fall 2017= 900, Spring 2018= 1046) on the RN Exit Hesi sub score for Quality and Safety Education (QSEN) Teamwork and Collaboration Category: Systems/Team Functions (GOAL MET).

8.5 RN-BSN: 100% of students scored a minimum of 3 out of 4 on the collaboration portion of the grading rubric for the RN-BSN portfolio (GOAL MET).

Do these results indicate that this outcome was met?:

Yes

Interpretation of the Results (Please provide an analysis of your data/results here. Please discuss what program changes or modifications will be made as a result of the analysis of your assessment data.):

Pre-Licensure: This outcome was achieved, and because all outcomes towards students' demonstration of the program goal of collaboration were met, no changes are recommended at this time. Although students met the desired benchmark, faculty will use the NCLEX-RN Program Report to analyze more detailed data regarding this outcome. Faculty will determine areas of weakness within each course that can address this program outcome. Outcomes for this program goal will be monitored during the next assessment phase. Faculty are implementing a revised Pre-Licensure BSN curriculum beginning Fall 2018, and additional formative assessment measures will be added during the next assessment phase.

RN-BSN: This outcome was achieved, and because all outcomes towards students' demonstration of the program goal of collaboration were met, no changes are recommended at this time. Faculty are currently planning a major revision of the RN-BSN program and will revise the assessment plan once the new RN-BSN curriculum takes effect.

Pre-Licensure BSN: Faculty will continue to monitor and track longitudinally.

RN-BSN: Faculty are drafting a proposal for major revisions to this program. We hope to transform the program into an RN-MSN option. This will require a complete revision of the assessment plan for this BSN track.

Pre-Licensure BSN: Because the Pre-Licensure BSN curriculum is revised as of Fall 2018, faculty will analyze the assessment plan and make changes as appropriate. We will also be mapping the curriculum at the course level more closely to the NCLEX-RN Detailed Test Plan.

RN-BSN: Faculty will monitor the current RN-BSN track as is and develop the RN-MSN proposal during FY19. The revised curriculum would not take effect until at least FY20.

Pre-Licensure BSN: All Pre-Licensure BSN Faculty

RN-BSN: Taskforce to include current RN-BSN faculty and MSN faculty

Program Goal 9: Graduates from the BSN program will demonstrate the program goal of health informatics.

Program Goal 9 Measurement: Pre-Licensure: All courses but three (NRS 3140 Health Assessment, NRS 3340 Introduction to the Profession of Nursing, and 4140 Nursing Research) in the BSN program have a course outcome related to health informatics, and formative assessments of this program goal are evaluated

at the course level with each course offering. The formal evaluation of this program goal for annual reporting takes place in the last semester in two courses: NRS 4980 Clinical Internship and NRS 4981 Integrated Clinical Concepts. The School of Nursing uses the Health Education Systems, Inc. (HESI) predictive exam as the students' senior exit exam, as it simulates the NCLEX licensure exam. The Exit Exam (NCLEX-RN simulation exam) is given at the end of each Fall and Spring semesters. Faculty teaching NRS 4981 Integrated Clinical Concepts are responsible.

RN-BSN: Five courses in the RN-BSN program have a course outcome related to health informatics, and formative assessments of this program goal are evaluated at the course level with each course offering. The formal evaluation of this program goal for annual reporting takes place through the completion of their portfolio. This is an online tool that students create to validate that they have met all course outcomes. The students determine their professional goals and then are required to document achievement of the goals with course assignments, activities, etc. The portfolio is completed throughout the program since students can enter the program any time. The final portfolio fulfills the Exit Exam requirement. The RN-BSN Program Coordinator will verify completion of the portfolio.

Student Learning Outcome 9: Students will demonstrate competent use of informatics to support clinical decision-making, mitigate errors, and improve outcomes.

Means of Assessing the Outcome:

9.1 Pre-Licensure: RN Exit Hesi sub score for AACN Curriculum Category: Information Management & Patient Care Technology

9.2 Pre-Licensure: RN Exit Hesi sub score for Quality and Safety Education (QSEN) Safety Category: Informatics

9.3 Pre-Licensure: RN Exit Hesi sub score for Nursing Concepts Healthcare Category: Informatics-Technology

9.4 RN-BSN: 80% of students will score a minimum of 3 out of 4 on the informatics portion of the grading rubric for the RN-BSN portfolio

Desired Standard of Achievement:

9.1 Pre-Licensure: Students will average 850 or higher on the RN Exit Hesi sub score for AACN Curriculum Category: Information Management & Patient Care Technology. If the average drops below the 850 desired level, the School of Nursing's Curriculum Committee will review the results and develop a plan of action that will address health informatics throughout the curriculum.

9.2 Pre-Licensure: Students will average 850 or higher on the RN Exit Hesi sub score for Quality and Safety Education (QSEN) Safety Category: Informatics. If the average drops below the 850 desired level, the School of Nursing's Curriculum Committee will review the results and develop a plan of action that will address health informatics throughout the curriculum.

9.3 Pre-Licensure: Students will average 850 or higher on the RN Exit Hesi sub score for Nursing Concepts Healthcare Category: Informatics-Technology. If the average drops below the 850 desired level, the School of Nursing's Curriculum Committee will review the results and develop a plan of action that will address health informatics throughout the curriculum.

9.4 RN-BSN: 80% of students will score a minimum of 3 out of 4 on the informatics portion of the grading rubric for the RN-BSN portfolio. If less than 80% of students score less than the desired level of achievement, the RN-BSN faculty will review the curriculum to determine how to reinforce the concept of health informatics.

Results of Assessment:

9.1 Pre-Licensure: Students averaged 1005 (Fall 2017= 980, Spring 2018= 1030) on the RN Exit Hesi sub score for AACN Curriculum Category: Information Management & Patient Care Technology (GOAL MET).

9.2 Pre-Licensure: Students averaged 1023.5 (Fall 2017= 981, Spring 2018= 1066) on the RN Exit Hesi sub score for Quality and Safety Education (QSEN) Safety Category: Informatics (GOAL MET).

9.3 Pre-Licensure: Students averaged 980.5 (Fall 2017= 935, Spring 2018= 1026) on the RN Exit Hesi sub score for Nursing Concepts Healthcare Category: Informatics-Technology (GOAL MET).

9.4 RN-BSN: 100% of students scored a minimum of 3 out of 4 on the informatics portion of the grading rubric for the RN-BSN portfolio (GOAL MET).

Do these results indicate that this outcome was met?:

Yes

Interpretation of the Results (Please provide an analysis of your data/results here. Please discuss what program changes or modifications will be made as a result of the analysis of your assessment data.):

Pre-Licensure: This outcome was achieved, and because all outcomes towards students' demonstration of the program goal of health informatics were met, no changes are recommended at this time. Although students met the desired benchmark, faculty will use the NCLEX-RN Program Report to analyze more detailed data regarding this outcome. Faculty will determine areas of weakness within each course that can address this program outcome. Outcomes for this program goal will be monitored during the next assessment phase. Faculty are implementing a revised Pre-Licensure BSN curriculum beginning Fall 2018, and additional formative assessment measures will be added during the next assessment phase.

RN-BSN: This outcome was achieved, and because all outcomes towards students' demonstration of the program goal of health informatics were met, no changes are recommended at this time. Faculty are currently planning a major revision of the RN-BSN program and will revise the assessment plan once the new RN-BSN curriculum takes effect.

Pre-Licensure BSN: Faculty will continue to monitor and track longitudinally.

RN-BSN: Faculty are drafting a proposal for major revisions to this program. We hope to transform the program into an RN-MSN option. This will require a complete revision of the assessment plan for this BSN track.

Pre-Licensure BSN: Because the Pre-Licensure BSN curriculum is revised as of Fall 2018, faculty will analyze the assessment plan and make changes as appropriate. We will also be mapping the curriculum at the course level more closely to the NCLEX-RN Detailed Test Plan.

RN-BSN: Faculty will monitor the current RN-BSN track as is and develop the RN-MSN proposal during FY19. The revised curriculum would not take effect until at least FY20.

Pre-Licensure BSN: All Pre-Licensure BSN Faculty

RN-BSN: Taskforce to include current RN-BSN faculty and MSN faculty

Program Goal 10: Graduates from the BSN program will demonstrate the program goal of professional nursing practice.

Program Goal 10 Measurement: Pre-Licensure: All courses but one (NRS 3680 Legal and Ethical Issues in Nursing) in the program have a course outcome related to professional nursing practice, and formative assessments of this program goal are evaluated at the course level with each course offering. The formal evaluation of this program goal for annual reporting takes place in the last semester in two courses: NRS 4980 Clinical Internship and NRS 4981 Integrated Clinical Concepts. The School of Nursing uses the Health Education Systems, Inc. (HESI) predictive exam as the students' senior exit exam, as it simulates the NCLEX licensure exam. The Exit Exam (NCLEX-RN simulation exam) is given at the end of each Fall and Spring semesters. Faculty teaching NRS 4981 Integrated Clinical Concepts are responsible.

RN-BSN: Five course in the program have a course outcome related to professional nursing practice, and formative assessments of this program goal are evaluated at the course level with each course offering. The formal evaluation of this program goal for annual reporting takes place through the completion of their portfolio. This is an online tool that students create to validate that they have met all course outcomes. The students determine their professional goals and then are required to document achievement of the goals with course assignments, activities, etc. The portfolio is completed throughout the program since students can enter the program any time. The final portfolio fulfills the Exit Exam requirement. The RN-BSN Program Coordinator will verify completion of the portfolio.

Student Learning Outcome 10: Students will synthesize concepts from liberal arts and sciences, clinical reasoning, and nursing to form the basis for professional practice.

Means of Assessing the Outcome:

10.1 Pre-Licensure: RN Exit Hesi overall score

10.2 RN-BSN: 80% of students will score a minimum of 3 out of 4 on the professional practice portion of the grading rubric for the RN-BSN portfolio

Desired Standard of Achievement:

10.1 Pre-Licensure: Students will average 850 or higher on the RN Exit Hesi overall score. If the average drops below the 850 desired level, the School of Nursing's Curriculum Committee will review the results and develop a plan of action that will address professional nursing practice throughout the curriculum.

10.2 RN-BSN: 80% of students will score a minimum of 3 out of 4 on the p portion of the grading rubric for the RN-BSN portfolio. If less than 80% of students score less than the desired level of achievement, the RN-BSN faculty will review the curriculum to determine how to reinforce the concept of professional nursing practice.

Results of Assessment:

10.1 Pre-Licensure: Students averaged 977.5 (Fall 2017= 942, Spring 2018= 1013) on the RN Exit Hesi overall score (GOAL MET).

10.2 RN-BSN: 100% of students scored a minimum of 3 out of 4 on the p portion of the grading rubric for the RN-BSN portfolio (GOAL MET).

Do these results indicate that this outcome was met?:

Yes

Interpretation of the Results (Please provide an analysis of your data/results here. Please discuss what program changes or modifications will be made as a result of the analysis of your assessment data.):

Pre-Licensure: This outcome was achieved, and because all outcomes towards students' demonstration of the program goal of professional nursing practice were met, no changes are recommended at this time. Although students met the desired benchmark, faculty will use the NCLEX-RN Program Report to analyze more detailed data regarding this outcome. Faculty will determine areas of weakness within each course that can address this program outcome. Outcomes for this program goal will be monitored during the next assessment phase. Faculty are implementing a revised Pre-Licensure BSN curriculum beginning Fall 2018, and additional formative assessment measures will be added during the next assessment phase.

RN-BSN: This outcome was achieved, and because all outcomes towards students' demonstration of the program goal of professional nursing practice were met, no changes are recommended at this time. Faculty are currently planning a major revision of the RN-BSN program and will revise the assessment plan once the new RN-BSN curriculum takes effect.

Pre-Licensure BSN: Faculty will continue to monitor and track longitudinally.

RN-BSN: Faculty are drafting a proposal for major revisions to this program. We hope to transform the program into an RN-MSN option. This will require a complete revision of the assessment plan for this BSN track.

Pre-Licensure BSN: Because the Pre-Licensure BSN curriculum is revised as of Fall 2018, faculty will analyze the assessment plan and make changes as appropriate. We will also be mapping the curriculum at the course level more closely to the NCLEX-RN Detailed Test Plan.

RN-BSN: Faculty will monitor the current RN-BSN track as is and develop the RN-MSN proposal during FY19. The revised curriculum would not take effect until at least FY20.

Pre-Licensure BSN: All Pre-Licensure BSN Faculty

RN-BSN: Taskforce to include current RN-BSN faculty and MSN faculty

MSN

Family Nurse Practitioner Mission: In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The Family Nurse Practitioner program prepares nursing professionals to fulfill advanced practice roles in rural and underserved areas.

Psychiatric Mental Health Nurse Practitioner Mission: In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The Psychiatric Mental Health Nurse Practitioner program prepares nursing professionals to fulfill mental health advanced practice roles in rural and underserved areas.

Nurse Educator Mission: In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The Nurse Educator program prepares nursing professionals to address educational needs in academic and healthcare organizational settings.

CLOSING THE LOOP FY17

The **MSN FNP** program assesses program goals every other year: program goals 1-5 on even years and program goals 6-10 on odd years. Therefore, this Closing the Loop addresses program goals 1-5 from FY17.

Program Goal 1: Communication

Although this outcome was fully met and students clearly indicated that they had opportunities to grow and improve in this program outcome. Students did offer suggestions on how we could better assist them in meeting this goal.

The first suggestion was to add more team presentations into the curriculum. Teaching teams in NRS 7050 and NRS 7030 have now added team presentations to their courses. Students reflected very positively on these presentations. Rubrics were updated to be sure to account for participation effort so that students were rated fairly, if one student did more work than other students for the group presentations.

The second suggestion was to provide examples of exemplary papers so that students could improve their communication through writing skills. Modules were added to NRS 7000 that reviewed the proper way to complete History and Physical Exam (EMRs) on clients and an example of an exemplary paper was given to students in NRS 7030. Despite the modules in the NRS 7000 course, some students continued to turn in poor EMRs papers. In the future, additional work will be added to the module to see if improvement occurs. It has been noted that the weakest overall performing students have the most trouble with these assignments. They seem to be a good indicator of students that are struggling with the basic concepts and we plan to use them to identify students earlier so that we can work with them closer to improve skills.

Program Goal 2: Evidence-Based Practice

Although this outcome was fully met and students clearly indicated that they had opportunities to grow and improve in this program outcome. Students only offered one suggestion on how we could better assist them in meeting this goal and that was to have a guest speakers discuss the need for involvement in research and EBP. A panel was arranged of NPs located throughout the State to discuss all types of issues with the students. One of the panelist was a nurse researcher and she shared her experiences with the students. This panel was well received. Future plans are to continue to offer this panel for the students and to re-evaluate this goal in two years.

Program Goal 3: Leadership

Although this outcome was fully met and students clearly indicated that they had opportunities to grow and improve in this program outcome. Students did offer suggestions on how we could better assist them in meeting this goal.

Students asked for team building exercises or further practice in a clinic type setting before starting real clinical rotations. NRS 6300, which occurs prior to clinical rotations, has now added a component to their course that gives the students an 8 hour rotation at DayBreak (homeless clinic operated by faculty and First Choice Primary Care) to get some idea as to what would be expected of them in the clinical setting. This opportunity has only been implemented this year and results of the new rotation will not be evaluated until next year.

Program Goal 4: Ethics

Similar to two year ago, this goal was fully met. Students were rated by their faculty on obtainment of this outcome during their clinical rotations. All faculty rated 100% of the students as on track or above average on this objective. Student reflections indicated that 100% of the students rated themselves as having obtained this outcome and, when asked what else the SON could do to help future students obtain this outcome, a suggestion was made to have class discussion in each class so that the students could work through and discuss ethical solutions. NRS 7050 and NRS 7030 have now added sections to their courses that include issues related to ethical decision making and in NRS 7410 panel discussion was included on legal issues that face NPs in Georgia. Plans are to continue reviewing this goal in next year to see if students feel these changes have helped them with this goal.

Program Goal 5: Cultural/Spiritual Diversity

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 students rated themselves as all having obtained the objective and offered no suggestions on how we as a school could help them obtain this outcome in the future. Students were excited to have the opportunity to study abroad twice during their training and felt that GCSU's program was one of the best in the country because of this opportunity.

For those students that were not able to study abroad, NRS 7050 added a presentation assignment that allows students the opportunity to decide on a healthcare issue that is problematic to children in developing regions of the world (example menses in Sub-Saharan Africa). As this is a new assignment and only implemented in the last year, this outcome will be evaluated again in two years to determine if the changes have been helpful for those students that do not have the ability to go abroad.

The **MSN PMHNP** program assesses program goals every other year: program goals 1-5 on even years and program goals 6-10 on odd years. Therefore, this Closing the Loop addresses program goals 1-5 from FY17.

The first cohort was admitted in May 2016, and therefore assessment of these five program outcomes is limited to the first course offerings.

Program Goal 1: Communication

Course assignments related to communication were mapped to the program goal of communication. Writing assignments in courses have sections on the rubric related to good writing mechanics. In general, the first cohort demonstrated acceptable communication skills, both in written and oral forms during the first year of the program (foundational courses). Students' interpersonal communication skills needs improvement from this first year (making a good diagnosis, planning for care, etc.) simply because the program progresses from simple to complex and they continue to develop this skill. Faculty planned additional faculty supervision in the clinical setting to ensure 1) student acquisition of clinical skills and 2) the communication component of those skills.

Faculty reflection revealed that it was difficult to capture enough student thought process (likely due to the online learning environment), so faculty decided that all PMHNP courses would have an added discussion board component. This was implemented with the second cohort and will be assessed next year.

Because this program is so new, faculty will closely monitor student attainment of this communication goal and determine the need for additional measurements during the next cycle.

Program Goal 2: Evidence-Based Practice

All students in this program will complete a core class related to Research during the Psychiatric Mental Health Nurse Practitioner program; however, students do not complete this until later in the program. Therefore, clinical courses require students to complete assignments such as case reports that require students to provide supporting evidence for their decision-making. This is a graded assignment and is an outcome measure for this program goal.

The first cohort was acceptable in meeting this program goal. With continuous feedback from faculty, some improvements were noted, but students are still not where faculty would like them to be. To further improve this outcome, faculty will increase the length of the case reports in order for students to be able to better articulate how the evidence relates to their patient's case.

Program Goal 3: Leadership

Because the program is new, faculty are still refining the assessment of student attainment of this goal. Up to this point, assessment of students' leadership skill has been anecdotal. Student demonstration of leadership skill attainment has occurred during clinical time with faculty and is evaluated formally on the faculty evaluation of student performance. Faculty would like to create a direct measure in the practicum course for next assessment cycle.

Many agencies do not use PMHNP skills, and therefore students are not afforded many opportunities to see their new role in clinical agencies. One agency has begun developing the PMHNP role and will become an additional clinical site for student rotation. This will enhance the students' ability to attain leadership skills.

Program Goal 4: Ethics

Students demonstrate ethics within case reporting, treatment planning, and care implementing care. However, a formal evaluation of this was not captured in the rubric, so faculty will revise the rubric to reflect student attainment of ethics and assess during the next cycle.

Program Goal 5: Cultural/Spiritual Diversity

Students demonstrate cultural/diversity within case reporting, treatment planning, and care implementing care. However, a formal evaluation of this was not captured in the rubric, so faculty will revise the rubric to reflect student attainment of ethics and assess during the next cycle.

The **MSN Nurse Educator** program assesses program goals every other year: program goals 1-5 on even years and program goals 6-10 on odd years. Therefore, this Closing the Loop addresses program goals 1-5 from FY17. It is noted that assessment of these program outcomes will be based on only one student during the next cycle, so faculty will consider evaluating these in consecutive years during the next cycle to gain a better specific assessment of student achievement. The university selected Portfolium as the official portfolio software, and this program has adapted the end of program rubric to reflect this change.

Program Goal 1: Communication

This was a new program during the last Closing the Loop. Students are doing well with communication as evidenced by meeting all assessment goals related to the program outcome. Faculty are pleased with students' abilities to communicate both orally and written, and especially in their ability to teach using interactive teaching strategies. A mid-point assessment has been added to the assessment plan (NRSG 6120 Course Paper, Presentation and Peer Review) in FY17 and will have more data to analyze during the next cycle. We will continue to measure this program goal related to communication.

Program Goal 2: Evidence-Based Practice

This was a new program during the last Closing the Loop. Students have been able to successfully incorporate evidence into their teaching plans. A mid-point assessment was added in NRSG 6120 (student's score on a rubric evaluating a clinical teaching project to improve clinical outcomes using scholarly inquiry and analysis of evidence), and faculty will continue to monitor this program goal related to evidence-based practice.

Program Goal 3: Leadership

This was a new program during the last Closing the Loop. Faculty are pleased that students achieved this program outcome. Our nurse educator students have been extremely successful in demonstrating leadership qualities, especially post-graduation. For example, three students have graduated from the nurse educator program and are now teaching with us. Three students are also graduates from or are currently enrolled in our DNP program. One student has graduated from this program and is now an Assistant Professor at GC who is developing our simulation center for the School of Nursing.

This program outcome did not have a mid-point assessment during the last assessment cycle, so faculty will be adding this during the next cycle (perhaps NRSG 6121 related to leading a technology simulation scenario).

Program Goal 4: Ethics

This was a new program during the last Closing the Loop. Students have two formal evaluations of meeting this program outcome: one is the preceptor evaluation rubric that incorporates a rating of at least 3 out of 4 in the educator practicum course, and the second is the faculty evaluation of evidence of achieving the program outcomes on the portfolio rubric. A mid-point assessment was added to the assessment plan (NRSG 6120 unfolding case study that includes legal-ethical aspects of the nurse educator role) a couple of years ago. To date, faculty have been pleased with the assignment outcomes on this mid-point assessment, but formal evaluation of the program goal will continue.

Program Goal 5: Cultural/Spiritual Diversity

This was a new program during the last Closing the Loop. Students have one formal evaluation of meeting this program outcome: faculty evaluation of evidence of achieving the program outcomes on the portfolio rubric. Faculty are concerned that the program outcome is too specific to the nurse practitioner role in providing care for the client because the wording addresses providing compassionate and coordinated care to patients. It is difficult to apply this concept to nurse educator students who are teaching. Therefore faculty will address this during this year's formal curriculum review.

SMART REPORT FY18

Program Goal 6: Graduates from the MSN program will use data to improve the quality and safety of client health outcomes.

Program Goal 6 Description: Courses within all MSN concentrations (MSN-NP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to

students' use of data to monitor and improve the quality and safety of health promotion & disease prevention outcomes. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program.

Student Learning Outcome 6: The MSN student will use data to monitor and improve the quality and safety of health promotion & disease prevention outcomes.

Means of Assessing the Outcome:

MSN-NP: Faculty evaluation of student communication skills in the clinical setting in NRS 7010.

MSN-NP: Student reflections and ranking of their ability to use data to monitor and improve the quality and safety of health promotion & disease prevention outcomes at the beginning of their program to the end of the program.

MSN-PMHNP: Case Reports in NRS 7110 and 7120 courses

MSN-PMHNP: Faculty evaluation of students in the NRS 7200 course

MSN-PMHNP: Student reflections and ranking of their ability to use data to monitor and improve the quality and safety of health promotion & disease prevention outcomes at the beginning of their program to the end of the program

MSN-PMHNP: Program Exit Exam

MSN-Nurse Educator: Portfolio rubric

MSN Nurse Educator: Student self-assessment

Desired Standard of Achievement:

MSN-FNP: 90% of the students will be on track or above on faculty evaluation of student use of data to monitor and improve the quality and safety of health promotion & disease prevention outcomes as based on questions 10 – 15 of the faculty evaluation form. Students who are not on track will be remediated by faculty in the following semester.

MSN-FNP: 90% of the students will reflect positively on their abilities to use of data to monitor and improve the quality and safety of health promotion & disease prevention outcomes and will indicate an increase in their communication skills by the end of the program. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: 85% of students will achieve a grade equal or above 85% based on the Case Report Grading Rubric. All students are given feedback and suggestions for improvement. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: 90% of the students will be rated on track or above on faculty evaluation of student's use of data to monitor and improve the quality and safety of health promotion & disease prevention outcomes as based on questions 10 – 15 of the faculty evaluation form. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: 90% of the students will reflect positively on their abilities to use of data to monitor and improve the quality and safety of health promotion & disease prevention outcomes and will indicate an increase in their communication skills by the end of the program. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: The Exit Exam score average of the graduating PMHNP on the Patient-Centered Care and Primary Care section of the exam is 80% or greater. Failure to achieve the benchmark will result in the student being enrolled in a 1-hour remediation course.

MSN- Nurse Educator: 80% of students will rate themselves at 3 or higher on scale rating achievement of this outcome. Students who are not on track will be remediated by faculty in the following semester.

MSN- Nurse Educator: 80% of students will score 7 or higher on portfolio rubric evaluating evidence of achieving this outcome. Students who are not on track will be remediated by faculty in the following semester.

Results of Assessment:

MSN-FNP: 100% of the students were rated as on track or above average on the 7010 Faculty Ratings for this program goal (GOAL MET).

MSN-FNP: 100% of students reflected positively on their abilities related to health promotion and disease prevention and offered suggestions for program improvement (GOAL MET).

MSN-PMHNP: 85% of students achieved a grade equal or above 85% based on the Case Report Grading Rubric. All students were given feedback and suggestions for improvement (GOAL MET).

MSN-PMHNP: 100% of the students were rated on track or above on faculty evaluation of student use of data to monitor and improve the quality and safety of health promotion & disease prevention outcomes as based on questions 10 – 15 of the faculty evaluation form (GOAL MET).

MSN-PMHNP: 100% of the students reflected positively on their abilities to use of data to monitor and improve the quality and safety of health promotion & disease prevention outcomes and will indicate an increase in their communication skills by the end of the program (GOAL MET).

MSN-PMHNP: The Exit Exam score average of the graduating PMHNP on the Patient-Centered Care and Primary Care section of the exam was 84% (GOAL MET).

MSN-Nurse Educator: 100% of students rated themselves as having fully met this outcome (GOAL MET).

MSN- Nurse Educator: 100% of students scored 7 or higher on portfolio rubric evaluating this outcome (GOAL MET).

Do these results indicate that this outcome was met?:

Yes

Explain how results indicate whether or not outcome was met:

All outcomes were achieved for the FNP, PMHNP, and Nurse Educator concentrations.

Interpretation of the Results (Please provide an analysis of your data/results here. Please discuss what program changes or modifications will be made as a result of the analysis of your assessment data.):

MSN-FNP: Outcome fully met as faculty review of students indicated that all were on track or better for this program outcome. All students rated themselves as meeting the program outcome. Several students suggested further practice by doing GCSU sponsored health fairs or other events that would allow the students to practice their skills repeatedly. The FNP team is considering this students suggestion (see notation in table) and plans to try this in the coming year.

MSN-PMHNP: This goal is met. The first cohort of students who graduated in May 2018 demonstrated growth in this competency; however, the faculty will continue to monitor this goal and trend data over time in order make informed changes to the program accordingly.

MSN-Nurse Educator: This goal is met since nurse educator students showed competency with health promotion and disease prevention. It is noted that mid-point measures need improvement to align with changes in course assignments. During the 2018-2019 academic year these midpoint outcomes will be improved to reflect current assignments.

Program Goal 7: Graduates from the MSN program will advocate for social justice and equity in healthcare.

Program Goal 7 Description: Courses within all MSN concentrations (MSN-NP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' use of data to monitor and improve the quality and safety of health promotion & disease prevention outcomes. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program.

Student Learning Outcome 7: Students in the MSN program will advocate for social justice and equity in healthcare by supporting improvements in regulatory, legislative, and public policy development.

Means of Assessing the Outcome:

MSN-FNP: Faculty evaluations in NRSG 7010 Adult II (end of adult health rotations)

MSN-FNP: Student reflections and ranking of this program outcome in NRSG 7410 Primary Care Practicum

MSN-PMHNP: Family Genogram and Assessment Papers in NRSG 7110 and 7120

MSN-PMHNP: Faculty evaluations in NRSG 7200 Course

MSN-PMHNP: Student reflections and ranking of this program outcome in NRSG 7200 Practicum Course

MSN-PMHNP: Program Exit Exam

MSN-Nurse Educator: Portfolio rubric

MSN Nurse Educator: Student self-assessment

Desired Standard of Achievement:

MSN-FNP: 90% of faculty will rate the student NP as On-Track or Above Average for this program goal as based on question 21 of the Faculty Evaluation Form. Students who are not on track will be remediated by faculty in the following semester.

MSN-FNP: 90% of the graduating NP students will reflect on their use of advocacy for social justice and equity in healthcare by supporting improvements in regulatory, legislative, and public policy development from the beginning of the program to the end of the program. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: 85% of students will achieve a grade equal or above 85% based on the Family Assessment Grading Rubric. All students are given feedback and suggestions for improvement.

MSN-PMHNP: 90% of PMHNP students will be rated on-track or above average for this program goal as based on question 21 of the Faculty Evaluation Form.

MSN-PMHNP: 90% of the graduating PMHNP students will reflect on their use of advocacy for social justice and equity in healthcare by supporting improvements in regulatory, legislative, and public policy development from the beginning of the program to the end of the program.

MSN-PMHNP: The Exit Exam score average of the graduating PMHNP on the professional role and policy section of the exam is 80% or greater. Failure to achieve the benchmark will be enrolled in a 1-hour remediation course.

MSN- Nurse Educator: 80% of students will rate themselves at 3 or higher on scale rating achievement of this outcome. Students who are not on track will be remediated by faculty in the following semester.

MSN- Nurse Educator: 80% of students will score 7 or higher on portfolio rubric evaluating evidence of achieving this outcome. Students who are not on track will be remediated by faculty in the following semester.

Results of Assessment:

MSN-FNP: NRS 7010 Faculty Ratings indicated that 100% of the students were rated as on track or above average in this program goal (GOAL MET).

MSN-FNP: 100% of students reflected positively on their abilities and offered suggestions.

MSN-PMHNP: Based on the Family Assessment Grading Rubrics, 100% of students achieved a grade equal or above 85% in NRS 7110 and, 100% in NRS 7120. All students were given feedback and suggestions for improvement (GOAL MET).

MSN-PMHNP: 100% of PMHNP students are rated on-track or above average for this program goal as based on question 21 of the Faculty Evaluation Form (GOAL MET).

MSN-PMHNP: 100% of the graduating PMHNP students reflected on their use of advocacy for social justice and equity in healthcare by supporting improvements in regulatory, legislative, and public policy development from the beginning of the program to the end of the program (GOAL MET).

MSN-PMHNP: The Exit Exam score average of the graduating PMHNP on the professional role and policy section of the exam was 89% (GOAL MET).

MSN-Nurse Educator: 100% of students rated themselves as having fully met this outcome (GOAL MET).

MSN- Nurse Educator: 100% of students scored 7 or higher on portfolio rubric evaluating this outcome (GOAL MET).

[Do these results indicate that this outcome was met?:](#)

Yes

[Explain how results indicate whether or not outcome was met:](#)

All outcomes were achieved for the FNP, PMHNP, and Nurse Educator concentrations.

[Interpretation of the Results \(Please provide an analysis of your data/results here. Please discuss what program changes or modifications will be made as a result of the analysis of your assessment data.\):](#)

MSN-FNP: Outcome fully met as faculty review of students indicated that all were on track or better for this program outcome. 100% of the students indicated that they also felt that they met this objective. The majority of students felt that the SON helped them tremendously with this program outcome and did not have many suggestions for improvement.

MSN-PMHNP: This goal is met. The first cohort of students who graduated in May 2018 demonstrated growth in this competency, however, the faculty will continue to monitor this goal and trend data overtime in order make inform-changes to the program accordingly.

MSN-Nurse Educator: This goal is met since nurse educator students showed competency with advocacy. It is noted that mid-point measures need improvement to align with changes in course assignments. During the 2018-2019 academic year these midpoint outcomes will be improved to reflect current assignments.

Program Goal 8: Graduates from the MSN program will collaborate within nursing and inter-professional team members to foster open communication, mutual respect, and shared decision making.

Program Goal 8 Measurement: Courses within all MSN concentrations (MSN-NP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' collaboration abilities. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program.

Student Learning Outcome 8: Students will collaborate within nursing and inter-professional team members to foster open communication, mutual respect, and shared decision making.

Means of Assessing the Outcome:

MSN-FNP: Faculty evaluations of collaboration abilities in NRS 7010 Adult II (end of adult health rotations)

MSN-FNP: Graduating NP student reflection and ranking of the changes in their collaboration abilities over the course of the NP program

MSN-PMHNP: Case Reports in NRS 7110 and 7120

MSN-PMHNP: Faculty evaluation of the students in NRS 7120 Course

MSN-PMHNP: Student reflections and ranking of the changes in their collaboration abilities over the course of the PMHNP program

MSN-PMHNP: Program Exit Exam

MSN-Nurse Educator: Mid-Point-Preceptor evaluation of collaboration in NRS 6121

MSN-Nurse Educator: Portfolio rubric

MSN Nurse Educator: Student self-assessment

Desired Standard of Achievement:

MSN-FNP: 90% of the faculty rate the NP students as on track or exceeds in this program outcome as determined by questions 5-9 of the Faculty Evaluation Form. Students who are not on track will be remediated by faculty in the following semester.

MSN-FNP: 90% of the graduating students reflect positively on the changes in their collaboration abilities and rank themselves higher in abilities after completing the NP program. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: 85% of students will achieve a grade equal or above 85% based on the Case Report Grading Rubric. All students are given feedback and suggestions for improvement. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: 90% of PMHNP students will be rated on track or above on this program outcome as determined by questions 5-9 of the Faculty Evaluation Form. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: 90% of the graduating students reflect positively on the changes in their collaboration abilities and rank themselves higher in abilities after completing the PMHNP program. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: The Exit Exam score average of the graduating PMHNP on the professional role and policy section of the exam is 80% or greater. Failure to achieve the benchmark will be enrolled in a 1-hour remediation course. Students who are not on track will be remediated by faculty in the following semester.

MSN Nurse Educator: 80% of students will rate themselves at 3 or higher on scale rating achievement of this outcome. Students who are not on track will be remediated by faculty in the following semester.

MSN Nurse Educator: 80% of preceptors will rate students at 3 or higher on collaborating with team members to achieve goals. Students who are not on track will be remediated by faculty in the following semester.

MSN Nurse Educator: 80% of students will score 7 or higher on portfolio rubric evaluating evidence of achieving this outcome. Students who are not on track will be remediated by faculty in the following semester.

Results of Assessment:

MSN-FNP: 7010 Faculty Ratings indicated that 100% of the students were rated as on track or above average in this program goal (GOAL MET).

MSN-FNP: 100% of students reflected positively on their abilities and offered suggestions (GOAL MET).

MSN-PMHNP: Based on the Case Report Grading Rubrics, 100% of students achieved a grade equal or above 85% in NRS 7110 and, 100% in NRS 7120. All students were given feedback and suggestions for improvement (GOAL MET).

MSN-PMHNP: 100% of PMHNP students were rated on track or above on this program outcome as determined by questions 5-9 of the Faculty Evaluation Form (GOAL MET).

MSN-PMHNP: 100% of the graduating students reflected on the changes in their collaboration abilities and rank themselves higher in abilities after completing the PMHNP program (GOAL MET).

MSN-PMHNP: The Exit Exam score average of the graduating PMHNP on the professional role and policy section of the exam was 89% (GOAL MET).

MSN Nurse Educator: 100% of students rated themselves as having fully met this outcome (GOAL MET).

MSN Nurse Educator: 100% of preceptors rated students above 4 on a scale of 1-5 on with an average of 4.2 (GOAL MET).

MSN Nurse Educator: 100% of students scored 7 or higher on portfolio rubric (GOAL MET).

Do these results indicate that this outcome was met?:

Yes

Explain how results indicate whether or not outcome was met:

All outcomes were achieved for the FNP, PMHNP, and Nurse Educator concentrations.

Interpretation of the Results (Please provide an analysis of your data/results here. Please discuss what program changes or modifications will be made as a result of the analysis of your assessment data.):

MSN-FNP: Results indicated that students were fully at or exceeded expectations on this outcome. The majority of students felt the SON did very well in helping them reach this program outcome. Some did suggest using a controlled environment to practice these skills. The FNP faculty will consider adding this part to some of the OSCEs that are performed on the students.

MSN-PMHNP: This goal is met. The first cohort of students who graduated in May 2018 demonstrated growth in this competency, however, the faculty will continue to monitor this goal and trend data overtime in order make inform-changes to the program accordingly.

MSN-Nurse Educator: This goal is met since nurse educator students showed competency with collaboration. It is noted that mid-point measures need improvement to align with changes in course assignments. During the 2018-2019 academic year these midpoint outcomes will be improved to reflect current assignments.

Program Goal 9: Graduates from the MSN program will demonstrate essential informatics competences to analyze data and evidence-based care practices.

Program Goal 9 Measurement: Courses within all MSN concentrations (MSN-NP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' informatics abilities. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program.

Student Learning Outcome 9 The MSN student will demonstrate essential informatics competences to analyze data and evidence-based care practices.

Means of Assessing the Outcome:

MSN-FNP: Faculty evaluation of the students in NRS 7010 on their informatics abilities

MSN-FNP: Graduating NP student reflection and ranking of the changes in their informatics abilities over the course of the NP program

MSN-PMHNP: Discussions in NRS 7100, 7110 and 7120

MSN-PMHNP: Faculty evaluation of the students in NRS 7120

MSN-PMHNP: Graduating PMHNP student reflection and ranking of the changes in their essential informatics competences to analyze data and evidence-based care practices

MSN-PMHNP: Program Exit Exam

MSN- Nurse Educator: Student self-assessment

MSN- Nurse Educator: Midpoint-Evidence based teaching in NRS 6120

MSN- Nurse Educator: Portfolio rubric

Desired Standard of Achievement:

MSN-FNP: 90% of the faculty rate the NP students as on track or exceeds in this program outcome as determined by questions 5-9 of the Faculty Evaluation Form. Students who are not on track will be remediated by faculty in the following semester.

MSN-FNP: 90% of the graduating students reflect positively on the changes in their informatics competences and rank themselves higher in abilities after completing the NP program. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: 85% of students will achieve grades equal or above 85% based on the Discussion Grading Rubric. All students are given feedback and suggestions for improvement. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: 90% of PMHNP students will be rated as on track or exceeds in this program outcome as determined by questions 5-9 of the Faculty Evaluation Form. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: 90% of the graduating PMHNP students will reflect positively on the changes in their informatics competences and rank themselves higher in abilities after completing the PMHNP program. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: The Exit Exam score average of the graduating PMHNP on the Clinical Science section of the exam is 80% or greater. Failure to achieve the benchmark will be enrolled in a 1-hour remediation course.

MSN- Nurse Educator: 80% of students will rate themselves at “fully met” or higher on scale rating achievement of this outcome. Students who are not on track will be remediated by faculty in the following semester.

MSN- Nurse Educator: 80% of students will score 80% or higher on rubric evaluating identification and use of data to support evidence-based teaching. Students who are not on track will be remediated by faculty in the following semester.

MSN- Nurse Educator: 80% of students will score 7 or higher on portfolio rubric evaluating evidence of achieving this outcome. Students who are not on track will be remediated by faculty in the following semester.

Results of Assessment:

MSN-FNP: 7010 Faculty Ratings indicated that 100% of the students were rated as on track or above average in this program goal (GOAL MET).

MSN-FNP: 100% of students reflected positively on their abilities and offered suggestions (GOAL MET).

MSN-PMHNP: Based on the Discussion Grading Rubrics, 85.7% of students achieved grades equal or above 85% in NRS 7100, 92.8% in NRS 7110 and , 85.7% in NRS 7120. All students were given feedback and suggestions for improvement (GOAL MET).

MSN-PMHNP: 100% of PMHNP students were rated as on track or exceeds in this program outcome as determined by questions 5-9 of the Faculty Evaluation Form (GOAL MET).

MSN-PMHNP: 100% of the graduating PMHNP students reflected positively on the changes in their informatics competences and rank themselves higher in abilities after completing the PMHNP program (GOAL MET).

MSN-PMHNP: The Exit Exam score average of the graduating PMHNP on the Clinical Science section of the exam was 85% (GOAL MET).

MSN- Nurse Educator: 100% of students rated themselves as having fully met this outcome (GOAL MET).

MSN- Nurse Educator: 100% of students scored 80% or higher on this rubric (GOAL MET).

MSN- Nurse Educator: 100% of students scored 7 or higher on portfolio rubric (GOAL MET).

Do these results indicate that this outcome was met?:

Yes

Explain how results indicate whether or not outcome was met:

All outcomes were achieved for the FNP, PMHNP, and Nurse Educator concentrations.

Interpretation of the Results (Please provide an analysis of your data/results here. Please discuss what program changes or modifications will be made as a result of the analysis of your assessment data.):

MSN-FNP: The majority of students felt the SON did very well in helping them reach this program outcome. The faculty will continue to evaluate this outcome and offer new software as it becomes available. The faculty agree that E*Value can be difficult to use but that it serves our purposes very well.

MSN-PMHNP: This goal is met. The first cohort of students who graduated in May 2018 demonstrated growth in this competency, however, the faculty will continue to monitor this goal and trend data overtime in order make inform-changes to the program accordingly.

MSN-Nurse Educator: This goal is met since nurse educator students showed competency with collaboration. Faculty plan to evaluate course assignments to better measure the identification of scholarly sources for this outcome.

Program Goal 10: Graduates from the MSN program will demonstrate the competencies associated with the advanced practice role.

Program Goal 10 Measurement: Courses within all MSN concentrations (MSN-NP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' demonstration of the professional role. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program.

Faculty evaluation occurs in year two (NRS 7010) of the FNP program. Faculty teaching in NRS 7010 are responsible for evaluating student performance of communication in the clinical setting.

Student Learning Outcome 10: The MSN student will demonstrate essential competences of the advanced practice role in providing care to clients, families and communities.

Means of Assessing the Outcome:

MSN-FNP: Faculty evaluation of the students in NRS 7010 on their demonstration of the professional role

MSN-FNP: Graduating NP student reflection and ranking of the changes in their professional role abilities over the course of the NP program

MSN-PMHNP: Standardized Patient Simulations in NRS 7100, 7110 and 7120

MSN-PMHNP: Faculty evaluation of the students in NRS 7200 on their professional role abilities

MSN-PMHNP: Graduating NP student reflection and ranking of the changes in their professional role abilities over the course of the NP program

MSN-PMHNP: Program Exit Exam

MSN-Nurse Educator: Student self-assessment

MSN-Nurse Educator: Practice benchmark exam: CNE Practice test results

Desired Standard of Achievement:

MSN-FNP: 90% of faculty will rate the NP students as on track or exceeds in this program outcome as determined by questions 5-9 of the Faculty Evaluation Form. Students who are not on track will be remediated by faculty in the following semester.

MSN-FNP: 90% of graduating students will reflect positively on the changes in their demonstration of the professional role and rank themselves higher in abilities after completing the NP program. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: 85% of students will complete all requirements (history, diagnosis, plan of care, follow-ups and critical self-reflection) after a standardized patient exposure. All students are given feedback and suggestions for improvement. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: 90% of the PMHNP students will be rated as on track or exceeds in this program outcome as determined by questions 5-9 of the Faculty Evaluation Form. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: 90% of the graduating PMHNP students will reflect positively on the changes in their demonstration of the professional role and rank themselves higher in abilities after completing the PMHNP program. Students who are not on track will be remediated by faculty in the following semester.

MSN-PMHNP: The Exit Exam score average of the graduating PMHNP is 80% or greater. Failure to achieve the benchmark will be enrolled in a 1-hour remediation course.

MSN-Nurse Educator: 80% of students will rate themselves at 3 or higher on scale rating achievement of this outcome. Students who are not on track will be remediated by faculty in the following semester.

MSN-Nurse Educator: 80% of students will score 83% or higher on each category of the NLN Educator Competencies. Students who are not on track will be remediated by faculty.

Results of Assessment:

MSN-FNP: 7010 Faculty Ratings indicated that 100% of the students were rated as on track or above average in this program goal (GOAL MET).

MSN-FNP: 100% of students reflected positively on their abilities and offered suggestions (GOAL MET).

MSN-PMHNP: 100% of students completed all requirements (history, diagnosis, plan of care, follow-ups and critical self-reflection) after a standardized patient exposure in all courses. All students were given feedback and suggestions for improvement (GOAL MET).

MSN-PMHNP: 100% of the PMHNP students were rated as on track or exceeds in this program outcome as determined by questions 5-9 of the Faculty Evaluation Form (GOAL MET).

MSN-PMHNP: 100% of the graduating PMHNP students reflected positively on the changes in their informatics competences and rank themselves higher in abilities after completing the PMHNP program (GOAL MET).

MSN-PMHNP: The Exit Exam average score of the graduating PMHNP was 84% (GOAL MET).

MSN-Nurse Educator: 100 % of students rated themselves as having fully met this outcome (GOAL MET).

MSN-Nurse Educator: NLN Educator Competencies (GOAL PARTIALLY MET).

Achieved in these categories:

- Facilitate learning
- Use assessment and evaluation strategies.
- Pursue systematic self-evaluation and improvement in the academic nurse educator role.
- Participate in curriculum design and evaluation of program outcomes.

Not achieved in these categories:

- Facilitate learner development and socialization
- Engage in scholarship, service, and leadership

MSN-Nurse Educator: 100% exceeded 7 or higher benchmark (GOAL MET).

[Do these results indicate that this outcome was met?:](#)

Yes for all except MSN-Nurse Educator CNE Practice Test.

[Explain how results indicate whether or not outcome was met:](#)

All outcomes were achieved for the FNP, PMHNP, and Nurse Educator concentrations except MSN-Nurse Educator CNE Practice Test.

[Interpretation of the Results \(Please provide an analysis of your data/results here. Please discuss what program changes or modifications will be made as a result of the analysis of your assessment data.\):](#)

MSN-FNP: This outcome was fully met as indicated by the above results. The majority of students were rated as being on track on this outcome. Students also rated themselves as fully obtaining the outcome. The majority of students felt the SON did very well in helping them reach this program outcome. The faculty will continue to work on helping the students develop the needed competencies.

MSN-PMHNP: This goal is met. The first cohort of students who graduated in May 2018 demonstrated growth in this competency, however, the faculty will continue to monitor this goal and trend data overtime in order make inform-changes to the program accordingly.

MSN-Nurse Educator: This goal is partially met. The two areas on the CNE practice test that are below benchmark were: (1) Facilitate learner development (Cohort average score 72, 3 of 5 students scored less than 83%) (2) Engage in Scholarship, Service, & Leadership Cohort Average Score 75.2, 2 of 5 students scored less than 83%). Faculty talked with each student who scored less than 83% on the CNE Practice Exam in order to obtain student perspective on individual performance. Both students recounted they felt overwhelmed with all of the course assignments, clinical hours, and personal professional practice and family life. Both of these students who scored less than 83 % were attempting to satisfy needed clinical hours to start the DNP program in addition to satisfying the required clinical hours for the NRSNG 6551 course. The third student (TW) who scored 88% was also attempting to satisfy needed clinical hours in addition to the required NRSNG 6551 course clinical hours. The two students who scored 98 % (JV) and 95 % (LS) were NOT trying to satisfy clinical additional hours in addition to the required clinical hours for the course. Plans are to review the weekly assignments in relation to areas that students struggled with on the practice CNE exam, and compare it with the scores of the students in the 2017 course to see if there were any similarities. More emphasis will be placed on areas of weakness on the CNE exam during the classes prior to the writing of the CNE exam. In addition, the areas needing more emphasis will be communicated to other faculty teaching in the MSN Nurse Educator program. It is noted that mid-point measures needed improvement to align with changes in course assignments. During the 2018-2019 academic year these midpoint outcomes will be improved to reflect current assignments.

SON DNP

DNP Mission: In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The DNP program educates graduate nursing professionals as clinical leaders who improve the delivery of healthcare through the dissemination of evidence-based practice.

CLOSING THE LOOP FY17

The DNP program assesses program goals every other year: program goals 1-5 on even years and program goals 6-10 on odd years. Therefore, this Closing the Loop addresses 1-5 from FY17.

DNP students continue to meet all program outcomes, as they unanimously continue to defend their translational projects, and they consistently score excellent grades on their DNP portfolios, which includes a section to address how they have demonstrated meeting the 8 AACN DNP Essentials. This has been consistent from the first graduates, in 2014, to the current assessment time. We will continue to monitor the current means of assessment and their corresponding outcomes. However, faculty will be adding additional means of assessment related to each goal of communication for the FY19 cycle (the next assessment of program goals 1-5). An assessment related to communication will be added to the program closer to mid-cycle (formative) rather than just with the portfolio and defense of translational project (summative).

The DNP program begins a revised curriculum during FY19 (fall 2018 semester), and program outcomes have not changed. However, course content and program of study have changed somewhat due to graduating several cycles of students through the program and revealing the need for change. For example,

statistics was taught at the beginning of the program and students were not able to carry the information forward to the end of the program when they applied the statistics to the translational project. Faculty revised the timeline for teaching statistics to better coincide with their project. Because the curriculum has been changed, faculty will be closely monitoring this program goal related to communication.

Program Goal 1: Communication

Improvements are evident in DNP communication since more students are presenting at the National DNP conference, including podium presentations. A faculty member volunteers on the DNP conference planning committee and encourages our students to participate as volunteers and presenters. We think this has helped increase the number of students involved in this method of dissemination.

Additionally, more students are submitting manuscripts to peer reviewed journals. Faculty will trend this data more closely for reporting purposes in future assessment cycles.

Overall, faculty are pleased with DNP students' communication skills. However, their writing ability, particularly scholarly writing of literature reviews and translation project findings could continue improving. While some students are excellent writers, other students struggle to achieve the level scholarly writing that faculty expect. We hope to see the Writing Center offer online assistance with writing since all DNP students are online. We believe this service would be of great benefit.

DNP students/ graduates continue to meet all program outcomes, as they unanimously continue to defend their translational projects, and they consistently score excellent grades on their DNP portfolios, which includes a section to address how they have demonstrated meeting the 8 AACN DNP Essentials. This has been consistent from the first graduates, in 2014, to the current assessment time. We will continue to monitor the current means of assessment and their corresponding outcomes. However, faculty will be adding additional means of assessment related to the goal of communication for the FY19 cycle (the next assessment of program goals 1-5). An assessment related to communication will be added to the program closer to mid-cycle (formative) rather than just with the portfolio and defense of translational project (summative).

Program Goal 2: Evidence-Based Practice

Students are performing well in this area, and faculty are extremely pleased with the quality of Translational projects with each cohort. Faculty have improved since the DNP program inception in our ability to guide the projects. Students are meeting the goals (they understand the concept of evidence-based practice) as evidenced by the assessment findings, but faculty would like to see improvement with students' abilities to apply the content to their translational projects. The Evidence based practice content will be expanded from two to three courses beginning fall 18 in order to help students better apply this skill into their own translational projects. We plan to add an additional measure at the mid-point for next cycle (Needs Assessment paper in NRS 8300 Evidence-Based Practice I).

Program Goal 3: Leadership

NRS 9100 has good outcomes. Students begin this course having little confidence in their leadership abilities, but faculty see this change occur dramatically during this course in particular. The textbook used in this course has been instrumental in helping students understand and apply the transformational leadership concepts into their practice. For example, one student became President of the Atlanta Chapter of the United Advanced Practice Registered Nurses of Georgia, and another student was accepted into the Leadership Fellows program at the American Academy of Nurse Practitioners. As students are showing more success, faculty realize that we need to capture this data with each cohort in a reportable format that can be trended over time. This would provide additional measurement of this program outcome.

Program Goal 4: Ethics

Attainment of this program goal is threaded throughout the DNP program. We continue to meet this goal, specifically related to their Project through IRB submission. However, Faculty realize that assessing this goal could be improved, and we will ask the Vulnerable Pops and EBP courses to examine the possibility of adding assignments related to Ethics for the next cycle. This would provide more meaningful data.

Program Goal 5: Cultural/Spiritual Diversity

Attainment of this program goal is threaded throughout the DNP program. We continue to meet this goal, specifically related to assignments in the Vulnerable Populations and EBP courses. However, Faculty realize that assessing this goal could be improved, and we will ask the Vulnerable Pops and EBP courses to examine the possibility of adding assignments related to Cultural/Spiritual Diversity for the next cycle. This would provide more meaningful data.

SMART REPORT FY18

Program Goal 6: Graduates from the DNP program will demonstrate the program goal of health promotion and disease prevention.

Program Goal 6 Measurement: Each course in the DNP program has a course outcome related to health promotion and disease prevention, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion of their translational project. Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee. Students will complete their translational project during the last semester of the program (NRS 9320). The student's DNP Chair is responsible for ensuring completion of the DNP translational project.

Student Learning Outcome 6: Students will foster the integration of evidence based clinical prevention and health services for individuals, aggregates, and populations.

Means of Assessing the Outcome:

Student's self-rating of program outcome

Vulnerable Populations Paper rubric

Chair Evaluation of Translational Project Activities rubric

Translational project (defense of oral and written presentation of project)

Final portfolio rubric evidencing achievement of DNP Program Outcomes and DNP Essentials

Desired Standard of Achievement:

80% of students will rate themselves as satisfactorily meeting the program outcome. If less than 80% of students rate themselves as satisfactory, faculty will

review student comments and student learning outcomes and create a plan for improvement.

80% of students will score a B (80) or higher on the Vulnerable Populations Paper in NRSG 8540. Student achievement of a C (less than 80) on the rubric is not acceptable for this paper; however, students may pass the course without scoring the B or higher on this paper. If a trend of not achieving this goal is identified by the course faculty, the Graduate Committee and course faculty would review the curriculum and create a plan for improvement.

80% of students will score a B (80) or higher on the Chair Evaluation of Translational Project Activities rubric. Student achievement of a C (less than 80) on the rubric is not acceptable for this project, and anyone not achieving the 80 will remediate with their chair until they achieve this goal.

80% of students will successfully defend their translational project. If less than 80% of students are successful in defending their project, the Graduate Committee and DNP Program Coordinator will review the Evidence Based Practice II (NRSG 9300) course curricula and create a plan for improvement.

80% of students will score a B (80) or higher on the portion of the portfolio rubric related to health promotion & disease prevention. If less than 80% of students score lower than an 80, the DNP Coordinator and course faculty will review the curriculum and create a plan for improvement.

Results of Assessment:

100% of students rated themselves as satisfactorily meeting the program outcome (GOAL MET).

100% of students scored a B (80) or higher on the Formal Vulnerable Populations Paper in NRSG 8540 (GOAL MET).

100% of students scored a B (80) or higher on the Chair Evaluation of Translational Project Activities rubric (GOAL MET).

93.75% of students successfully defended their translational project (one student is currently not enrolled in the program) (GOAL MET).

100% of students scored a B (80) or higher on the portion of the portfolio rubric related to health promotion & disease prevention (GOAL MET).

Interpretation of the Results:

Because all outcomes towards students' demonstration of the program goal of communication were met, no changes are recommended at this time. Outcomes for this program goal will be monitored during the next assessment phase.

Program Goal 7: Graduates from the DNP program will demonstrate the program goal of advocacy.

Program Goal 7 Measurement: Each course in the DNP program has a course outcome related to health promotion and disease prevention, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion of their translational project. Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee. Students will complete their translational project during the last semester of the program (NRSG 9320). The student's DNP Chair is responsible for ensuring completion of the DNP translational project.

Student Learning Outcome 7: Students will advocate for social justice and equity in healthcare through leading redesign of regulatory, legislative, and public policy.

Means of Assessing the Outcome:

Student's self-rating of program outcome

Evidence Based Practice Change Initiative Paper/Presentation rubric in Evidence Based Practice II (NRSG 9300)

Chair Evaluation of Translational Project Activities rubric

Translational project (defense of oral and written presentation of project)

Final portfolio rubric evidencing achievement of DNP Program Outcomes related to advocacy.

Desired Standard of Achievement:

80% of students will rate themselves as satisfactorily meeting the program outcome. If less than 80% of students rate themselves as satisfactory, faculty will review student comments and student learning outcomes and create a plan for improvement.

80% of students will score a B (80) or higher on the Evidence Based Practice Change Initiative Paper/Presentation in Evidence Based Practice II (NRSG 9300). Student achievement of a C (less than 80) on the paper/presentation is not acceptable for this paper; however, students may pass the course without scoring the B or higher on this paper. If a trend of not achieving this goal is identified by the course faculty, the Graduate Committee and course faculty would review the curriculum and create a plan for improvement.

80% of students will score a B (80) or higher on the Chair Evaluation of Translational Project Activities rubric. Student achievement of a C (less than 80) on the rubric is not acceptable for this project, and anyone not achieving the 83 will remediate with their chair until they achieve this goal.

80% of students will successfully defend their translational project. If less than 80% of students are successful in defending their project, the Graduate Committee and DNP Program Coordinator will review the Evidence Based Practice II (NRSG 9300) course curricula and create a plan for improvement.

80% of students will score an 80% or higher on the portion of the final portfolio rubric evidencing achievement of the DNP outcome related to advocacy. If less than 80% of students score lower than an 80, the DNP Coordinator and course faculty will review the curriculum and create a plan for improvement.

Results of Assessment:

100% of students rated themselves as satisfactorily meeting the program outcome.

93.75% of students scored a B (80) or higher on the Evidence Based Practice Change Initiative Paper/Presentation in Evidence Based Practice II (NRSG 9300) (GOAL MET).

100% of students scored a B (80) or higher on the Chair Evaluation of Translational Project Activities rubric (GOAL MET).

93.75% of students successfully defended their translational project (one student is currently not enrolled in the program) (GOAL MET).

100% of students scored an 80% or higher on the portion of the final portfolio rubric evidencing achievement of the DNP outcome related to advocacy (GOAL MET).

Interpretation of the Results:

Because all outcomes towards students' demonstration of the program goal of communication were met, no changes are recommended at this time. Outcomes for this program goal will be monitored during the next assessment phase.

Program Goal 8: Graduates from the DNP program will demonstrate the program goal of collaboration.

Program Goal 8 Measurement: Each course in the DNP program has a course outcome related to health promotion and disease prevention, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion of their translational project. Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee.

Student Learning Outcome 8: Students will facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.

Means of Assessing the Outcome:

Student's self-rating of program outcome

Evidence Based Practice Change Initiative Paper/Presentation rubric in Evidence Based Practice II (NRS 9300)

Chair Evaluation of Translational Project Activities rubric

Translational project (defense of oral and written presentation of project)

Final portfolio rubric evidencing achievement of DNP Program Outcomes related to collaboration

Desired Standard of Achievement:

80% of students will rate themselves as satisfactorily meeting the program outcome. If less than 80% of students rate themselves as satisfactory, faculty will review student comments and student learning outcomes and create a plan for improvement.

80% of students will score a B (83) or higher on the Evidence Based Practice Change Initiative Paper/Presentation in Evidence Based Practice II (NRS 9300). Student achievement of a C (less than 80) on the paper is not acceptable; however, students may pass the course without scoring the B or higher on this paper. If a trend of not achieving this goal is identified by the course faculty, the Graduate Committee and course faculty would review the curriculum and create a plan for improvement.

80% of students will score a B (80) or higher on the Chair Evaluation of Translational Project Activities rubric. Student achievement of a C (less than 80) on the rubric is not acceptable for this project, and anyone not achieving the 83 will remediate with their chair until they achieve this goal.

80% of students will successfully defend their translational project. If less than 80% of students are successful in defending their project, the Graduate Committee and DNP Program Coordinator will review the Evidence Based Practice II (NRS 9300) course curricula and create a plan for improvement.

80% of students will score an 83% or higher on the final portfolio rubric evidencing achievement of DNP Program Outcomes related to collaboration. If less than 80% of students score lower than an 80, the DNP Coordinator and course faculty will review the curriculum and create a plan for improvement.

Results of Assessment:

100% of students rated themselves as satisfactorily meeting the program outcome (GOAL MET).

93.75% of students scored a B (80) or higher on the Evidence Based Practice Change Initiative Paper/Presentation in Evidence Based Practice II (NRS 9300) (GOAL MET).

100% of students scored a B (80) or higher on the Chair Evaluation of Translational Project Activities rubric (GOAL MET).

93.75% of students successfully defended their translational project (one student is currently not enrolled in the program) (GOAL MET).

100% of students scored an 80% or higher on the portion of the final portfolio rubric evidencing achievement of the DNP outcome related to advocacy (GOAL MET).

Interpretation of the Results:

Because all outcomes towards students' demonstration of the program goal of communication were met, no changes are recommended at this time. Outcomes for this program goal will be monitored during the next assessment phase.

Program Goal 9: Graduates from the DNP program will demonstrate the program goal of health informatics.

Program Goal 9 Measurement: Each course in the DNP program has a course outcome related to health promotion and disease prevention, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion of their translational project. Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee.

Student Learning Outcome 9: Students will use informatics for the improvement and transformation of healthcare.

Means of Assessing the Outcome:

Student's self-rating of program outcome

Informatics Presentation rubric in NRSG 8410

Chair Evaluation of Translational Project Activities rubric

Translational project (defense of oral and written presentation of project)

Final portfolio rubric evidencing achievement of DNP Program Outcomes related to informatics

Desired Standard of Achievement:

80% of students will rate themselves as satisfactorily meeting the program outcome. If less than 80% of students rate themselves as satisfactory, faculty will review student comments and student learning outcomes and create a plan for improvement.

80% of students will score a B (80) or better on the Informatics Presentation rubric in NRSG 8410

80% of students will score a B (80) or higher on the Chair Evaluation of Translational Project Activities rubric. Student achievement of a C (less than 80) on the rubric is not acceptable for this project, and anyone not achieving the 83 will remediate with their chair until they achieve this goal.

80% of students will successfully defend their translational project. If less than 80% of students are successful in defending their project, the Graduate Committee and DNP Program Coordinator will review the Evidence Based Practice II (NRSG 9300) course curricula and create a plan for improvement.

80% of students will score an 83% or higher on the Final portfolio rubric evidencing achievement of DNP Program Outcome related to health informatics. If less than 80% of students score lower than an 80, the DNP Coordinator and course faculty will review the curriculum and create a plan for improvement.

Results of Assessment:

100% of students rated themselves as satisfactorily meeting the program outcome (GOAL MET).

84.6% (11/13) of students scored a B (80) or better on the Informatics Presentation Rubric in NRSG 8410 (GOAL MET).

100% of students scored a B (80) or higher on the Chair Evaluation of Translational Project Activities rubric (GOAL MET).

93.75% of students successfully defended their translational project (one student is currently not enrolled in the program (GOAL MET).

100% of students scored an 80% or higher on the portion of the final portfolio rubric evidencing achievement of the DNP outcome related to informatics (GOAL MET).

Interpretation of the Results:

Because all outcomes towards students' demonstration of the program goal of communication were met, no changes are recommended at this time. Outcomes for this program goal will be monitored during the next assessment phase.

Program Goal 10: Graduates from the DNP program will demonstrate the program goal of professional nursing practice.

Program Goal 10 Measurement: Each course in the DNP program has a course outcome related to health promotion and disease prevention, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion of their translational project. Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee.

Student Learning Outcome 10: Students will demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Means of Assessing the Outcome:

Student's self-rating of program outcome

Chair Evaluation of Translational Project Activities rubric

Translational project (defense of oral and written presentation of project)

Final portfolio rubric evidencing achievement of DNP Program Outcomes related to professional role.

Desired Standard of Achievement:

80% of students will rate themselves as satisfactorily meeting the program outcome. If less than 80% of students rate themselves as satisfactory, faculty will review student comments and student learning outcomes and create a plan for improvement.

80% of students will score a B (80) or higher on the Chair Evaluation of Translational Project Activities rubric. Student achievement of a C (less than 80) on the rubric is not acceptable for this project, and anyone not achieving the 83 will remediate with their chair until they achieve this goal.

80% of students will successfully defend their translational project. If less than 80% of students are successful in defending their project, the Graduate Committee and DNP Program Coordinator will review the Evidence Based Practice II (NRS 9300) course curricula and create a plan for improvement.

80% of students will score an 83% or higher on the final portfolio rubric evidencing achievement of DNP Program Outcomes related to the professional role. If less than 80% of students score lower than an 80, the DNP Coordinator and course faculty will review the curriculum and create a plan for improvement.

Results of Assessment:

100% of students rated themselves as satisfactorily meeting the program outcome (GOAL MET).

100% of students scored a B (80) or higher on the Chair Evaluation of Translational Project Activities rubric (GOAL MET).

93.75% of students successfully defended their translational project (one student is currently not enrolled in the program) (GOAL MET).

100% of students scored an 80% or higher on the portion of the final portfolio rubric evidencing achievement of the DNP outcome related to advocacy (GOAL MET).

Interpretation of the Results:

Because all outcomes towards students' demonstration of the program goals were met, no changes are recommended at this time. Outcomes for this program goal will be monitored during the next assessment phase. Faculty will continue to monitor and track longitudinally.

Because the DNP curriculum is revised as of Fall 2018, faculty will analyze the assessment plan and make changes as appropriate.

All DNP faculty and NFO Graduate Committee.

The School of Nursing assesses 1/2 of program goals each year. Program goals 1-5 are included in FY18 Closing the Loop cycle. Program goals 6-10 will be included in FY19 Closing the Loop cycle.

CCNE Standard IV-F Faculty Outcomes

Scholarship

1. Goal: 100% of faculty will engage in scholarly activities.

N = 29 faculty

Not Met: 89.6% (26/29) of faculty engaged in scholarly activities.

2. 100% of APRN faculty will maintain certification.

Met: 100% (12/12) of APRN Faculty maintained certification.

Teaching

1. Goal: 65% of individual faculty scores (TT-Full, NTT-Full, NTT-Part/class) on the SRIS item “instructor teaching as excellent” will be at or above the Georgia College mean.

2. *Goal:* 65% of individual faculty scores (TT-Full, NTT-Full, NTT-Part/class) on the SRIS item “course rating as excellent” will be at or above the Georgia College mean

Summer 2017 Teaching Excellence N = 3; 0/3	Summer 2017 Course Excellence N = 3; 1/3	Fall 2017 Teaching Excellence N = 25; 7/25	Fall 2017 Course Excellence N = 25; 12/25	Spring 2018 Teaching Excellence N = 24; 3/24	Spring 2018 Course Excellence N = 24; 4/24
100% > 4.2	77.3% > 4.0	82% > 4.2	52% > 4.0	87.5% > 4.2	83.4% > 4.0
Met	Met	Met	Not Met	Met	Met

3. *Goal:* 100% of faculty not scoring at or above the Georgia College mean will develop an improvement plan.
- Director will arrange a meeting with faculty to discuss teaching evaluations and will review self-reflection and plan.
 - Met:** This was addressed with the new annual evaluation form.

Service

Goal: 100% of faculty will serve on a Georgia College, CoHS, or SON committee.

Met: 100% (30/30) participated in at least one committee.

Faculty Workload:

Goal: 100% of tenure track faculty will had teaching assignments that did not exceed 12 credit hours per semester or 24 credit hours per academic year. (Faculty may contract for additional teaching assignments).

Not Met: 95% (19/20) of tenure-track full-time faculty had teaching assignments that did not exceed 12 credit hours per semester or 24 credit hours per academic year. One faculty carried a 15 hour load during one semester because of faculty illness and was contracted for an overload.

Goal: 100% (4/4) of Non-Tenure Track full time faculty had teaching assignments that did not exceed 20 credit hours per semester or 40 credit hours per academic year. (Faculty may contract for additional teaching assignments).

Met: 100% (6/6) of Non-Tenure Track full time faculty had teaching assignments that did not exceed 20 credit hours per semester or 40 credit hours per academic year. 100% (1/1) of Non-Tenure Track Part-time faculty had a teaching assignment that did not exceed 10 credit hours per semester or 20 credit hours per academic year.