

NURSING MAJOR
BACHELOR OF SCIENCE IN NURSING
EFFECTIVENESS PROGRAM
2014 – 2015

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Academic Program Purpose: The School of Nursing seeks to prepare individuals for self-directed practice and continuing growth in professional nursing; for formal graduate study; and for service to people as an expression of the Christian life and commitment</p>	<ul style="list-style-type: none"> • Synthesize knowledge from a liberal arts education, the Christian domain, and nursing to assist clients in a variety of health care settings. • Implement holistic, culturally competent, patient-centered care that reflects an understanding of pathophysiology, pharmacology, therapeutic modalities, and nursing management across the health-illness continuum, across the lifespan in all settings. • Utilize evidence-based practices to guide health promotion . • Incorporate inter- and intrapersonal communication and collaborative skills to deliver evidence-based, patient-centered care. • Integrate the concepts of theory, practice, and research in order to demonstrate effective clinical reasoning. • Apply leadership concepts, skills, and decision making in the provision of high quality nursing care healthcare team coordination, and the oversight and accountability for care. • Apply safeguards and decision making support tools embedded in patient care technologies and information systems to support a safe practice environment. • Explain the impact of socio-cultural, economic, legal, and political factors on health care delivery & nursing practice. • Demonstrate the professional standards of moral, ethical, and legal conduct. • Assume accountability for personal and professional behaviors. • Integrate Christian principles and professional values into service to client 	<ol style="list-style-type: none"> 1. Provide Baccalaureate Nursing programs to promote student learning 2. Provide an environment that supports student learning 3. Synthesize knowledge from nursing and allied disciplines to implement evidence-based nursing care in a variety of settings. 4. Strengthen ties with community facilities 	<p>1A. 100% of the syllabi for nursing classes reflect appropriate teaching-learning practices to achieve expected individual graduate outcomes.</p> <p>1B. >80% of students evaluate clinical agencies as average or higher in areas of teaching- learning strategies on evaluation surveys (CE item #s 2-12).</p> <p>1C. As measured by 80% retention rate each academic year. Retention is calculated as the number of students who began the program minus the number of students who were unsuccessful academically within 9 terms/27 months.</p> <p>2A. ≥80% of faculty evaluations (items 1-12 on SEF) by students indicate that teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes by a score of > 3 on faculty evaluations.</p> <p>2B. >80% of graduating students rate as > 3 the teaching-learning practices and environments (GES #6-9.)</p> <p>2C. 100% of BSN students will successfully complete/earn credit for NUR101</p> <p>3A. As measured by the State Boards of Nursing reports of NCLEX-RN, the pass rate for students graduating in the 2011-2012 academic year and taking the NCLEX will be 80% or higher on 1st attempt.</p> <p>3B. 100% of NUR439 students progressing to preceptorship will demonstrate clinical proficiency by successfully completing a competency update and earning at least 77% probability of passing NCLEX on the ATI RN Predictor.</p> <p>3C. 90% of those responding to the Employer Sat. Survey will rank the program as ≥3 on #s 1-7</p> <p>4. 100% of suggestions from the COI – students, faculty, alumni, WCU, and agencies – will be considered and pursued as deemed appropriate by the faculty.</p>	<p>1A. Syllabi will be reviewed and revised to reflect current standards of practice, accreditation requirements and achievement of the expected graduate outcomes.</p> <p>1B. Clinical agencies are examined by course to determine appropriate learning experiences.</p> <p>1C. Exit surveys to be examined for trends and reasons for leaving the program. Results will foster program revision when applicable and reasonable.</p> <p>2A. Classroom and clinical practices will be examined in reference to learning experiences to foster achievement of learning outcomes.</p> <p>2B. Classroom and clinical teaching-learning practices and environments will be reviewed/revised based on results.</p> <p>2C. Syllabus and teaching-learning practices were reviewed and no revisions were needed.</p> <p>3A. NCLEX-RN remediation practices course syllabi will be reviewed each academic year.</p> <p>hgyb</p> <p>3B. Student performance/results will be examined for program improvement and course revision.</p> <p>3C. All responses will be considered in program revision and desired graduate outcomes</p> <p>4. All suggestions will be considered for program revision and those implemented were reflected in graduate outcomes as appropriate.</p>

NURSING MAJOR
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EFFECTIVENESS PROGRAM
2013 – 2014

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<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none">1. Provide academic programs to promote student learning2. Promote Christian development and social responsibility3. Strengthen ties with Baptist churches, associations, and conventions4. Provide an environment that supports student learning5. Strengthen organizational and operational effectiveness6. Strengthen financial resources <p>Academic Program Purpose: The School of Nursing seeks to prepare individuals for self-directed practice and continuing growth in professional nursing; for formal graduate study; and for service to people as an expression of the Christian life and commitment</p>	<ul style="list-style-type: none">• Synthesize knowledge from a liberal arts education, the Christian domain, and nursing to assist clients in a variety of health care settings.• Implement holistic, culturally competent, patient-centered care that reflects an understanding of pathophysiology, pharmacology, therapeutic modalities, and nursing management across the health-illness continuum, across the lifespan in all settings.• Utilize evidence-based practices to guide health promotion .• Incorporate inter- and intrapersonal communication and collaborative skills to deliver evidence-based, patient-centered care.• Integrate the concepts of theory, practice, and research in order to demonstrate effective clinical reasoning.• Apply leadership concepts, skills, and decision making in the provision of high quality nursing care healthcare team coordination, and the oversight and accountability for care.• Apply safeguards and decision making support tools embedded in patient care technologies and information systems to support a safe practice environment.• Explain the impact of socio-cultural, economic, legal, and political factors on health care delivery & nursing practice.• Demonstrate the professional standards of moral, ethical, and legal conduct.• Assume accountability for personal and professional behaviors.• Integrate Christian principles and professional values into service to client	<ol style="list-style-type: none">1. Provide Baccalaureate Nursing programs to promote student learning2. Provide an environment that supports student learning3. Synthesize knowledge from nursing and allied disciplines to implement evidence-based nursing care in a variety of settings.4. Strengthen ties with community facilities	<p>1A. 100% of the syllabi for nursing classes reflect appropriate teaching-learning practices to achieve expected individual graduate outcomes.</p> <p>1B. >80% of students evaluate clinical agencies as average or higher in areas of teaching- learning strategies on evaluation surveys (CE item #s 2-12).</p> <p>1C.As measured by 80% retention rate each academic year. Retention is calculated as the number of students who began the program minus the number of students who were unsuccessful academically within 9 terms/27 months.</p> <p>2A. ≥80% of faculty evaluations (items 1-12 on SEF) by students indicate that teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes by a score of > 3 on faculty evaluations.</p> <p>2B. >80% of graduating students rate as > 3 the teaching-learning practices and environments (GES #6-9.)</p> <p>2C. 100% of BSN students will successfully complete/earn credit for NUR101</p> <p>3A. As measured by the State Boards of Nursing reports of NCLEX-RN, the pass rate for students graduating in the 2013-2014 academic year and taking the NCLEX will be 80% or higher on 1st attempt.</p> <p>3B. 100% of NUR 444/NUR425 progressing to preceptorship will demonstrate clinical proficiency by successfully completing a competency update and earning at least 77% probability of passing NCLEX on the Rn Predictor.</p> <p>3C.90% of those responding to the Employer Sat. Survey will rank the program as ≥3 on #s 8-18</p> <p>4. 100% of suggestions from the COI – students, faculty, alumni, WCU, and agencies – will be considered and pursued as deemed appropriate by the faculty.</p>	<p>1A. MET-100% of the syllabi facilitate achievement of expected individual graduate outcomes.</p> <p>1B. NOT MET-Evaluation data unavailable.</p> <p>1C. MET-91.96% (n=103 of 124) Prelicensure=57 (T=87%; H=69%; S=) RN-BSN=46 (100%) graduated from all locations of BSN programs.</p> <p>2A. MET-89.1% (591 of 663) of students’ evaluation of faculty indicate that teaching-learning practices and environments support the achievement of expected individual student learning outcomes as evidenced by a mean score of ≥ 3 out of 5 on items 1-12 of the faculty evaluations.</p> <p>2B MET- 100% (n=15 reported) of WT-12 graduating students rated teaching-learning practices and environments , with a mean score of 4.2-4.3 on items # 6-9 of the GES</p> <p>2C. MET- 100% (n=106) were invited for admission upon successful completion of NUR101.</p> <p>3A NOT MET- 79.7% (55/69) or H- 15/17- 88% N O-12/14 86 T- 28/38- 74% of WCU BSN graduates attempting the RN-NCLEX exam passed on the 1st attempt.</p> <p>3B. MET- 100% (n=69) NUR 444/NUR425 progressing to preceptorship will demonstrate clinical proficiency by successfully completing a competency update and earning at least 77% probability of passing NCLEX on the Rn Predictor.</p> <p>3C. MET- 90% of those responding to the Emp. Sat. Survey ranked the program as (mean) 4.67 on #s 8-18</p> <p>4. 100% of COI suggestions were considered and resulted in 4 program improvements/updates.</p>	<p>1A. Syllabi will be reviewed and revised to reflect current standards of practice, accreditation requirements and achievement of the expected graduate outcomes.</p> <p>1B. Clinical agencies are examined by course to determine appropriate learning experiences. New evaluation process implemented and clinical evaluation tool not included. Will ensure that this is corrected during next evaluation cycle.</p> <p>1C. Exit surveys to be examined for trends and reasons for leaving the program. Results will foster program revision when applicable and reasonable.</p> <p>2A. Classroom and clinical practices will be examined in reference to learning experiences to foster achievement of learning outcomes.</p> <p>2B. Classroom and clinical teaching-learning practices and environments will be reviewed/revised based on results.</p> <p>2C. Syllabus and teaching-learning practices were reviewed and no revisions were needed.</p> <p>3A. Outcome data will be reviewed each academic year. Student performance/results on NCLEX are being examined. Program improvement and course revision are underway.</p> <p>3B. Student performance/results are being examined. Improvements and course revision are underway.</p> <p>3C. All responses are considered in program revision and desired graduate outcomes</p> <p>4. All suggestions will be considered for program revision and those implemented were reflected in graduate outcomes as appropriate.</p>

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2012 – 2013

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Implement holistic, culturally competent, patient-centered care that reflects an understanding of pathophysiology, pharmacology, therapeutic modalities, and nursing management across the health-illness continuum, across the lifespan in all settings. Utilize evidence-based practices to guide health promotion . Incorporate inter- and intrapersonal communication and collaborative skills to deliver evidence-based, patient-centered care. Integrate the concepts of theory, practice, and research in order to demonstrate effective clinical reasoning. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care healthcare team coordination, and the oversight and accountability for care. Apply safeguards and decision making support tools embedded in patient care technologies and information systems to support a safe practice environment. Explain the impact of socio-cultural, economic, legal, and political factors on health care delivery & nursing practice. Demonstrate the professional standards of moral, ethical, and legal conduct. Assume accountability for personal and professional behaviors. Integrate Christian principles and professional values into service to client 	<ol style="list-style-type: none"> Provide Baccalaureate Nursing programs to promote student learning Provide an environment that supports student learning Synthesize knowledge from nursing and allied disciplines to implement evidence-based nursing care in a variety of settings. Strengthen ties with community facilities 	<p>1A. 100% of the syllabi for nursing classes reflect appropriate teaching-learning practices to achieve expected individual graduate outcomes.</p> <p>1B. >80% of students evaluate clinical agencies as average or higher in areas of teaching- learning strategies on evaluation surveys.</p> <p>1C. As measured by 80% retention rate each academic year. Retention is calculated as the number of students who began the program minus the number of students who were unsuccessful academically within 9 terms/27 months.</p> <p>2A. ≥80% of students evaluations indicate that teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes by a score of > 3 on faculty evaluations.</p> <p>2B. >80% of graduating students rate as > 3 the teaching-learning practices and environments (GES #6-9.)</p> <p>2C. 100% of BSN students will successfully complete/earn credit for NUR101</p> <p>3A. As measured by the State Boards of Nursing reports of NCLEX-RN, the pass rate for students graduating in the 2011-2012 academic year and taking the NCLEX will be 80% or higher on 1st attempt.</p> <p>3B. 100% of NUR 444/NUR425 preceptors will evaluate student clinical practice as as ≥3 on evaluation form.</p> <p>3C. 100% of those responding to the Employer Sat. Survey will rank the program as ≥3 on #s 1-7</p> <p>4. 100% of suggestions from the COI – students, faculty, alumni, WCU, and agencies – are considered and pursued as deemed appropriate by the faculty.</p>	<p>1A. MET-100% of the syllabi facilitate achievement of expected individual graduate outcomes.</p> <p>1B. MET-100% (n=205) H-60, N O-54, T-91 Evaluated clinical agencies as 4.22-4.99 on items 2-11 of the clinical evaluation in areas of teaching-learning strategies.</p> <p>1C. NOT MET-67.3% (n=146 of 217) H-67/93- 72% N O-23/50- 46% T-56/71- 78.9% graduated from all locations of BSN programs.</p> <p>2A. MET-83.3% (619 of 743) of students' evaluation of faculty indicate that teaching-learning practices and environments support the achievement of expected individual student learning outcomes as evidenced by a mean score of ≥ 3 out of 5 on items 1-12 of the faculty evaluations.</p> <p>2B. MET- 100% (n-15 reported) of WT-12 graduating students rated teaching-learning practices and environments , with a score of 4.7-5.0 on items # 6-9 of the GES</p> <p>2C. MET- 100% (n-106) were invited for admission upon successful completion of NUR101.</p> <p>3A. MET- 90.2% (83 of 92) or H- 40/41- 97.6% N O-14/17-82.4% T- 29/34- 85.3% of WCU BSN graduates attempting the RN-NCLEX exam passed on the 1st attempt.</p> <p>3B. MET- 100% (n-92) of preceptor evaluation rated students as ≥ 3 on items 1-7 of the preceptor evaluation.</p> <p>3C. NOT MET- Program satisfaction survey were last administered in 2011. Survey has been revised and will be disseminated by Spring 2014.</p> <p>4. 100% of COI suggestions were considered and resulted in 8 program improvements/updates.</p>	<p>1A. Syllabi were reviewed and revised to reflect current standards of practice, accreditation requirements and achievement of the expected graduate outcomes.</p> <p>1B. Clinical agencies are examined by course to determine appropriate learning experiences. Additional sites to support the new gerontology component are being implemented during the 2013-2014 academic year.</p> <p>1C. Implemented ATI remediation plan throughout the program. Exit surveys to be examined for trends and reasons for leaving the program. Results will foster program revision when applicable and reasonable.</p> <p>2A. Classroom and clinical practices will be examined in reference to learning experiences to foster achievement of learning outcomes.</p> <p>2B. Classroom and clinical teaching-learning practices and environments were reviewed based on results. Evaluation submission practices and process time will be reviewed. Improvements will be made as appropriate.</p> <p>2C. Syllabus and teaching-learning practices were reviewed and no revisions were needed.</p> <p>3A. Curriculum revisions (updated to NCLEX and other standards of RN practice) approved for Fall 2013 implementation. NCLEX-RN remediation practices course syllabi will be reviewed each academic year.</p> <p>3B. Areas identified as <3 will be examined for program improvement and course revision.</p> <p>3C. All responses will be considered in program revision and desired graduate outcomes</p> <p>4. All suggestions were considered for program revision and those implemented were reflected in graduate outcomes as appropriate.</p>

NURSING MAJOR
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2011 – 2012

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<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission:</p> <ol style="list-style-type: none"> 1. Provide academic programs to promote student learning 2. Promote Christian development and social responsibility 3. Strengthen ties with Baptist churches, associations, and conventions 4. Provide an environment that supports student learning 5. Strengthen organizational and operational effectiveness 6. Strengthen financial resources <p>Academic Program Purpose: The School of Nursing seeks to prepare individuals for self-directed practice and continuing growth in professional nursing; for formal graduate study; and for service to people as an expression of the Christian life and commitment</p>	<ul style="list-style-type: none"> • Synthesize knowledge from a liberal arts education, the Christian domain, and nursing to assist clients in a variety of health care settings. • Implement holistic, culturally competent, patient-centered care that reflects an understanding of pathophysiology, pharmacology, therapeutic modalities, and nursing management across the health-illness continuum, across the lifespan in all settings. • Utilize evidence-based practices to guide health promotion . • Incorporate inter- and intrapersonal communication and collaborative skills to deliver evidence-based, patient-centered care. • Integrate the concepts of theory, practice, and research in order to demonstrate effective clinical reasoning. • Apply leadership concepts, skills, and decision making in the provision of high quality nursing care healthcare team coordination, and the oversight and accountability for care. • Apply safeguards and decision making support tools embedded in patient care technologies and information systems to support a safe practice environment. • Explain the impact of socio-cultural, economic, legal, and political factors on health care delivery & nursing practice. • Demonstrate the professional standards of moral, ethical, and legal conduct. • Assume accountability for personal and professional behaviors. • Integrate Christian principles and professional values into service to clients. 	<ol style="list-style-type: none"> 1. Provide Baccalaureate Nursing programs to promote student learning 2. Provide an environment that supports student learning 3. Synthesize knowledge from nursing and allied disciplines to implement evidence-based nursing care in a variety of settings. 4. Strengthen ties with community facilities. 	<p>1A. 95% of NUR 444 preceptors indicate that BSN students demonstrate effective nursing care by ≥ 3 on preceptor evaluation form.</p> <p>1B. As measured by 80% retention rate each academic year. Retention is calculated as the number of students who began the program minus the number of students who were unsuccessful academically within 9 terms/27 months.</p> <p>1C. As measured by the State Boards of Nursing reports of NCLEX-RN, the pass rate for students graduating in the 2010-2011 academic year and taking the NCLEX will be 80% or higher</p> <p>2A. Students rate the overall BSN program as ≥ 3 on WCU Graduate Follow-Up survey.</p> <p>2B. $\geq 25\%$ of graduates will be enrolled or plan to enroll in graduate studies as indicated by the WCU Follow-Up Survey.</p> <p>3A. 100% of students will achieve a satisfactory grade on the evidence-based project in NUR 414.</p> <p>3B. 100% of NUR 444 preceptors will evaluate student clinical practice as as ≥ 3 on evaluation form.</p> <p>4. 100% of community agencies indicate NUR 330 student community service activities are beneficial by rating ≥ 3 on evaluation form.</p>	<p>1A. MET- 100% of NUR444 preceptors indicated that BSN students demonstrate effective nursing care by a ≥ 3 on the preceptor evaluation form.</p> <p>1B. MET- The combined retention rate the School of Nursing programs was 87.13% for 2011.</p> <p>1C. MET- The NCLEX-RN pass rate for the students who graduated during the 2010-2011 academic year was <u>91%</u>. 1st attempt NCLEX pass rates: <u>75.8</u> % of the MS <u>74.5</u> % of the LA</p> <p>2A. MET-100% of the students rated the BSN program as ≥ 3 on the WCU Graduate Follow-Up survey.</p> <p>2B. MET- On the graduate follow-up survey, 77% of the graduates indicated that they were enrolled or plan to enroll in a graduate program.</p> <p>3A. MET- 100% of students achieved satisfactory grades on the evidence-based project in NUR414.</p> <p>3B. MET- 100% of NUR444 preceptors evaluated student clinical practice</p> <p>4. MET- 100% of the community agencies indicated that NUR330 community service activities are beneficial by rating ≥ 3 on evaluation form.</p>	<p>1A. Continue to utilize current process and monitor for trends. Will also review and revise: -- assessment criteria/ procedures, including evaluation forms to incorporate RN-BSN program. -- curriculum to ensure contemporary nursing competencies</p> <p>1B. Continue to utilize current process and monitor for trends. Will also monitor Nursing Exit Survey to determine/identify trends.</p> <p>1C. The following actions have been taken to improve NCLEX pass rates on 1st attempt: --Better utilization of ATI /technology in all courses. --Utilization of faculty to include teaching and clinical experience, and team teaching as appropriate -- Implementation of NUR -- Formal and informal orientation and mentorship for new faculty.</p> <p>2A. SON Evaluation Committee to review and revise evaluation forms for relevancy. Continue to monitor for trends.</p> <p>2B. SON Evaluation Committee to review and revise evaluation forms for relevancy. Continue to monitor for trends.</p> <p>3A. SON Evaluation Committee to monitor for trends. Reviewed assessment criteria/procedures, determined revisions are needed to ensure program outcomes and program objectives.</p> <p>3B. SON Evaluation Committee to monitor for trends. Reviewed assessment criteria/procedures, determined revisions are needed to ensure program outcomes and program objectives.</p> <p>4. SON Evaluation Committee to monitor for trends. Reviewed assessment criteria/procedures, determined revisions are needed to ensure program outcomes and program objectives.</p>

NURSING MAJOR
BACHELOR OF SCIENCE IN NURSING
EFFECTIVENESS PROGRAM
2010 – 2011

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM		ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p>University Mission: As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p>Expanded Statement of Mission: 1) Attain excellence in the academic programs to promote student learning 2) Promote Christian development and social responsibility 3) Strengthen ties with Baptist churches, associations, and conventions 4) Provide an environment that supports student learning 5) Strengthen organizational and operational effectiveness 6) Strengthen financial resources</p> <p>Academic Program Purpose: The School of Nursing seeks to prepare individuals for self-directed practice and continuing growth in professional nursing; for formal graduate study; and for service to people as an expression of the Christian life and commitment.</p>	<ul style="list-style-type: none"> o The learner will synthesize knowledge from a quality liberal education, the Christian domain, and nursing to assist clients in a variety of health care settings. o The learner will use the nursing process as a provider of care to clients in varying states of health throughout the lifespan. o The learner will facilitate attainment of optimal levels of wellness by coordinating restorative, palliative, health promotion and maintenance, illness prevention, and rehabilitative functions. o Using core knowledge and competencies, the learner will systematically identify and facilitate a positive response to the environmental systems that impact health. o The learner will integrate principles and skills of communication to provide nursing care for clients from diverse and multicultural populations. o The learner will use nursing research and critical thinking skills to advance professional nursing practice. o The learner will use leadership skills and knowledge of political systems to enhance the quality of nursing care. o The learner will demonstrate responsibility and accountability as a member of the nursing profession, the health care team, and the community. o The learner will integrate Christian principles and professional values – altruism, autonomy, human dignity, integrity, and social justice – in service to clients. 	<p>1. Provide Baccalaureate Nursing programs to promote student learning</p> <p>2. Promote Christian development and social responsibility</p> <p>3. Strengthen ties with community facilities</p> <p>4. Provide an environment that supports student learning</p>	<p>1A. As measured by the NUR 444 end of term report. Every student who does not meet the 72% benchmark for the ATI RN predictor exam must meet with the NUR 444 instructor to develop a NCLEX remediation plan.</p> <p>1B. As measured by 80% retention rate each academic year. Retention is calculated as the number of students who began the program minus the number of students who were unsuccessful academically within 9 terms/27 months.</p> <p>1C. As measured by the State Boards of Nursing reports of NCLEX-RN, the pass rate for students graduating in the 2010-2011 academic year and taking the NCLEX will be 80% or higher.</p> <p>2. As measured by responses to the <i>Exit Survey</i>, 80% of the BSN graduates (surveyed 8/10, and 2/11) will indicate moderate achievement or better that faculty exhibited concern for students and are/were positive role models.</p> <p>3A. As measured by responses to the <i>Exit Survey</i>, 100% of BSN graduates will report participating in at least 15 hours of volunteer service-learning activities.</p> <p>3B. As measured by the annual report for each campus. 100% of the campuses will report the school of nursing faculty meet annually with local health care agencies</p> <p>4A. As measured by responses to the <i>Exit Survey</i>, 100% of BSN graduates will indicate moderate achievement or higher that the SON faculty provided effective instruction and guidance</p> <p>4B. As measured by the <i>Follow up survey</i>, greater than 90% of BSN graduates will indicate moderate achievement or higher that the SON faculty were responsive to the learning needs of the students as individuals.</p>	<p>1A. Met. Due to NCLEX-RN pass rates, the instructors of record for NUR 444 made it mandatory for each student, regardless of grade on the ATI RN Predictor to develop an NCLEX-RN remediation/supplemental plan,</p> <p>1B. Not met. The retention rate for 2010-2011 as 70%</p> <p>1C. Not met. The pass on first rite was 67.8% in MS and 67% in LA.</p> <p>2. Met. Average for the three campuses was 4.6</p> <p>3A. Met. 100% - All students took at least 1 hour of NUR 330-Community Service</p> <p>3B. Met. All faculty participated in community service activities.</p> <p>4A. Met. Average for the three campuses as 4.5</p> <p>4B. Met. Average was 4.7.</p>	<p>1A. Continue to have each student in NUR 444 develop and implement a remediation/supplemental plan.</p> <p>1B. The SoN administration and faculty addressed this by including additional student driven study sessions and the NUR 444 remediation plan for current students and increased admission GPA for admitting students.</p> <p>1C. Instituted NUR 444 remediation plan, study halls, had a nationally renowned speaker for a workshop on test construction, added a new pre-requisite course NUR 101 to improve foundation for nursing program.</p> <p>3A. and 3B. Continue present activities.</p> <p>4A. and 4B. Continue present activities.</p>

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2009 – 2010

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS	
<p>University Mission: The mission of William Carey University is to provide quality liberal arts and professional education programs within a caring Christian academic community. The individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service. The university collaborates with churches, organizations, and individuals to affirm its Baptist heritage and namesake – William Carey.</p> <p>Expanded Statement of Mission: 1) Attain excellence in the academic programs to promote student learning 2) Promote Christian development and social responsibility 3) Strengthen ties with Baptist churches, associations, and conventions 4) Provide an environment that supports student learning 5) Strengthen organizational and operational effectiveness 6) Strengthen financial resources</p> <p>Academic Program Purpose: The School of Nursing seeks to prepare individuals for self-directed practice and continuing growth in professional nursing; for formal graduate study; and for service to people as an expression of the Christian life and commitment.</p>	<p>o The learner will synthesize knowledge from a quality liberal education, the Christian domain, and nursing to assist clients in a variety of health care settings.</p> <p>o The learner will use the nursing process as a provider of care to clients in varying states of health throughout the lifespan.</p> <p>o The learner will facilitate attainment of optimal levels of wellness by coordinating restorative, palliative, health promotion and maintenance, illness prevention, and rehabilitative functions.</p> <p>o Using core knowledge and competencies, the learner will systematically identify and facilitate a positive response to the environmental systems that impact health.</p> <p>o The learner will integrate principles and skills of communication to provide nursing care for clients from diverse and multicultural populations.</p> <p>o The learner will use nursing research and critical thinking skills to advance professional nursing practice.</p> <p>o The learner will use leadership skills and knowledge of political systems to enhance the quality of nursing care.</p> <p>o The learner will demonstrate responsibility and accountability as a member of the nursing profession, the health care team, and the community.</p> <p>o The learner will integrate Christian principles and professional values – altruism, autonomy, human dignity, integrity, and social justice – in service to clients.</p>	<p>1. To prepare graduates who demonstrate essential competencies of the baccalaureate registered nurse in the delivery of nursing care, as described by the American Association of Colleges of Nursing and defined by the faculty of the School of Nursing.</p> <p>2. To support and promote graduate nursing education.</p> <p>3. To prepare generic and RN-BSN graduates who receive job advancement in professional nursing practice.</p> <p>4. To engage students in service learning opportunities.</p>	<p>1A. As measured by the Mid-curriculum HESI exam, 90% of students will score 800 or higher on items testing Critical Thinking, Communication Abilities, and Therapeutic Nursing Interventions.</p> <p>1B. As measured by the Exit HESI exam, 90% of students will score 900 or higher on items testing Critical Thinking, Communication Abilities, and Therapeutic Nursing Interventions.</p> <p>1C. As measured by the State Boards of Nursing reports of NCLEX-RN results, the pass rate for students graduating in the 2008-2009 academic year and taking the NCLEX will be 90% or higher.</p> <p>1D. As measured by the <i>Employer Surveys</i> for 2009 graduates (surveyed June 2010), 90% of graduates will earn satisfactory or higher on delivery of nursing care.</p> <p>2. As measured by responses to the <i>Graduate Follow-up Surveys</i>, 15% of the 2009 graduates (surveyed June 2010) will indicate attending or intention to attend graduate school within 5 years.</p> <p>3. As measured by the <i>Graduating Senior Nursing Student Exit Survey</i> surveyed 11/09 and 5/10) and the <i>School of Nursing Graduate Follow-up Survey</i> (surveyed June 2009), 80% of respondents will be employed in professional nursing practice within 1 year after graduation.</p> <p>4. As documented by the community service rosters, all students will participate in volunteer service-learning activities.</p>	<p>1.A. Goal not met - Only 35/49 or 71.43% met Critical Thinking score of ≥ 800; Only 35/49 or 71.43% met Communication Abilities score of ≥ 800, Only 28/49 or 57.14% met Therapeutic Nursing Interventions score of ≥ 800.</p> <p>1.B. Goal not met – Only 13/49 or 12.2% met Critical Thinking score of ≥ 900; Only 20/49 or 40.82% met Communication Abilities score of ≥ 900, Only 13/49 or 26.53% met Therapeutic Nursing Interventions score of ≥ 900.</p> <p>1.C. Goal not met - Only 85.17% passed NCLEX for the reporting period.</p> <p>1.D. Goal not met - No surveys have been received back from employers.</p> <p>2. Goal met - 7/9 or 88% of nurses reported planning to attend graduate school within 5 years</p> <p>3. Goal met - 40/42 or 95% of nurses reported employment as an RN by 1 year after graduation.</p> <p>4. Goal met - 100% of students completed community service</p>	<p>1.A. HESI exam discontinued due to lack of ability to meet objectives. New goal and assessment set for report year 2010-2011.</p> <p>1.B. HESI exam discontinued due to lack of ability to meet objectives. New goal and assessment set for report year 2010-2011.</p> <p>1.C. ATI adopted where remediation is provided in each course in the curriculum.</p> <p>1.D. New goal and assessment set for report year 2010-2011.</p> <p>2. New goal and assessment set for report year 2010-2011.</p> <p>3. New goal and assessment set for report year 2010-2011.</p> <p>4. New goal and assessment set for report year 2010-2011.</p>