Cover Sheet for Submission of **Substantive Changes Requiring Approval**	**COMPLETE ONE FORM PER PROSPECTUS OR APPLICATION SUBMITTED.** For questions about this form, contact the Substantive Change Office at 404.679.4501, ext. 4526, or email Dr. Kevin Sightler at ksightler@sacscoc.org	*Complete, attach to submission, and send to:* Dr. Belle Wheelan, President Southern Association of Colleges and Schools Commission on Colleges 1866 Southern Lane Decatur, GA 30033

OFFICIAL NAME OF INSTITUTION	MAIN CAMPUS CITY + STATE (OR NON-U.S. COUNTRY)
	SUBMISSION DATE (MM/DD/YYYY) INTENDED STARTING DATE (MM/YYYY)

Type of change (check the appropriate boxes)

☐ New program at the current degree level that is a significant departure from current programs

FULL NAME OF PROPOSED PROGRAM (E.G.,CERTIFICATE IN CYBER SECURITY, BACHELOR OF SCIENCE IN CIVIL ENGINEERING)

☐ New off-campus instructional site where 50% or more of a program's credits are offered

SITE NAME	CITY	STATE
STREET ADDRESS	ZIP	COUNTRY

Will the site be a **branch campus?** (see Substantive Change Policy, p. 16, for definition) ☐ Yes ☐ No

☐ Distance delivery: approval of the institution to offer 50% or more of programs electronically for the first time

☐ Competency-based educational program in which 50% or more of the credit is offered by direct assessment (see "Direct Assessment Competency-based Educational Programs" policy)

☐ Closing a program, instructional site, or institution

Type of closure:	☐ Program closure	☐ Site closure	☐ Institution closure

☐ Degree Level Change (see Substantive Change Policy, p. 15, for definitions; for changes from Level III to IV and from Level V to VI, an Application is not required; contact Commission staff for guidance)

FROM LEVEL	TO LEVEL	TO OFFER (E.G., BACHELOR OF SCIENCE IN COMPUTER SCIENCE)

☐ Merger / consolidation, program acquisition, or site acquisition | NAMES AND ACCREDITORS OF ALL INSTITUTIONS

DESCRIPTION AND LEAD INSTITUTION

☐ Change of governance, ownership, control, or legal status | NAMES AND ACCREDITORS OF ALL INSTITUTIONS

DESCRIPTION

☐ Other (PLEASE DESCRIBE)

The University of South Carolina Aiken Substantive Change Prospectus

New Instructional Site – Bachelor of Science in Nursing Degree at USC Union

Program is planned to initiate August 2021

Contact: Dr. Thayer McGahee
      Dean, School of Nursing
      Phone: 803-641-3392
      E-mail: ThayerM@usca.edu

Authorized degree and majors at the University

    Master of Education
        Educational Technology
        Educator Leadership
    Master of Science
        Applied Clinical Psychology
    Master of Business Administration
        Business Administration
    Bachelor of Arts
        Art
        Biology
        Chemistry
        Communication
        Communication and Digital Arts
        English
        Fine Arts
        History
        Music
        Political Science
        Sociology
    Bachelor of Arts in Education
        Early Childhood Education
        Elementary Education
        Middle Level Education
        Secondary Education
    Bachelor of Arts in Interdisciplinary Studies
        Interdisciplinary Studies
    Bachelor of Arts in Special Education
        Special Education
    Bachelor of Fine Arts
        Writing
    Bachelor of Science
        Applied Computer Science
        Applied Mathematics
        Biology

        Chemistry
        Clinical Laboratory Science
        Earth Systems Science
        Exercise and Sports Science
        Industrial Process Engineering
        Psychology
    Bachelor of Science in Business Administration
        Business Administration
    Bachelor of Science in Education
        Secondary Education
    Bachelor of Science in Interdisciplinary Studies
        Interdisciplinary Studies
    Bachelor of Science in Nursing
        Nursing

List of all approved off-campus sites:
The University of South Carolina Aiken is approved to offer degree programs on the University of South Carolina Salkehatchie campus and on the University of South Carolina Sumter campus. Both the Sumter and Salkehatchie campuses are two-year regional branch campuses of the University of South Carolina Columbia**.**

University of South Carolina Salkehatchie
465 James Brandt Blvd
Allendale, SC 29810

University of South Carolina Sumter
200 Miller Rd
Sumter, SC 29150

1. **Abstract**

The proposed change is for USC Aiken to offer the upper level courses of the BSN in Nursing program on the University of South Carolina Union (USC Union) campus on an on-going basis. This would be a new site for USC Aiken classes. USC Union is a 2-year campus (i.e., offers Associate degrees) within the University of South Carolina system. USC Union is located in the upstate of South Carolina at 309 East Academy Street, Union, South Carolina 29379. Classes for the proposed program are anticipated to start in the fall semester of 2021. A cohort of 16 students will be admitted each fall semester. We expect at least two students to drop out from each cohort after their first year. The classes will run across five semesters; thus, once the program is fully established, we expect a total enrollment of 44 students each Fall and 30 students each Spring. The primary target audience for the program are USC Union students who complete all general education classes as pre-nursing students on the USC Union campus and who meet all admission standards for the USC Aiken nursing program. The instructional delivery methods will be both traditional and distance education instruction, with all labs on site at USC Union and all clinicals in the USC Union area. USC Aiken is well suited to offer this program at USC Union. USC Aiken is approved by SACSCOC to offer programs using distance education delivery methods, among which is a RN-BSN completion program. In addition, the institution has been successfully offering programs at two other 2-year campuses of the USC system. On the USC Salkehatchie campus, USC Aiken offers the BA in Early Childhood Education and the BA in Elementary Education. On the USC Sumter campus, USC Aiken offers the Bachelor of Business Administration, BA in Elementary Education, BA in Early Childhood Education and a BSN in Nursing will start concomitant with the start of the program on the Union campus. The proposed BSN in Nursing program at USC Union will be the same as that offered at USC Sumter and on the main campus of USC Aiken. While both the BSN in Nursing program at USC Sumter and the BSN in Nursing program at USC Union will be initiated at the same time, only the Union program is included in this prospectus; the Sumter campus is an already approved site and the curriculum of the program is the same as that which is on the USC Aiken campus, except that it will be delivered using a combination of distance education and onsite instruction.

2.   **Determination of Need, Relationship to Mission and Planning, and Approvals for the Change**

There is a growing need for BSN prepared nurses in the state of South Carolina. By the year 2030, South Carolina is projected to have a shortage of 10,400 nurses (see Appendix A: Nursing Shortages). The USC Union campus Dean, Dr. Catalano approached USC Aiken about a partnership as a result of being contacted by leaders in Union County who asked him to find ways to recruit and retain more nurses in Union County. There is a need for more registered nurses in Union County's healthcare system. The

Union County Healthcare Foundation has donated $25,000 toward this nursing program and USC Union has received a $750,000 gift to support nursing education in the Upstate region.

The program is in keeping with USC Aiken's mission (see Appendix B. University of South Carolina Mission Statement) as "a comprehensive institution that offers undergraduate… degrees in… professional disciplines [for] … students from South Carolina" and with its strategic goal (see Appendix C. University of South Carolina Strategic Plan) to "develop partnerships that support the university mission, provide synergy, and enhance opportunities." Recognizing the current and future need for more nurses in the state, USC Aiken had been examining ways to expand its nursing program; however, the number of local clinical training sites has been a limiting factor. Expanding the scope of collaborating with hospitals in other counties would have either required travel by Aiken students or the training of new students in closer proximity to those hospitals. Offering the nursing program on the USC Union campus addresses the state and local needs while eliminating the need for long-distance student travel to clinical sites.

The proposed program on the USC Union campus will consist of the same matriculation and curriculum as that offered on the USC Aiken campus; thus, the proposal did not have to be reviewed by standing curriculum oversight committees of USC Aiken's Faculty Assembly. The proposal to expand to the new site was thoroughly discussed across several meetings in the Spring of 2019 and voted on by the faculty within the USC Aiken School of Nursing. A copy of the minutes of a school meeting at which the faculty voted to proceed with the proposal is provided (see Appendix D. School of Nursing Meeting Minutes of February 5, 2019). The proposal was also shared with the campus faculty at a Faculty Assembly meeting (see Appendix E. Faculty Assembly Meeting Minutes of January 30, 2019). The proposed program and site was approved by the South Carolina Commission for Higher Education on May 20, 2019 (see Appendix F. South Carolina Commission for Higher Education Approval) following a staff review and a recommendation for approval from the Commission for Higher Education Advisory Committee on Academic Programs.

3.   **Required Information for a New Off-Campus Site**

The USC Union campus will be an instructional site, not a branch campus. USC Union is one of four 2-year regional campuses of the University of South Carolina; the four campuses include Lancaster, Union, Sumter, and Salkehatchie. The regional campuses fall under the authority of the Columbia campus and reside in a central administrative unit known as Palmetto College, headed by a Chancellor and Associate

Provost. USC Union, like the other regional campuses, is headed by a campus dean who reports to the Chancellor of Palmetto College, and an Associate dean that serves as the campus chief academic officer. A USC System org chart (see Appendix G. USC System Org chart) is provided to show the relationship of USC Union to USC Aiken.

As entities of the University of South Carolina system, the regional Palmetto College campuses actively participate in multiple, ongoing, integrated planning and evaluation efforts. The University of South Carolina Union strives to achieve stakeholder satisfaction by providing high quality administrative, academic, and student support services. Satisfaction with these services are assessed each semester as a part of the Student Evaluation of Instruction. Students within the USC Aiken BSN program will also have the opportunity to identify perceived strengths and weaknesses of support functions through programmatic surveys that occur upon graduation and via a biennial survey of student engagement (NSSE).

The 124 semester credit hour program will consist of a general education core of 55 hours which will be completed by USC Union students using USC Union classes before the student transfers to USC Aiken. After transferring to USC Aiken, the student will complete 69 semester credit hours of USC Aiken nursing classes offered on the USC Union campus through a combination of distance education and onsite instruction. The general education classes will align with those required by students on the USC Aiken campus and will include:

- 16 hours of natural sciences (anatomy, physiology, microbiology, and chemistry);
- 3 hours of history of civilization;
- 9 hours of social and behavioral sciences (psychology, sociology, or anthropology);
- 9 hours of humanities (communication, history, art, foreign languages, music, literature, philosophy, theatre, or religion);
- 6 hours of English writing classes;
- 3 hours of oral communication;
- 6 hours of mathematic; and
- 3 hours of American political institutions.

The 69 hours of USC Aiken nursing classes (see Appendix H. 2020-21 Bulletin: BSN Course Descriptions) will include:

- NURS A201 (Introduction to Nursing Practice)... 5
- NURS A202 (Theoretical Foundations of Nursing Practice)................................... 3
- NURS A301 (Pharmacology)…….. 3
- NURS A307 (Health Assessment)…….. 3
- NURS A309 (Adult Health Nursing I)……... 5
- NURS A310 (Adult Health Nursing II)…….. 5
- NURS A312 (Pathophysiology)…….. 3
- NURS A315 (Community Health Nursing)…….. 5
- NURS A322 (Psychiatric Nursing).. 5
- NURS A323 (Women's Health through the Lifespan).. 5
- NURS A324 (Child Health Nursing).. 5
- NURS A413 (Nursing Research)…….. 3
- NURS A414 (Ethical-Legal Issues in Nursing)... 3
- NURS A417 (Gerontology Nursing)... 3
- NURS A418 (Entry into Practice)……... 3
- NURS A419 (Synthesis of Nursing Care for Clients with Complex Health Problems). 3
- NURS A421 (Leadership and Management in Nursing).. 3
- NURS A425 (Senior Clinical Practicum).. 4

Relative to the BSN Nursing program offered at USC Aiken (see Appendix I. 2020-21 Bulletin: BSN Requirements), there will be no differences in admission, curriculum, or graduation requirements for students enrolled at the new site.

An onsite advisor/ program coordinator, to be paid by USC Union, will be responsible for advising all students who are on the pre-nursing track as they are admitted to USC Union. This person will also be responsible for getting contracts with each of the clinical facilities needed for student clinical experiences, keeping up with student scheduling once students are admitted into the nursing program, and tracking required credentialing materials. The onsite program coordinator will communicate directly with the Dean of Nursing at USC Aiken regarding administration of the program.

The majority of courses will be delivered by faculty teaching on the USC Aiken campus using synchronous instruction through live-stream classrooms. A new faculty member located at USC Union will be trained in high fidelity simulation and will be responsible for running and teaching simulation labs. The faculty member will carry responsibility for onsite proctoring; administering, and grading exams in nursing courses; grading papers and other assessments; and administering the ATI proctored exams with each course in which these exams are embedded.

4.   Faculty Qualifications

The Faculty Roster Form (see Appendix J. Faculty Roster Form) shows the qualifications of each faculty member scheduled to teach in the BSN at USC Union program. In addition to the onsite program coordinator, there will be one faculty member located at USC Union who will not be a didactic instructor, but rather will be responsible for the lab portion of each class. An anticipated two hospital-based, adjunct, clinical faculty will also be needed for each clinical course. Clinical adjunct faculty will report to the instructor of record (who will be a full-time faculty member) for each clinical class.

5.   Library and Learning Resources

The USC Aiken Gregg-Graniteville Library currently owns 2,945 print volumes in medicine (bound periodicals and print books) including 192 print books (volumes) specifically addressing nursing topics. The library also provides access to over 4,000 ebooks in medicine and over 2,000 ebooks in nursing. Students have access to 749 ejournals in Nursing and Allied Health. These include:

- American Journal of Nursing,
- Critical Care Nurse,
- Journal of Advanced Nursing,
- Journal of Nursing Scholarship,
- Journal of Clinical Nursing,
- Journal of the American Medical Association (JAMA),
- Legal Eagle Eye Newsletter for the Nursing Profession,
- and many others.

The library subscribes or provides access to over 200 databases (most wth full text). Those that cover or include secondary scholarship and/or primary source materials in the nursing field include:

- CINAHL Complete,
- OVID Nursing Full-Text Plus,
- Mary Ann Liebert Journals,

- PubMed Central,

- Medline,

- Science Direct,

- Sage Journals Online,

- PsycINFO,

- R2 Digital Library,

- EBSCO Psychology and Behavioral Sciences Complete,

- Health Source: Nursing/Academic Edition,

- Health Reference Center Academic,

- Consumer Health Complete,

- PTSDpubs, and

- TRIP Database.

The USC Aiken Library is part of the PASCAL Consortium (see Appendix K. PASCAL Consortium Agreement) which provides access to print books that are owned by other academic libraries in South Carolina and ebooks which are centrally purchased by the PASCAL Consortium. For physical items not available through PASCAL, the students have access to Interlibrary Loan. Print materials in nursing from the USC Aiken Library and other PASCAL institutions will be sent via courier to the USC Union library. Students and faculty will access electronic and digital resources through the USC Aiken library home page and will be authenticated via Shibboleth and Ez-proxy servers.

The USC Aiken library homepage (see Appendix L: USC Aiken Library website) also has tutorials and research guides on the use of online resources as well as on site library resources. Through the faculty portal on the homepage, the faculty can request library instruction. The USC Aiken library homepage also has a number of handouts, library web-guides, and tutorials that guide users through searching and accessing resources. Additionally, four reference and instruction librarians are available to help students access and use the resources via chat, email, or phone if they are not physically present in Aiken. Chat service runs 24 hours a day Monday through Friday and 8:00 a.m. to midnight on Saturday and Sunday.

Because the USC Aiken students will be on the USC Union campus, they will also have access to USC Union library resources and services. The USC Union Library, located at the Union County Carnegie Library, is open 8:00 am – 7:00 pm, Monday – Thursday and 9:00 am – 3:00 pm, Friday and Saturday year-round. The USC Union Library catalogs and databases are accessible on the internet 24/7. USC

Union students, faculty, and staff have unique access to both PASCAL (academic library) materials and SCLENDS (public library) materials. The library collections may be accessed by USC Union affiliates on-campus or off-campus via proxy server authentication.

USC Union library staff provide ongoing orientation programs. These programs include live lectures and demonstrations, handouts, and library tours. Incoming students visit and tour the library during orientation and library information pamphlets are provided with information about the types of materials available, how to access this information in the library or from home, and how to obtain information via the Internet or Interlibrary Loan. Other available services include course reserves, and introduction to subject-specific reference materials and advanced database searching upon faculty request. Library patrons have access to the library's computers, study rooms, and faxing, printing, and copying services while on campus. Student feedback on the effectiveness of library orientation and services is assessed in a survey that is given every spring semester. Results of the survey is compiled by the Academic Librarian Liaison and used to improve library services.

6.   STUDENT SUPPORT SERVICES

In addition to onsite academic and student support resources in place for USC Union students, students in the program will be provided access to USC Aiken resources and services in all academic and student support areas (e.g., Library, Disability Services, tutoring, Bookstore, Career Services, Financial Aid, Registrar, and Counseling Center).

Prior to entering the program, new students at USC Union who express interest in the BSN program will be advised to enroll in one of the focused sections of UNIV 101 for pre-nursing students. Generally, the UNIV 101 course is designed to help students navigate their first semester and beyond in the University and covers all types of subjects, including how to log in to and check their Self-Service Carolina accounts, successful study and lifestyle habits, financial aid responsibilities, where to go to receive other campus services, and ways to get involved with the University. The pre-nursing UNIV 101 sections include encouraging a cohort approach to this demanding major and ensuring students are aware of aspects of their college career that will be critical for acceptance into the Upper Division of the BSN program.

The USC Aiken Center for Student Achievement will provide assistance to students in the program by connecting them to various resources, and promoting engaged learning and personal responsibility. Free tutoring is available through the center. The Center for Student Achievement also offers academic

consultations designed to assist students at any level. Students work one-on-one with professional staff members to improve time management, study skills, organizational skills, and other academic skills. The Center for Student Achievement also oversees the early warning process to alert students to specific behaviors and academic issues that may affect their academic performance. The Center will work with USC Union's Opportunity Scholars Program (OSP) that employs Peer Mentor Tutors on the Union campus who provide one-to-one and group tutoring. Computerized tutoring in a variety of disciplines is also provided in the OSP Tutoring Lab.

USC Aiken has a Writing Center to support writing across the curriculum by providing professional, individual feedback to students, both in person and through online consultations. The Writing Center provides an open teaching and learning environment for the collaborative discussion of writing so that students may become more aware and independent writers. Writing consultants come from a range of disciplines and are formally trained to provide feedback during all phases of the writing process. In addition, students in the BSN program at USC Union will have access to an onsite Writing Satellite Center staffed by a specifically designated Writing Tutor, who is vetted and trained by a full-time English faculty member to assist students in the writing of essays and research papers.

The Computer Services Division will provide advanced support to the university community in core technologies used in instruction and research. Supported technologies include Blackboard suite of applications for online course management, Adobe Connect and Microsoft Teams for virtual meetings and voice over PowerPoint, Camtasia for creating content with still and video screen captures, LISTSERV for streaming email communication with students and colleagues, SPSS for data collection, management, and analysis, Class Climate for class evaluations, and Respondus Browser and Monitor for student identity assurance and integrity of online test environments. Personnel at the USC Aiken Help Desk will serve as the primary Computer Services point of contact to address problems or questions regarding software and access issues. Students have access to these facilities and most computing resources 24 hours a day, 7 days-a-week. All academic computing is supported in the Windows and Macintosh environments.

The Disability Services Office at USC Aiken will assist students with physical, psychological, or learning disabilities. The office acts to provide appropriate accommodations for each student's special needs in order to ensure equal access to all programs, activities and services. Special classroom accommodations are provided to students with documented disabilities based on individual student needs. These services

are the result of a cooperative effort with the student's instructor and may include: priority seating, a note taker, test proctoring, permission to tape record lectures, alternative media or other accommodations to assist the student in her/his classroom efforts. The USC Aiken Office of Disability Services will work in concert with the USC Union Office of Disability Services to ensure students within the BSN program are provided appropriate accommodations.

USC Aiken also provides primary care for common health problems through the Student Health Center. USC Aiken's Nurse Practitioners provide health promotion, health education, and disease prevention information to all USC Aiken students. Most services are received free of charge, prepaid as part of tuition, with a few specialty services for which there are nominal charges; these include, but may not be limited to tuberculosis skin testing, immunizations, and selective health physicals.

Students in the program will also be able to use services provided through the USC Aiken Counseling Center. The Counseling Center offers counseling services to full-time and part-time students free of charge. The Counseling Center is available to address a variety of concerns including but not limited to domestic violence, drugs, eating disorders, relaxation, panic attacks, sexual assault or rape, self-awareness, sexuality, time management, suicide, dating violence, adjustment, alcohol, anger, anxiety, and depression. Services are provided in person and online.

The USC Aiken Bookstore is the source for all course materials including textbooks, lab supplies, course packets, school supplies, and study aids. The primary goal of the bookstore is to provide educational materials to students at the lowest cost possible. Material can be mailed to students.

Enrollment services will be provided to students in the program. Financial aid services will be provided by the USC Aiken Financial Aid Office which provides access to scholarships, grants, and loans. The office of the Registrar will provide registration services in the program and will keep complete records of all transactions related to their enrollment. The office gathers and records the grades for all students and implements the university's suspension and probation policy by tracking and keeping all related records of students on suspension and probation. Other services pertaining to a student's permanent record include name and address updates and proper recording and filing of all academic decisions and exceptions on students. Students wishing to graduate from the program will be required to complete a degree application no later than the published date for the semester. Veterans and military students within the program will be provided assistance through the USC Aiken Veterans and Military Student

Success Center. The center hosts a professional team that provides a conduit to benefits, opportunities, networking, and best practices for a successful military to community transition. The School Certifying Official is housed in the center and is authorized to sign and submit Department of Veterans Affairs' documents verifying a veteran, military member, or beneficiary's enrollment, change in status, receipt of advance payment, and any other circumstances that affect the amount or duration of education assistance benefits.

 7.   PHYSICAL RESOURCES

There will be new nursing simulation and skills lab built on the Union campus ahead of the Fall 2021 semester, in time for the first upper division junior cohort. The labs will be modeled from those that currently exist on the USC Aiken campus that are used to complement and enhance classroom learning and clinical experiences for nursing students. In the skills lab, students practice nursing skills with manikins and task trainers. The high fidelity simulation labs provide students the opportunity to make critical decisions and perform patient care on simulation patients, then see the consequences of their actions. In high fidelity simulation, the emphasis is on clinical judgment and decision making.

The space for the labs at USC Union has been identified, the funding is available, and the project appears to be feasible within the timeline. In the new space, there will also be two live-stream multimedia classrooms created, dedicated for use by the BSN program to receive instruction from comparable classrooms on the Aiken campus. The live-streaming classrooms are being fully funded by grants. Until those rooms are created, there are three live-stream rooms already in operation on the campus that will be used to meet the program's instructional needs. There is current a wet lab in existence in the Main Building on campus that will be used in support of the program and plans exist for the creation of a second wet lab in the building where the BSN program will be housed. In addition, the Science & Nursing Building currently houses a Virtual Reality Lab classroom and there are plans to add a second one in that building.

All USC Union classrooms are multi-media classrooms equipped with Internet-enabled computers and ceiling-mounted projectors or Promethean Boards (Titanium edition).

USC Union has a Student Academic Success Center that has space available for students to come and receive academic support through stations for study groups and computers usage. Along with the Student Academic Success Center, there is a computer lab that is accessible to students, several

computer stations in the USC Union Library, two computer lab classrooms, and a Virtual Reality computer lab (primarily for pre-nursing Anatomy/Physiology courses) in the Science and Nursing Building. There are also study areas in the Student Lounge and across campus where students can come together to study and use the wireless internet service that is provided for the entire campus.

USC Union is committed to the use of technology to enhance student learning in a manner that meets or exceeds the goals and objectives of its academic programs. Technology encompasses all aspects of student learning and serves to provide students with opportunities for developing competencies that not only serve them during their academic career but in the workplace and throughout life. USC Union provides a wealth of resources in support of faculty and students in the use of technologies and to meet program and course objectives. These resources include instructional and open computer labs for student use, wireless network for students with personal computers, library databases and internet research resources, video conference classrooms, videoconference technology, multimedia classrooms, and the Blackboard course-management software.

8. FINANCIAL SUPPORT

Overall Program (costs and funding are for the combined Union and Sumter programs – scheduled to initiate at the same time in Fall 2021)

Estimated Sources of Financing for the New Costs						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	$166,368	$311,940	$384,726	$384,726	$384,726	$1,632,486
Program-Specific Fees	$19,200	$36,000	$44,400	$44,400	$44,400	$188,400
Reallocation of Existing Funds	$104,000*	$54,000*	$54,000*	$4,000	$4000	$220,000
Total	$289,568	$401,940	$483,126	$433,126	$433,126	$2,040,886
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries	$63,000	$306,400	$328,400	$410,600	$410,600	$1,519,000
Facilities, Equipment, Supplies, and Materials	$104,000^	$54,000^	$54,000^	$4,000	$4000	$220,000
Total	$167,000	$360,400	$382,400	$414,600	$414,600	$1,739,000
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	$122,568	$41,540	$100,726	$18,526	$18,526	$301,886

*Funding provided by USC Sumter and USC Union through private monies or from pre-nursing revenue.

^$50,000 to outfit USC Aiken nursing classrooms for video conferencing. 2 in year 1; 1 in each of years 2 and 3; $4,000 in supplies and materials each year.

Budget Justification

Financing includes tuition and fees collected from new students. Reallocation of existing funds include private monies and pre-nursing revenue from USC Sumter and USC Union. The Union County Healthcare Foundation has donated $25,000 toward this nursing program and USC Union has received a $750,000 gift.

All new costs are based on equipment needs and personnel needs to support the programs and include:

New faculty salaries estimated at $82,200 (1 @ Sumter, 1 @ Union, 1 @ Aiken)

Clinical adjuncts @ $4000 ea.

USC Aiken Professor overloads @ $3000 ea.

USC Aiken is neither on reimbursement for Title IV funding nor on sanction with SACSCOC for financial reasons.

9.   DESCRIPTION OF INSTITUTIONAL EVALUATION AND ASSESSMENT PROCESSES FOR THE CHANGE

Faculty have the primary responsibility for determining appropriate educational outcomes which extend beyond student performance as registered by final course grades, as well as the methods and instruments for evaluating the level at which the outcomes have been accomplished. Each academic unit implements an ongoing assessment program that clearly articulates goals and objectives for student learning in the major, measures these outcomes on a regular basis at several points in the program and in multiple ways, analyzes the findings, and uses the results for curricular improvements and adjustments. Each academic unit submits an annual report of assessment activities to the Office of Institutional Effectiveness, Research, and Compliance using Task Stream. Included in the report is an assessment plan that describes how a program will assess students' performance during the upcoming academic year, and includes numerous components such as a program's mission statement, learning outcomes, curriculum map, measures and criteria, and methods. Programs that include offerings at remote sites or online include assessment of all offerings. Data are reported and examine in both aggregated and disaggregated forms to ensure comparable outcomes.

As a group, faculty within each degree-granting program are required to identify and articulate at least three measurable learning outcomes. Faculty also must describe the relevant direct and indirect measures that will be used to collect data for the purpose of measuring achievement of the established

outcomes. Most indirect measures are in-house assessment tools such as exit surveys of graduating seniors and alumni surveys. Direct measures include in-house course-embedded assessments, capstone experiences, and thesis evaluated using a standardized rubric, or purchased outcome assessments such as NCLEX for Nursing. At least one direct measure of student performance is required for each learning outcome, and the use of multiple measures is strongly encouraged. Faculty are encouraged to select measures and set criteria so that the data collected will be helpful in pinpointing strengths and weaknesses in the program and for use in ongoing decisions about program improvement. When all the assessment procedures have been completed, faculty then write the assessment report. Each assessment report presents data pertaining to the program's strengths and weaknesses garnered from the previous year's assessment activities, and delineates how the findings will be used to improve the program, and ultimately, student learning. A copy of the current BSN program assessment plan and annual report is included (see Appendix M: BSN Academic Program Review).

All assessment reports undergo internal review. Undergraduate programs are reviewed by the Academic Assessment Committee on a three-year cycle. Oversight by faculty committees allow faculty to embrace their responsibility to monitor and provide peer-directed guidance on assessment activities across departments and schools.

10.   APPENDICES
- Appendix A. Nursing Shortages Website
- Appendix B. University of South Carolina Mission Statement
- Appendix C. University of South Carolina Strategic Plan
- Appendix D. School of Nursing Meeting Minutes of February 5, 2019
- Appendix E. Faculty Assembly Meeting Minutes of January 30, 2019
- Appendix F. South Carolina Commission for Higher Education Approval
- Appendix G. USC System Org chart
- Appendix H. 2020-21 Bulletin: BSN Course Descriptions
- Appendix I. 2020-21 Bulletin: BSN Requirements
- Appendix J. Faculty Roster Form
- Appendix K. PASCAL Consortium Agreement
- Appendix L: USC Aiken Library website
- Appendix M: USC Aiken's BSN Academic Program Review

Appendix A. Nursing Shortages Website

☰   ✳ **nurse.org**   Subscribe

December 22, 2017

Nursing Demand By State: 2018 Projections

By: Nurse.org Staff   f t p in ✉

By Nurse.org Staff Writer

Nursing continues to be one of the most in-demand professions today. Yet a new HRSA study released in July seems to indicate a change from the previously projected job growth that put registered nurses at the top of most lists just two years ago. And while fewer states project a shortage in supply, qualified nurses will always be an absolute necessity in our healthcare system.

Related: What Happened To The Nursing Shortage?

Here are the nursing demand projections for all 50 states based on the latest report from the US Health Resources and Services Administration. See where your state ranks.

50. Florida

# of Nurses in FL by 2030: 293,700

Projected Demand: 240,000

Difference: +53,700 (surplus)

Average RN Salary: $63,960

49. Ohio

# of Nurses in OH by 2030: 181,900

Projected Demand: 132,800

Difference: +49,100 (surplus)

Average RN Salary: $62,800

48. Virginia

# of Nurses in VA by 2030: 109,200

Projected Demand: 86,500

Difference: +22,700 (surplus)

Average RN Salary: $65,340

47. New York

# of Nurses in NY by 2030: 213,400

Projected Demand: 195,200

Difference: +18,200 (surplus)

Average RN Salary: $78,950

46. Missouri

# of Nurses in NY by 2030: 135,100

Projected Demand: 118,600

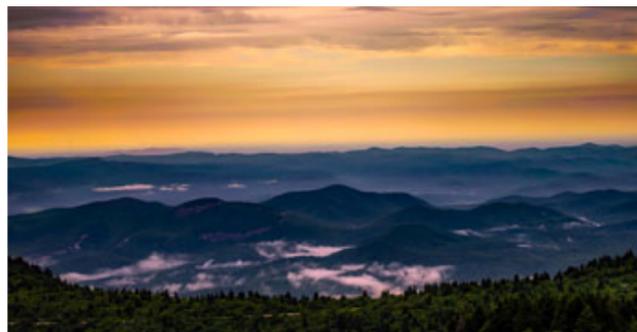**Difference:** +16,500 (surplus)

Average RN Salary: $59,150

45. North Carolina

# of Nurses in NC by 2030: 135,100

Projected Demand: 118,600

Difference: +16,500 (surplus)

Average RN Salary: $60,460



44. Indiana

# of Nurses in IN by 2030: 89,300

Projected Demand: 75,300

Difference: +14,000 (surplus)

Average RN Salary: $58,910

43. Kansas

# of Nurses in KS by 2030: 47,500

Projected Demand: 34,900

Difference: +12,600 (surplus)

Average RN Salary: $57,410

42. Maryland

# of Nurses in MD by 2030: 86,000

Projected Demand: 73,900

Difference: +12,100 (surplus)

Average RN Salary: $73,200

41. Kentucky

# of Nurses in KY by 2030: 64,200

Projected Demand: 53,700

Difference: +10,500 (surplus)

Average RN Salary: $58,770

40. Iowa

# of Nurses in IA by 2030: 45,400

Projected Demand: 35,300

Difference: +10,100 (surplus)

Average RN Salary: $55,040

39. Arkansas

# of Nurses in AR by 2030: 42,100

Projected Demand: 32,300

Difference: +9,800 (surplus)

Average RN Salary: $56,870

38. New Mexico

# of Nurses in NM by 2030: 31,300

Projected Demand: 21,600

Difference: +9,700 (surplus)

Average RN Salary: $66,030

37. Colorado

# of Nurses in CO by 2030: 72,500

Projected Demand: 63,200

Difference: +9,300 (surplus)

Average RN Salary: $69,990

36. Tennessee

# of Nurses in TN by 2030: 90,600

Projected Demand: 82,200

Difference: +8,400 (surplus)

Average RN Salary: $57,560

35. Pennsylvania

# of Nurses in PA by 2030: 168,500

Projected Demand: 160,300

Difference: +8,200 (surplus)

Average RN Salary: $67,550
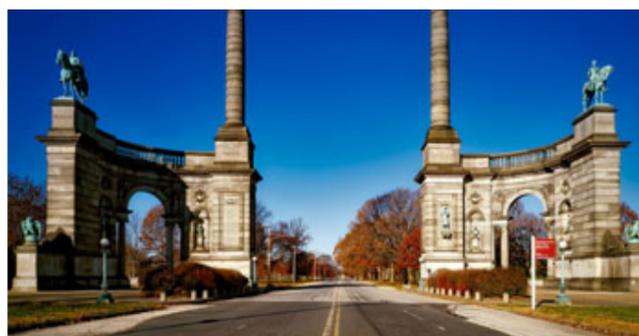
34. Nevada

Average RN Salary: $81,460

# of Nurses in NV by 2030: 33,900

Projected Demand: 25,800

Difference: +8,100 (surplus)

33. Mississippi

# of Nurses in MS by 2030: 42,500

Projected Demand: 35,300

Difference: +7,200 (surplus)

Average RN Salary: $56,980

32. Wisconsin

# of Nurses in WI by 2030: 78,200

Projected Demand: 72,000

Difference: +6,200 (surplus)

Average RN Salary: $66,400

31. Washington

# of Nurses in WA by 2030: 85,300

Projected Demand: 79,100

Difference: +6,200 (surplus)

Average RN Salary: $78,130

30. Michigan

# of Nurses in MI by 2030: 110,500

Projected Demand: 104,400

Difference: +6,100 (surplus)

Average RN Salary: $67,690

29. Oklahoma

# of Nurses in OK by 2030: 46,100

Projected Demand: 40.600

Difference: +5,500 (surplus)

Average RN Salary: $59,040

28. Alabama

# of Nurses in AL by 2030: 85,100

Projected Demand: 79,800

Difference: +5,300 (surplus)

Average RN Salary: $56,890

27. Maine

# of Nurses in ME by 2030: 21,200

Projected Demand: 16,500

Difference: +4,700 (surplus)

Average RN Salary: $64,310

26. West Virginia

# of Nurses in WV by 2030: 25,200

Projected Demand: 20,800

Difference: +4,700 (surplus)

Average RN Salary: $58,010

25. Utah

# of Nurses in UT by 2030: 33,500

Projected Demand: 29,400

Difference: +4,100 (surplus)

Average RN Salary: $61,000

24. Idaho

# of Nurses in ID by 2030: 18,900

Projected Demand: 15,300

Difference: +3,600 (surplus)

Average RN Salary: $61,280

23. Illinois

# of Nurses in IL by 2030: 143,000

Projected Demand: 139,400

Difference: +3,600 (surplus)

Average RN Salary: $69,760

22. Nebraska

# of Nurses in NE by 2030: 24,700

Projected Demand: 21.200

Difference: +3,500 (surplus)

Average RN Salary: $58,970

Average Hourly: $28.45

21. Connecticut

# of Nurses in CT by 2030: 43,500

Projected Demand: 40,000

Difference: +3,500 (surplus)

Average RN Salary: $77,330

Average Hourly: $35.33

20. Hawaii

# of Nurses in HI by 2030: 19,800

Projected Demand: 16,500

Difference: +3,300 (surplus)

Average RN Salary: $90,130

Average Hourly: $43.76

19. Minnesota

# of Nurses in MN by 2030: 71,800

Projected Demand: 68,700

Difference: +3,100 (surplus)

Average RN Salary: $72,310

Average Hourly: $35.80

18. Wyoming

# of Nurses in WY by 2030: 8,300

Projected Demand: 5,500

Difference: +2,800 (surplus)

Average RN Salary: $62,080

Average Hourly: $29.54

17. Vermont

# of Nurses in VT by 2030: 9,300

Projected Demand: 6,800

Difference: +2,500 (surplus)

Average RN Salary: $65,840

Average Hourly: $31.36

16. Rhode Island

# of Nurses in RI by 2030: 15,000

Projected Demand: 12,500

Difference: +2,500 (surplus)

Average RN Salary: $76,410

Average Hourly: $35.73

15. Oregon

# of Nurses in OR by 2030: 41,100

Projected Demand: 38,600

Difference: +2,500 (surplus)

Average RN Salary: $83,800

Average Hourly: $42.32

14. Louisiana

# of Nurses in LA by 2030: 52,000

Projected Demand: 49,700

Difference: +2,300 (surplus)

Average RN Salary: $62,450

Average Hourly: $29.24

13. Massachusetts

# of Nurses in MA by 2030: 91,300

Projected Demand: 89,300

Difference: +2,000 (surplus)

Average RN Salary: $88,650

Average Hourly: $40.58

12. Delaware

# of Nurses in DE by 2030: 14,000

Projected Demand: 12,800

Difference: +1,200 (surplus)

Average RN Salary: $71,410

Average Hourly: $33.32

11. Arizona

# of Nurses in AZ by 2030: 99,900

Projected Demand: 98,700

Difference: +1,200 (surplus)

Average RN Salary: $71,790

Average Hourly: $34.94

10. New Hampshire

# of Nurses in NH by 2030: 21,300

Projected Demand: 20,200

Difference: +1,100 (surplus)

Average RN Salary: $67,190

Average Hourly: $32.07

9. North Dakota

# of Nurses in ND by 2030: 9,900

Projected Demand: 9,200

Difference: +700 (surplus)

Average RN Salary: $58,890

Average Hourly: $28.77

8. Montana

# of Nurses in MT by 2030: 12,300

Projected Demand: 12,100

Difference: +200 (surplus)

Average RN Salary: $62,650

Average Hourly: $29.98

7. South Dakota

# of Nurses in SD by 2030: 11,700

Projected Demand: 13,600

Difference: -1,900 (shortage)

Average RN Salary: $55,100

Average Hourly: $26.14

6. Georgia

# of Nurses in GA by 2030: 98,800

Projected Demand: 101,00

Difference: -2,200 (shortage)

Average RN Salary: $63,190

Average Hourly: $30.93

5. Alaska

# of Nurses in AK by 2030: 18,400

Projected Demand: 23,800

Difference: -5,400 (shortage)

Average RN Salary: $88,510

Average Hourly: $40.01

4. South Carolina

# of Nurses in SC by 2030: 52,100

Projected Demand: 62,500

Difference: -10,400 (shortage)

Average RN Salary: $61,110
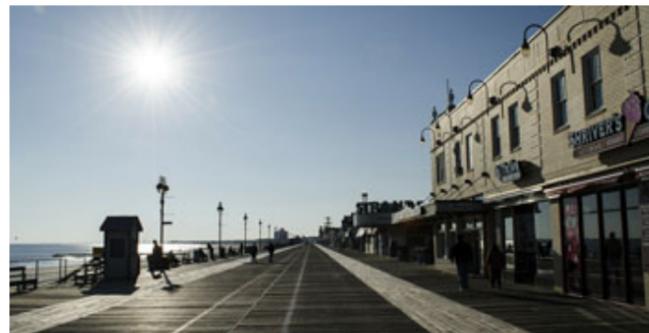
Average Hourly: $29.32

3. New Jersey

# of Nurses in NJ by 2030: 90,800

Projected Demand: 102,200

Difference: -11,400 (shortage)

Average RN Salary: $79,840

Average Hourly: $38.36

2. Texas

# of Nurses in TX by 2030: 253,400

Projected Demand: 269,300

Difference: -15,900 (shortage)

Average RN Salary: $68,890

Average Hourly: $33.02

1. California

# of Nurses in CA by 2030: 343,400

Projected Demand: 387,900

Difference: -44,500 (shortage)

Average RN Salary: $101,260

Average Hourly: $48.30

Nurse.org's Popular Guides and Resources

RN Salaries by State in 2020

Best Gifts for Nurses

Tis the season! Check out our list of the top gifts for nurses.

How to Start Your Healthcare Career Now

Wondering how to get started in healthcare fast? Here are 7 ways.

How to Make the Most Money as a Travel Nurse

Where can nurses make the most? Find out in our list of nurse salaries by state.

nurse.org

Appendix B. University of South Carolina Mission Statement

MISSION STATEMENT

The University of South Carolina Aiken is a comprehensive institution that offers undergraduate and graduate degrees in the arts, humanities, social sciences, natural sciences, and professional disciplines. All programs of study are grounded in a strong liberal arts and sciences curriculum.

USC Aiken is distinguished by its commitment to transformative teaching made possible through high impact learning practices, undergraduate research, small classes, and individual attention. The University encourages excellence in research and creative pursuits and prepares students for success by challenging them to think critically and creatively, to communicate effectively, to learn independently, and to acquire breadth and depth of interdisciplinary knowledge.

USC Aiken attracts students from South Carolina, the United States, and the world to form a diverse community of individuals engaged in educational experiences and service necessary for the pursuit of meaningful work in an enlightened, inclusive, and economically vibrant society. A progressive hub for innovation, collaboration, and creativity, USC Aiken contributes to the community by enriching the region's quality of life through a variety of activities including the visual and performing arts, intercollegiate athletics, continuing and distance education, educational outreach, and leadership.

August 16, 2016 (Faculty Assembly)
September 28, 2016 (Classified Employee Assembly)
December 13, 2016 (Board of Trustees)
February 7, 2017 (South Carolina Commission on Higher Education)

Appendix C. University of South Carolina Strategic Plan

Academic Excellence

Goal 1. USC Aiken will be a leading institution of public undergraduate and graduate education that produces alumni with the capacity for productive professional lives.

Deliver academic excellence through high-level programs

a. Recruit and retain high performing and diverse faculty and staff who place a primacy on student learning and development.
b. Use evidence-based assessments to maintain a culture of continuous improvement in academic programs.

Implement and sustain pedagogical and developmental opportunities

c. Provide development opportunities to faculty and staff to enhance teaching, learning, professional competency, position-relevant skills, and leadership.
d. Enhance innovation and creative collaboration on research and learning by faculty and students.
e. Enhance the use of high impact practices, including but not limited to: service learning, undergraduate research, classroom engagement pedagogies, and co-curricular opportunities that foster critical thinking, discovery, and interdisciplinary connectivity.
f. Increase resources and support to faculty and staff to foster and improve academic advising.

Enhance and utilize initiatives that support student success, retention, progression, and degree attainment.

g. Implement initiatives that improve student career, professional, and leadership readiness.
h. Review and revise the first year experience courses and programs to ensure alignment with best practices for new freshmen and transfer students.
i. Develop and implement plans to support student persistence and degree attainment.
j. Use actionable data and explore new approaches to obtain retention, progression, and graduation rates above our peer institutions.
k. Provide a wide range of opportunities designed to increase student resilience, collaboration, leadership, entrepreneurialism, and technology/media skills that help prepare students for careers that may not currently exist.

Enhance technological infrastructure and its use

l. Leverage and expand technology that supports teaching and learning.
m. Offer the curriculum through multiple modalities to enhance student flexibility, ease scheduling issues, and enhance "on your time" learning opportunities.

Engaged and Successful Students

Goal 2. USC Aiken will increase student engagement in scholarly, social, and civic arenas.

Nurture student achievement in and out of the classroom

a. Assist students in becoming independent learners who strive for high standards
b. Provide resources and support to faculty and staff to enhance mentoring.

c. Implement a diversity strategic plan.
d. Increase participation in internships, job shadowing, soft-skill development, and student work experiences on and off campus to enhance career/professional readiness of students

Stimulate civic, social, and cultural engagement on campus and in the community

e. Foster the ideals of diversity, inclusion, and the lived experience of belonging throughout the university community.
f. Foster the sense of a supportive, connected campus community and cultivate a fierce pride among internal constituents through athletics, traditions, and co-curricular initiatives.
g. Cultivate a shared understanding of the Pacer Community values.
h. Increase student participation in community service and civic engagement activities.

Build Mutually Beneficial Partnerships

Goal 3. USC Aiken will develop partnerships that support the university mission, provide synergy, and enhance opportunities.

Expand and leverage local partnerships

a. Grow local opportunities for internship, job shadowing, and post-graduate employment.
b. Collaborate with secondary schools, technical and community colleges, business, industry, and government to facilitate workforce development, economic, social, cultural, and educational opportunities in our region to continue strengthening University presence in the geographical area.
c. Develop and implement intentional and consistent connections to the region.

Expand national and international partnerships

d. Create additional opportunities for faculty and students to engage with our COPLAC partners.
e. Expand international partnerships for enrollment, curriculum, research, and study abroad.

Enhance our relationships with partnering constituents

f. Continue to cultivate, solicit, and steward our alumni and affinity groups.
g. Build a meaningful and supportive relationship with parents and guardians of our student body.
h. Identify, cultivate, solicit, and steward institutional constituents to help sustain and grow the university's endowment.
i. Refine processes in preparation of the next major Capital Campaign

Effective Resource (Operations) Management

Goal 4. USC Aiken will manage operations, communications, and resources effectively, efficiently, and ethically.

Enhance and deploy resources strategically and effectively

a. Implement employee retention, compensation, support, and productivity plans to support institutional excellence.

b. Build a sense of community pride through continuous improvement of the physical plant and campus grounds in accordance with the campus facilities master plan.
c. Implement innovative enterprise technology to promote efficiency and improve agility.
d. Provide support and training for optimum deployment of enterprise technology.

Conduct operations responsibly to promote sustainability

e. Ensure a culture that is committed to ethical stewardship of resources that actively incorporates efficiencies, risk management, and compliance strategies into the decision-making framework.
f. Ensure sustainable and optimal utilization of campus resources that link the budget to strategic goals.
g. Review, strengthen, and implement emergency preparedness, campus safety, disaster recovery, enterprise risk management, and business continuity plans.
h. Employ meaningful, data-informed assessments across units and support unit reviews that use goal setting, data analysis, and enhancement planning to ensure continuous improvement.
i. Increase operational and financial flexibility.
j. Develop/revise policies that enable USC Aiken to respond quickly to emerging trends in the regional workforce.

Strengthen communication at all levels of the university

k. Promote individual responsibility to be informed campus citizens.
l. Develop, implement, and evaluate effectiveness of a distinctive and consistent brand message.
m. Develop and implement a five-year strategic marketing plan to raise brand awareness among prospective students and their influencers.

Utilize enrollment management as a tool to help create a sustainable and viable university community.

n. Implement a comprehensive five-year strategic enrollment plan that will increase enrollment (in both face-to-face and online programs) and link that plan to the marketing plan of the university.
o. Develop and implement a summer enrollment marketing strategy that attracts both current USC Aiken students and students from other institutions who live locally and are returning home for the summer.
p. Implement a plan to increase non-resident and international student populations to enhance diversity.

Endorsed by USC Aiken's Faculty Assembly on 9.26.18.
Endorsed by CEA on 9.27.18.

Appendix D. School of Nursing Meeting Minutes of February 5, 2019

Present: Karen Morgan; Joyce Pompey; Katy Mooney; Carolyn Sue-Ling; Suzanne Fowley; Ashley Brittain; Robyn Havens; Tomeika Wimbush; Thayer McGahee; Katie Chargualaf; Delia Frederick; Heather Jennings; Lisa Simmons; Hannah Mottel; Nancy Stark; Kay Lawrence; Kathy Simmons; Betty Abraham-Settles; Mary Gaffney

Absent:

Approval of Minutes: T. McGahee moved to approve the minutes of January 7, 2018; C. Sue-Ling seconded; approved unanimously with corrections.

Presiding: D. Frederick

Dean Report
2/4/2019

CUDOS:

-

General:

- Don't forget to get your clinical requests for fall (and summer) in to Maureen this week. Please take into account those students who will be moving up to your level because of summer. I know she said the people doing this now seem to be a bit more relaxed, but let's do our part and get things in on time.
- The program modification form for CHE has been completed by Dr. Timmons was submitted to CHE for their March meeting. Dr. Jordan determined it did not have to have a FA vote or go to University Planning since it required no actual program change. We do need a vote from the SON.
- Thanks to all of you who were so kind to my Chinese guests and demonstrated simulation for them and allowed them in your fundamentals labs. They will be back on Wednesday of this week.
- If you know of any students in levels 4-6 who would be good candidates for a Chancellor's Ambassador, please let me know.

- Also, if you know of any female student who was out of school for at least 2 years before coming back to college, and has significant financial needs and hard times, please let me know. The PEO folks will be contacting me soon for potential applicants.
- Please take the time to fill out the survey about CI.

CSRA Nursing Workforce Group:
- No report.

Academic/Dean/Chancellor's Councils
- As you heard in FA, we are working on a new faculty evaluation plan and a new SET. It will be moving through the channels this semester. (Discuss what it is generally like.) SETS may be changed to call them Student Perceptions of Courses and Instructors.
- We are also looking at Peer Evaluations and what those should be addressing.

ACONE/Deans & Directors
- No report

Unfinished Business	Discussion/Action	Person/s Responsible	Target Date
Potential Partnerships with Sumter & Union	At this moment, it is not a done deal. However, it is looking like it will happen. In that event, faculty have several concerns: Will there be an IT person in both campus classrooms. Will they be able to have viable facilitates for Peds and Psych. Additional salary for another section (yes). Will there be additional faculty to help with grading a large amount of papers. Will this format work for Nursing Research. Sumter & Union will admit only once a year so what happens when a student fails a course. Students will earn their degree from USC Aiken. Faculty unanimously voted to let this program, if approved, to go forward.	Thayer	
New Business		**Person/s Responsible**	**Target Date**

Baccalaureate degrees in Community/Technical Colleges	If approved this would have a negative effect on 4-year schools. There is literally no support from 4-year schools for this change. It is a long process for approval. It may or may not happen.	Thayer	2/4/19
TEAS & Progression & Retention	APG recommends that the SON require, as of fall 2019, the TEAS exam as a part of the application process. At this time there is will no required minimum score. Over a two-year period, the SON will gather data to see if this should become a requirement with a minimum score. The test will cost the student $70.00 and may take it at any testing center. It may prove helpful in pointing out students who may be weak in certain areas. In addition, it may prove helpful in leveling out transfer students when compared with USCA students. Carolyn moved to accept; faculty approved unanimously. Concerning students who have been out of clinical more than one semester: discussion about including ATI with other testing requirements. Faculty asked it go back to committee for further discussion. Will discuss whether to use ATI or our own final exams. Bulletin change from Thayer regarding the 1/6 Internal Forgiveness Policy: Add the following: the required lab science must be one of the core science courses; the nursing advisor or the Dean must approve all courses take for the 16/2. Approved unanimously. Needs to be to the Undergraduate Bulletin.	Carolyn	
Castlebranch	Trying to sort out when students find out they need rechecks, who tells them and how they get their new password. Kay, Kathy, Maureen and Thayer will meet to discuss	Kathy & Kay	
New Lippincott	Tabled until March meeting	Betty	

Report of SON Standing Committees	Discussion/Action	Person/s Responsible	Target Date
Student Support Committee	Issue with uniform has been resolved for this semester. Not sure when they will be here.	Ashley	NA
Faculty Support Committee	ATI will be here tomorrow 2/5. She is providing lunch.	Suzanne	NA
Admissions, Progression, and Graduation Committee	No report	Carolyn	NA
Honors Program Committee	Have not met.	Betty	NA
Special Committees/Ad Hoc/Task Force	**Discussion/Action**	**Person/s Responsible**	**Target Date**
Technology	Kay sent out a Call for Abstracts for the South Carolina Nursing Simulation Alliance. Meeting at Midlands Tech Airport Campus July 2, 2019.	Kay	NA
CPR	Lisa explained the process of getting the cards. Once class is done she tells MUSC how many blank cards we need. Then Lisa emails each card separately to the student. She asks students to print clearly their email address on the registration form. If there is an error, the student needs to email Lisa. Lisa will offer an Instructor course this summer. Let her know if you are interested.	Lisa	NA
Report of University Committees	**Discussion/Action**	**Person/s Responsible**	**Target Date**

Academic Assessment	Assessments are complete and letters will go out soon.	Heather	NA
Academic Services	No report	Lisa	NA
Campus Life	Meeting 2/5	Delia	NA
Courses & Curricula	All proposals approved.	Nancy	NA
Faculty Advisory	Meeting soon.	Mary	NA
Faculty Grievance	No report	Joyce	NA
General Education	Working on best way to let students know how to proceed when an ICE event they attended is not showing up in Degree Works.	Kay	NA
Graduate Advisory Council	Looking at the MBA program	Betty	NA
HAS	No report	Robyn	NA
New Faculty Orientation	Not here	Ashley	NA
Nominating Committee	Met the 29th to discuss testing new nominating process. Meeting 2/12	Carolyn	NA
Post Tenure Review	Reviewing files	Joyce	NA
Promotion and Tenure			NA
SS&P	No report	Nancy	NA
University Planning	Meeting via email. Sent out a short questionnaire to all who taught CI.	Katy M	NA

Judicial Procedures	No report	Carolyn/Lisa	NA
Ad Hoc Committees			
First Year			NA
Honors Steering	Looking at applicant proposals	Betty	NA
Campus Technology	No report	Kay	NA
Library Liaison	Will re-group next month with the free trials.	Kay	NA
Center for Teaching Excellence	No report	Katy M	NA
Announcements/Back pats	Curriculum meeting is at 1pm to accommodate Dedication of Hands. Mary met with Kevin Lyles about a practice disaster on the campus. He is meeting with Dr. Jordan to find the best time. Several faulty offered to help Mary with planning. This will be a clinical day for our students.		
Meeting Adjourned: 1:50pm Submitted by: KS			

Appendix E. Faculty Assembly Meeting Minutes of January 30, 2019

Meeting of the Faculty Assembly
January 30, 2019
Minutes

1. Call to Order
Dr. Lynne Rhodes called the meeting to order at 4:01 pm.

2. Correction and Approval of Minutes
Quorum was established. The Assembly approved the December 2018 Minutes.

3. Reports of University Officers
Dr. Rhodes called for Officer Reports. She shared Dr. Jordan's announcements with the Assembly. In her announcements, Chancellor Jordan expressed her regrets for missing today's Assembly due to attending a meeting at the State House and later attending a reception for legislators.

Announcements
- As you can imagine, Federal Shutdowns caused concerns at institutions across the state. National Science Foundation (NSF) decided not to pay the salaries of contract workers. Thus, faculty or staff on NSF grants were given temporary work at the university (primarily in Columbia) and USC Columbia paid the salaries to keep them whole. When the shutdown ends, and the funding returns, the institution will be reimbursed.
- The Higher Education Opportunity Act (HEOA), which proposes a return of some of the funding to higher education that was lost during the recession, has been filed. The bill has bipartisan support. In fact, nine (9) sponsors signed onto the bill when it was pre-filed. The Act funds higher education out of the new tax for online sales. Dr. Jordan will meet with Senator Vincent Sheheen in Columbia today to meet and urge our elected officials to support the Act and support USC Aiken's budget requests.
- Dr. Jordan is happy to report that Wes Hayes, the new Commission of Higher Education (CHE) Head, has endorsed the Opportunity Act. It is terrific to have the support of CHE and to be in alignment with that agency.
- Two bills are on the fast track that Dr. Jordan wants to make us aware of: First, the Free Speech Bill, which was expected given the issues that are arising in other states and on other campuses. The bill protects free speech on campus. Current language in the bill proscribes penalties that can be levelled on those who break the law. Since institutions have their own disciplinary processes, which includes determining what kind of corrective action needs to be taken when a student fails to comply with rules, there are concerns about how the bill, if it becomes law, would interact with our own disciplinary processes.
- Secondly, a new Civics Bill is on the fast track through the house. The Bill will require all public universities to require a 3-hour course in Civics education, featuring the Constitution and Federalist Papers. Dr. Jordan contends that we already have a class like this. There are concerns about the level of specificity in the current bill, which proscribes

teaching materials for the course. The Bill also states that no new hours toward graduation can be added to accommodate the new course.

- It is important to remember that budget development is a nine-inning game and we have just seen the first pitch. At this moment, however, she notes a few things that are unique:
  - a. the legislature, including House members, are recognizing the link between tuition increases and shrinking appropriations. This is HUGE! The HEOA is changing the nature of the conversation.
  - b. there is more rhetoric than ever about the need to freeze tuition if any new dollars are allocated. Stay tune for more.
- The idea of the elusive "Bond Bill" is still alive in the Senate, but it is not supported in the House. We will have to watch how this plays out. Meanwhile, USC Columbia is still pushing for $50 million to support a new medical school.
- We have two new governor elected Board Members coming onto the USC System Board: Mr. Dan Adams, President and CEO of Capital Corporation, from USC Upstate, and Mr. Richard Jones Jr., an attorney from Pickens County.
- Council of Public Liberal Arts Colleges (COPLAC) Board met last week and they are putting the final touches on a plan to create a clearinghouse site for unique courses offered by COPLAC institutions. The courses will need to be delivered 100% online. Institutions submit 3-5 courses that offer expanded opportunities for the students at COPLAC institutions. Students will sign up for the course, pay their home institution's tuition, and take a course from one of the COPLAC institutions. This new project will provide opportunity for students at COPLAC schools. Types of course will vary, but this may be a way for USC Aiken to shine and a way to help students. For example, courses in Farsi and Mandarin will be taught. One institution is adding courses in Native American studies and so forth. Dr. Jordan is asking that we begin thinking and talking within our department about any courses we may want to add to the COPLAC clearinghouse. She suspects the project will be ready to launch by Fall 2019.
- Thursday is the last day to volunteer to shape the action steps connected to our new strategic planning goals. Once we pass Thursday, Dr. Jordan will invite one of the taskforce members to convene the first meeting. Participation is robust, and she thanks everyone who signed up for at least one taskforce!! Way to step up!!

Dr. Rhodes solicited questions from the Assembly. Any questions will be forwarded to Dr. Jordan for clarification. Dr. Rhodes turned the floor over to Dr. Timmons to make announcements and give an update.

- Dr. Jordan has been appointed to the National Collegiate Athletic Association (NCAA) Board of Governors and the Vice-President of the Division 2 Council of Presidents.
- Comments were made during the Budget and Finance Meeting last week that the House has not done its job in funding higher education.

- There is a different feel in the CHE meetings. Admiral Muns, who was voted on as Vice-Chairman of CHE seems to be in favor of higher education.
- Last semester, some students had two final examinations at the same time. Brock Gilliam is helping with efforts to place classes in the right blocks of time to prevent this from happening again so that students are not scrambling at the last minute trying to decide which examination to take.
- Enrollment is up 121 students compared to this time last year. The undergraduate student enrollment is down compared to last year this time, however graduate enrollment is up especially online. The decrease in undergraduate admissions is expected due to the overall decrease in population. We expect to see a turn around with an increase by 2025, according to demographics.
- We are working on plans to increase scholarship dollars. You will hear more about this in the future.
- A parking study was done last semester using drones. The results showed that Parking Lot A gets full during the middle part of the day on Monday, Tuesday, and Wednesday. Parking Lots B, C, and D have as many as 90 open spaces every day. The problem is not the lack of parking spaces, but the lack of close parking spaces for every student. We want students to know that we are concerned about what they consider a problem. Faculty can delicately suggest that students park in Lots B, C, or D and take the short walk to class. We are looking at other possibilities.
- The Faculty Evaluation Review Committee reported to Dr. Timmons last October. The Chancellor and deans met to review the recommendations. Academic Council presented recommendations to the Faculty Welfare Committee (FWC) who are now deliberating the recommendations. The FWC will brief the Assembly where they are in the deliberations. The recommendation is that the Student Evaluations of Teaching (SET's) are redesigned. Academic Council recommended that the deans and library director take the first opportunity at a new SETS. The deans met and pulled together 18 questions in six areas that are tied to the national approach to doing student evaluations. Academic Council will be reviewing those recommendations. Key to this process is the addition of a new SET and how the SET will be weighted.

4. Reports of University Committees

Dr. Rhodes called for University Committee Reports. Professor Karl Fornes thanked the Faculty Evaluation Review Committee for their two and a half years of work. Members include Dr. Monty Fetterolf (co-chair, Chemistry/Physics), Professor Karl Fornes (co-chair, English), Dr. Natalia Bowdoin (Library), Dr. Ed Callen (Psychology), Dr. Maureen Carrigan (Psychology), Dr. Tieling Chen (Mathematics), Professor Vicki Collins (English), Dr. Allen Dennis (Geology/Biology), Dr. Victor Duran (Language, Literatures, and Cultures), Dr. Mick Fekula (Business), Dr. Elizabeth Georgian (History/Political Science/Philosophy), Professor Doug Higbee (English), Dr. Malencia Johnson (Sociology), Rodney Lippard (Library), Dr. Vicki Long

(Nursing), Thayer McGahee (Nursing), Deborah McMurtrie (Education), Brian Parr (Exercise/Sports Science), and Dr. Windy Schweder (Education).

Prior to any further reports, Cam Reagin updated the Assembly that this was the fifth and final year of the current existing fair wage plan. Next, is to see what has been accomplished in the last five years and decide how to move forward from this point. A new Human Resources (HR) payroll system will be implemented April 1. The new process will be in place by the April payroll.

Dr. Alexandra Roach reported on the University Planning Committee in Dr. Christine Wernet's absence. Dr. Jordan charged the University Planning Committee with recommending a new Quality Enhancement Plan (QEP) item. The Committee considered three possibilities: Advisement, Critical Inquiry, and Retention, Petition, and Graduation (RPG). The Committee recommended Advisement, because of the potential of having the largest impact on student welfare. Dr. Wernet arrived during the discussion and clarified questions fielded from the Assembly. Dr. Wernet referred to the attachment in the agenda on the QEP recommendation. As the CI Coordinator, Dr. Vierya requested to be included in the QEP discussion. As General Education Committee (GEC) Co-Chair, Professor Fornes requested that someone from the GEC be a part of the QEP discussion as well. Dr. Rhodes interjected that Dr. Jordan would convene a task force to review the recommendation. Faculty will have an opportunity to have input in the recommendation.

Dr. Alexandra Roach reported on the Graduate Advisory Committee. The Education Department submitted seven new course proposals.
- Department of Education; New Course Proposals:
  - EDUC A660 unanimously approved.
  - EDUC A661 unanimously approved.
  - EDUC A662 unanimously approved.
  - EDUC A663 unanimously approved.
  - EDUC A664 unanimously approved.
  - EDUC A672 unanimously approved.
  - EDUC A673 unanimously approved.

Dr. Tom Reid reported on the Courses and Curriculum Committee.
- Department of Communication; New Course Proposals:
  - COMM A329 unanimously approved.
  - COMM A361 unanimously approved.
  - COMM A365 unanimously approved.
- School of Nursing; New Course Proposal
  - NURS A425 unanimously approved.
- School of Nursing; Proposed Course Change
  - NURS A370 add CHEM A103 and CHEM A111 as options for prerequisites unanimously approved.

4

- o NURS A419 removes clinical hours (moved to NURS A425) unanimously approved.
    - o NURS A421 removes clinical hours (moved to NURS A425) unanimously approved.
- School of Nursing; Proposed Bulletin Change
    - o RN to BSN Completion Track: add CHEM A103 as an option for Natural Sciences unanimously approved.
    - o BS Nursing Generic Track: new course (NURS A425) taking the place of clinical parts of NURS A419 and NURS A421 unanimously approved.
- Faculty Athletics Representative; Bulletin Change
    - o Absence policy clarified unanimously approved.

5. Old Business

Dr. Jeremy Culler reported on the Nominating Committee. Brandy Horne has agreed to fill the vacancy on the Faculty Grievance Committee. The Assembly voted by acclamation to accept the nomination. The next item discussed was a bylaws change concerning the Promotion and Tenure (P&T) Committee. Nursing currently does not have anyone serving on the committee due to no faculty who is eligible at this time. The Committee proposed an exception rule to be added to the Faculty Manual. Faculty will vote on the change electronically.

- Exception Rule:
    In the event that a college or a school does not have an eligible member available to fill a vacant designated committee position, a temporary one-year membership may be opened for an elected member who meets all other eligibility requirements for that committee.

After discussion about concerns of the consequences of this rule, the Assembly voted unanimously to send the proposal back to committee. The committee agreed to consider making changes to the exception rule.

Dr. Mary Gaffney reported on the Faculty Advisory Committee. The Committee submitted a proposed change to the Faculty Manual that would create a Distance Learning Committee.

- Add to Committees; Section Three
    Distance Learning Committee - To develop and periodically review policies and procedures related to the distance learning environment; to represent faculty interests concerning intellectual property, course management practices, and third-party involvement; to periodically assess the University's infrastructure for resources necessary to ensure faculty success in the virtual classroom; and to ensure parity between faculty evaluation practices used in traditional and distance learning platforms. Membership will include one faculty member from the School of Business Administration; the School of Nursing; the College of Sciences and Engineering; the College of Arts, Humanities, and Social Sciences; the School of Education; and the Gregg-Graniteville Library. The Executive Vice Chancellor for Academic Affairs and the Director for Distance Learning will serve as ex officio members. The length of the term of service is three years.

Discussion ensued regarding the representation on the committee. The Assembly questioned the wording compared to the wording of other committees in the Faculty Manual. After considerable

discussion, the Assembly voted unanimously to send the proposal back to the Faculty Advisory Committee for revision.

6. New Business

Dr. Thayer McGahee shared that the School of Nursing (SON) will be partnering with USC Sumter and USC Union which are two year universities. The goal is to increase the number of bachelor prepared nurses in their prospective areas. The general education courses will be taught by the two universities on their campuses. University of South Carolina Aiken will teach the nursing courses through distance learning on their campuses. The students will be admitted according to USC Aiken's SON admission criteria to the nursing program. Revenue from the nursing courses will come to USC Aiken.

The General Education Committee proposed a bulletin change regarding Inter-curricular Enhancement (ICE) requirements. Dr. Petrie presented the change and some discussion occurred.

- It is the responsibility of students to verify that they receive credit for the ICE events that they attend. Students must report a perceived discrepancy in the crediting of attendance at an ICE event to the Assistant Vice Chancellor of Academic Affairs no later than 11:59 p.m. fourteen (14) days following the event. Students will not earn credit for perceived discrepancies after fourteen (14) days.

A motion to table the motion was made, but unable to be voted on due to not having a quorum.

7. Announcements

Dr. Rhodes announced that the Nominating Committee has sent out a preview of the openings for information. Faculty will have an opportunity to nominate and self-nominate prior to the April elections.

The School of Nursing is sponsoring a Wine and Dine with a Silent Auction on March 1 at the Etherredge Center.

8. Good of the Order

Dr. Roach announced that one of USC Aiken's Psychology students has been accepted into the Ph.D. program at USC Columbia.

9. Adjournment

Dr. Lynne Rhodes adjourned the Assembly at 5:35 pm.

Submitted,

Betty Abraham-Settles

Appendix F. South Carolina Commission for Higher Education Approval

SOUTH CAROLINA
COMMISSION ON HIGHER EDUCATION

May 20, 2019

President Harris Pastides, Ph.D.
University of South Carolina
Osborne Administration Building, Suite 206
Columbia, South Carolina 29208

Dear President Pastides:

I am pleased to inform you, that in keeping with the authority granted to it by the Commission, the Academic Affairs staff approved the program modification for the University of South Carolina Aiken to add the University of South Carolina Sumter campus and the University of South Carolina Union campus to the Bachelor of Science in Nursing (Generic) degree program. This action is based upon staff review and the recommendation for approval by the Advisory Committee on Academic Programs (ACAP).

This program can only be offered through traditional instruction and will be noted as such on the Commission's *Inventory of Approved Programs* with the following information: CIP Code **513801 001**; and site identifiers **50801** (University of South Carolina Aiken Main Campus); **51601** (University of South Carolina Sumter Main Campus); and **51701** (University of South Carolina Union Main Campus). The new sites will be implemented Fall 2019.

Sincerely,

Mike LeFever
Interim President and Executive Director
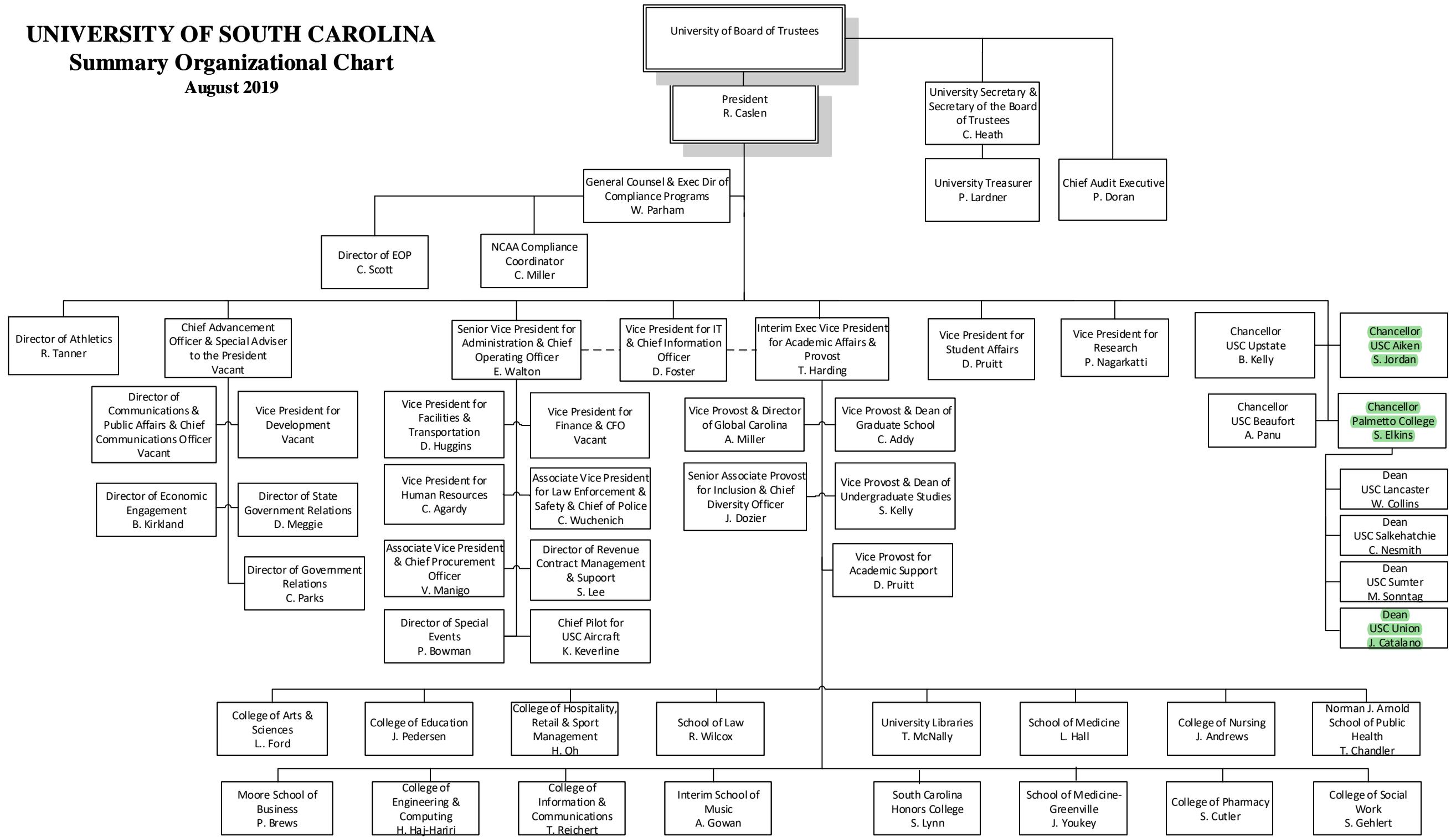
cc: Dr. Sandra J. Jordan
        Dr. Daren Timmons
        Program File
        Inventory File

Appendix G. USC System Org chart

UNIVERSITY OF SOUTH CAROLINA
Summary Organizational Chart
August 2019

- University of Board of Trustees
  - President — R. Caslen
  - University Secretary & Secretary of the Board of Trustees — C. Heath
    - University Treasurer — P. Lardner
    - Chief Audit Executive — P. Doran

General Counsel & Exec Dir of Compliance Programs — W. Parham
- Director of EOP — C. Scott
- NCAA Compliance Coordinator — C. Miller

Reporting to President:

- Director of Athletics — R. Tanner
- Chief Advancement Officer & Special Adviser to the President — Vacant
  - Director of Communications & Public Affairs & Chief Communications Officer — Vacant
  - Director of Economic Engagement — B. Kirkland
  - Vice President for Development — Vacant
  - Director of State Government Relations — D. Meggie
  - Director of Government Relations — C. Parks
- Senior Vice President for Administration & Chief Operating Officer — E. Walton
  - Vice President for Facilities & Transportation — D. Huggins
  - Vice President for Human Resources — C. Agardy
  - Associate Vice President & Chief Procurement Officer — V. Manigo
  - Director of Special Events — P. Bowman
  - Vice President for Finance & CFO — Vacant
  - Associate Vice President for Law Enforcement & Safety & Chief of Police — C. Wuchenich
  - Director of Revenue Contract Management & Support — S. Lee
  - Chief Pilot for USC Aircraft — K. Keverline
- Vice President for IT & Chief Information Officer — D. Foster
- Interim Exec Vice President for Academic Affairs & Provost — T. Harding
  - Vice Provost & Director of Global Carolina — A. Miller
  - Senior Associate Provost for Inclusion & Chief Diversity Officer — J. Dozier
  - Vice Provost & Dean of Graduate School — C. Addy
  - Vice Provost & Dean of Undergraduate Studies — S. Kelly
  - Vice Provost for Academic Support — D. Pruitt
- Vice President for Student Affairs — D. Pruitt
- Vice President for Research — P. Nagarkatti
- Chancellor USC Upstate — B. Kelly
  - Chancellor USC Beaufort — A. Panu
- Chancellor USC Aiken — S. Jordan
- Chancellor Palmetto College — S. Elkins
  - Dean USC Lancaster — W. Collins
  - Dean USC Salkehatchie — C. Nesmith
  - Dean USC Sumter — M. Sonntag
  - Dean USC Union — J. Catalano

Colleges and Schools:

- College of Arts & Sciences — L. Ford
  - Moore School of Business — P. Brews
- College of Education — J. Pedersen
  - College of Engineering & Computing — H. Haj-Hariri
- College of Hospitality, Retail & Sport Management — H. Oh
  - College of Information & Communications — T. Reichert
- School of Law — R. Wilcox
  - Interim School of Music — A. Gowan
- University Libraries — T. McNally
  - South Carolina Honors College — S. Lynn
- School of Medicine — L. Hall
  - School of Medicine-Greenville — J. Youkey
- College of Nursing — J. Andrews
  - College of Pharmacy — S. Cutler
- Norman J. Arnold School of Public Health — T. Chandler
  - College of Social Work — S. Gehlert

Appendix H. 2020-21 Bulletin: BSN Course Descriptions

Student Responsibilities

1. Students are encouraged to carry accident and illness and malpractice insurance.

2. Students must submit background check and drug screening, and evidence of current CPR Certification as required by the School of Nursing. See RN to BSN Handbook for details.

3. Students must provide evidence of current licensure in the state in which they will do their practicum.

4. Students must provide evidence of all requirements deemed necessary by the clinical facility in which the practicum will take place (i.e. immunizations, TB test, etc.) prior to NURS A460.

Course Descriptions
Nursing (NURS)

NURS A201 **Introduction to Nursing Practice. (5)** (Prereq: Admission to the professional program; Prereq. or Coreq: NURS A307) This course will introduce the nursing student to the theory and practice related to the application of concepts and skills in providing nursing care. (three hour lecture, six hours lab/ week)

NURS A202 **Theoretical Foundations of Nursing Practice. (3)** (Prereq: Admission to the professional program and a grade of C or better in BIOL A330 or BIOL A250) Theories and concepts that provide the foundation for nursing practice are presented with an emphasis on the health/illness continuum and health promotion. Theories of human development and the concept of health and the nursing process will be integrated to prepare the nurse to work with individuals, families, groups, and communities.

NURS A301 **Pharmacology. (3)** (Prereq: NURS A312, NURS A201, and NURS A307) The study of the pharmacodynamics and pharmacokinetics of medications with emphasis on nursing implications for patient care.

NURS A307 **Health Assessment. (3)** (Prereq: BIOL A232, BIOL A242, admission to Baccalaureate in Nursing clinical courses) Introduces the student to a foundation in assessing the physical and psychosocial health status of individuals across the lifespan; assessment skills and selected screening procedures will be applied in a client-simulated lab. (2.5 hours lecture/1.5 hours lab/ per week)

NURS A309 **Adult Health Nursing I. (5)** (Prereq: NURS A201, NURS A202, NURS A307, NURS A312; Pre or Coreq: NURS A301) Through the use of the nursing process, students focus on specific interventions in the care of adult clients experiencing alterations in function. (three lecture hours/six lab hours/per week)

NURS A310 **Adult Health Nursing II. (5)** (Prereq: NURS A301, A309, A323) Continuation of Adult Health Nursing I. Through the use of the nursing process, students focus on specific interventions in the care of adult clients experiencing alterations in function. (three lecture hours/six lab hours/per week)

NURS A312 **Pathophysiology. (3)** (Prereq: BIOL A232, BIOL A242, BIOL A330 or BIOL A250, admission to Baccalaureate in Nursing clinical courses) Focuses on the pathological bases of disease processes and clinical manifestations of selected diseases.

NURS A315 **Community Health Nursing. (5)** (Prereq: NURS A312, NURS A322; Prereq. or Coreq: NURS A324) Concepts of community health nursing are presented and applied in clinical settings with emphasis on the community and the family as clients. Communicable disease control, principles of epidemiology, health promotion practices, family theories, and public health issues are addressed. (three hours lecture/ six hours lab/ per week)

NURS A322 **Psychiatric Nursing. (5)** (Prereq: NURS A301, A309, A323) Through the use of the nursing process, students utilize a model of psychodynamics in the restoration, maintenance, and promotion of mental health. Therapeutic communication is included with appropriate clinical experiences. (three hours lecture/ six hours lab/ per week)

NURS A323 **Women's Health Through the Lifespan. (5)** (Prereq: NURS A201, NURS A307, NURS A312, NURS A202) Students focus on women's health issues from puberty through premenopause. Through the use of the nursing process, students learn to individualize family-centered women's health care, with clinical experiences providing the opportunity to apply these principles. (three hours lecture/ six hours lab/ per week)

NURS A324 **Child Health Nursing. (5)** (Prereq or Coreq: NURS A301 Prereq: NURS A310, NURS A322, NURS A323; Co-req: NURS A315) Students use the nursing process to provide family-centered care to the pediatric client and the family. (3 hours lecture/ 6 hours lab/ per week)

NURS A350 **Professional Nursing. (3)** (Prereq: RN Licensure and admission to Baccalaureate in Nursing clinical courses) The development of nursing as a professional discipline and science and related issues; introduction to nursing theories, processes, and practice roles.

NURS A360 **Health Assessment for RN's. (3)** (Prereq: BIOL A243, BIOL A244, admission to RN to BSN track; Prereq or coreq: NURS A370) Provides the student a foundation in assessing the physical and psychosocial health status of individuals across the lifespan. Students' assessment skills and selected screening procedures will be evaluated by faculty.

NURS A370 **Pathophysiology for RN's. (3)** (Prereq: BIOL A243, BIOL A244, BIOL A250; CHEM A101 or CHEM A103 or CHEM A111; admission to RN to BSN track) Focuses on the pathological bases of disease processes and clinical manifestations of selected diseases.

NURS A380 **Ethical-Legal Issues in Nursing for RN's. (3)** (Prereq: completion of NURS A350) This course emphasizes the principles and concepts of ethical theory and the legal basis for nursing practice. Ethical issues affecting nursing practice are examined to provide a basis for student to form intelligent, unbiased, and ethical decisions. The legal responsibilities of nursing practices are identified and discussed particularly as they relate to ethical dilemmas and safe nursing practice.

NURS A398 **Special Topics. (1-3)** (Prereq: Consent of instructor) An elective course on selected topics in nursing.

NURS A413 **Nursing Research. (3)** (Prereq: NURS A309 or departmental permission and one of the following: PSYC A325, STAT A201, or BADM A296) The

course provides an introduction to analytical and critical thinking, scientific concepts, methods and decisions, ethical and legal concerns, and research techniques essential to the research process. Emphasis is placed on the student as a consumer of nursing research.

NURS A414   **Ethical-Legal Issues in Nursing. (3)** (Prereq: NURS A310 or departmental permission) This course emphasizes the principles and concepts of ethical theory and the legal basis for nursing practice. Ethical issues affecting nursing practice are examined to provide a basis for students to form intelligent, unbiased, ethical decisions. The legal responsibilities of nursing practice are identified and discussed particularly as they relate to ethical dilemmas and safe nursing practice.

NURS A417   **Gerontological Nursing. (3)** (Prereq: NURS A309 or departmental permission and one of the following: PSYC A325, STAT A201, or BADM A296) Theories of human development and the achievement and maintenance of healthy lifestyles of elders are explored.

NURS A418   **Entry into Practice. (3)** (Prereq: NURS A315, NURS A324, NURS A414; Co-req: NURS A421; Prereq. or Co-req: NURS A419) Synthesis and critical evaluation of issues related to entry into professional nursing practice. Structured review of clinical nursing course content with emphasis on critical thinking and problem-solving in the nursing profession.

NURS A419   **Synthesis of Nursing Care for Clients with Complex Health Problems. (3)** (Prereq: completion of all nursing courses except NURS A418, NURS A421, NURS A425; Coreq: NURS A418, NURS A421, NURS A425) Students in this senior-level course synthesize and apply strategies for health promotion, risk reduction, disease prevention, and care of acutely ill clients with complex health care needs.

NURS A420   **Care of the Client with Complex Health Needs. (3)** (Prereq: RN Licensure, NURS A360, NURS A350, NURS A370) In this course students synthesize knowledge from all previous courses as they learn the concepts of caring for both clients with complex health needs and clients requiring specialized healthcare facilities or intensive care.

NURS A421   **Leadership and Management in Nursing. (3)** (Prereq: Successful completion of Writing Proficiency Portfolio; completion of 14 out of 16 ICE requirements; completion of all nursing courses except NURS A418, NURS A419, NURS A425; Coreq: NURS A418, NURS A419, NURS A425) Leadership and management concepts and principles for professional nursing practice. Emphasis on knowledge and skills that impact effective leadership and management roles.

NURS A425   **Senior Clinical Practicum. (4)** (Prereq: completion of NURS A315, NURS A324, NURS A414; Coreq: NURS A418, NURS A419, NURS A421; must be taken in last semester of program) NURS A425 is a clinical practicum course that focuses on the application of the nursing process for diverse clients with complex health needs. Emphasis is on collaboration with the interdisciplinary team to facilitate management of clients across the lifespan. Precepted clinical experiences and a project provide opportunities to apply leadership concepts and prepare the graduate to assume the role of a professional nurse.

NURS A430   **Nursing Research for RN's. (3)** (Prereq: Completion of STAT A201, NURS A350, NURS A370) The course provides an introduction to analytical and critical thinking, scientific concepts, methods and decisions, ethical and legal concerns, and research techniques essential to the research process. Emphasis is placed on the nurse as a consumer of nursing research.

NURS A440   **Gerontological Nursing for RN's. (3)** (Prereq: completion of NURS A360, NURS A370) Theories of human development and the achievement and maintenance of healthy lifestyles of elders are explored.

NURS A450   **Community Health Nursing for RN's. (5)** (Prereq: RN Licensure, NURS A360, and NURS A350) Concepts of community health nursing are presented and applied in clinical settings with emphasis on the community and the family as clients. Communicable disease control, principles of epidemiology, health promotion practices, family theories, and public health issues are addressed. (four hours lecture/ three hours lab/ per week)

NURS A460   **Leadership and Management in Nursing for RN's. (5)** (Prereq: RN Licensure, Successful Completion of Writing Proficiency Portfolio, 2 out of 4 ICE requirements completed, and in the last semester of program.) Leadership and management concepts and principles for progressional nursing practice. Emphasis on knowledge and skills that impact effective leadership and management roles. This course will provide for the senior project and must be in the student's last semester. (four hours lecture/six hours lab/per week)

Appendix I. 2020-21 Bulletin: BSN Requirements

School of Nursing

Dr. Thayer McGahee, RN,
Dean of the School of Nursing

Mission Statement

The School of Nursing endeavors to prepare students with the knowledge and skills necessary for success in a rapidly changing society. The School of Nursing contributes to the profession of nursing and to the development of students through the following goals: provision of quality nursing-education that prepares graduates with the nursing knowledge and competencies necessary to 1) assume responsible positions in the delivery of health care and 2) utilize evidence-based knowledge in the discipline of nursing.

Curricula

The School of Nursing offers a four-year program leading to the Bachelor of Science in Nursing (BSN) degree. In addition, the School of Nursing offers a Bachelor of Science in Nursing Completion track. This program is approved by the South Carolina State Board of Nursing. The baccalaureate program at the University of South Carolina Aiken School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

The nursing curriculum provides a required sequence of courses in nursing as well as required courses in the behavioral, biological, and physical sciences and communications. Learning experiences occur in a variety of settings, including the classroom, science laboratories, nursing skills laboratories, and area health care facilities.

Courses in the BSN completion track build upon the student's basic nursing program in preparation for practice in a variety of clinical settings.

Technological Literacy in Nursing

The School of Nursing requires that all entering students be computer literate. Students must check and respond to emails on a daily basis and be able to work online to accomplish individual and group assignments. They are also required to take standardized tests online each semester. Specific training will be provided for students who have clinical assignments in hospitals that require online documentation.

Professor

Thayer McGahee (Health Care Across the Life Span),
Ph.D., RN, Medical College of Georgia
Ione Wells Hanly/Bank of America Chair in Nursing

Associate Professors

Joyce Pompey (Adult Nursing),
D.N.P, APRN, University of South Carolina
Nancy Stark (Adult Health),
D.N.P., RN, NEA-BC, Medical College of Georgia

Assistant Professors

Betty Abraham-Settles (Nursing Administration),
D.N.P., RN, Duquesne University

Katie A. Chargualaf (Medical-Surgical Nursing),
Ph.D., RN, University of Hawaii at Manoa
Mary Gaffney (Child Health Nursing),
Ed.D., RN, Walden University
Robyn Havens (Community Health Nursing),
Ph.D., RN, Augusta University
Kay Lawrence (Nursing Science),
Ph.D., RN, University of South Carolina

Senior Instructor

Lisa Simmons (Child Health Nursing),
M.S.N., RN, University of Alabama

Instructors

Ashley Brittain (Community Health Nursing),
M.S.N., RN, Walden University
Susan Fowley (Medical-Surgical Nursing),
M.S.N., RN, Medical College of Georgia
Delia Frederick (Cultural Nursing),
Ph.D., RN, University of North Carolina at Greensboro
Heather Jennings (Adult-Child Health Nursing),
M.S.N., NP-C, APRN, Medical College of Georgia
Katy Mooney (Psychiatric/Mental Health Nursing),
M.S.N., RN, Liberty University
Hannah Mottel (Critical Care, Adult Health),
D.N.P., RN, Walden University
Carolyn B. Sue-Ling (Gerontological Nursing),
Ph.D., RN, The Catholic University of America
Tomeika Wimbush (Women's Health),
D.N.P., RN, Chamberlin University

Distinguished Professors Emeriti

Patricia R. Cook (Adult Nursing),
Ph.D., RN, University of South Carolina
Lou Gramling (Psychiatric Nursing),
Ph.D., RN, Medical College of Georgia
Trudy G. Groves (Gerontological Nursing),
Ed.D., RN, GNPC, University of Georgia
Linda Johnston (Adult Nursing),
Ph.D., RN, Medical College of Georgia

Professors Emeriti

L. Julia Ball (Gerontological Nursing),
Ph.D., RN, University of South Carolina/Medical University of South Carolina
Maureen Bravo (Maternal-Child Nursing),
D.N.P., RN, CPNP, Medical College of Georgia

Sandra J. Chubon (Community Health),

Ph.D., RN, University of South Carolina

Janice Cullen (Adult Nursing),

Ed.D., RN, University of South Carolina

Maggie T. Dorsey (Adult Nursing),

Ed.D., RN, Georgia Southern University

Phyllis R. Farr-Weinstein (Adult Nursing),

M.S.N., RN, ANP, Medical College of Georgia

Parivash S. Mura (Maternal-Child),

M.S.N., RN, Medical College of Georgia

BSN Program

The School of Nursing offers the Bachelor of Science in Nursing. This program is approved by the South Carolina State Board of Nursing. The baccalaureate program at the University of South Carolina Aiken School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. The graduate of this program is prepared to practice professional nursing in a variety of settings and has the necessary background for graduate nursing education. For registered nurses desiring to complete the baccalaureate degree, the School of Nursing offers an upper-level curriculum designed to meet the learning needs of graduates of Associate Degree or Diploma Programs in Nursing.

The BSN curriculum at USC Aiken is congruent with the Essentials of Baccalaureate Education as specified by the American Association of Colleges of Nursing (2009).

A graduate of the BSN Program at USC Aiken:

1. Integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these through the professional nursing curriculum.

2. Demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care, in order to facilitate quality improvement in healthcare and ensure patient safety.

3. Provides evidence-based professional nursing care derived from theory and research.

4. Demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

5. Applies knowledge of financial and regulatory health care policies in professional nursing practice.

6. Communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

7. Applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

8. Functions as a competent member of a profession demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

9. Provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals,

Philosophy

The Baccalaureate Degree in Nursing Program views nursing as an art and science with a diverse theoretical base that is a vital component of health care. The scientific base of nursing expands as theories are advanced, developed from practice, tested in practice-based research, and further refined for practice in a variety of settings. Because the knowledge base for nursing is continually advancing and health care is evolving, nurses must be prepared for change. The body of knowledge called nursing is unique; however, it is based in part on knowledge gleaned from the humanities, social, behavioral, and physical sciences.

Nursing practice includes the delivery of care to individuals, families, groups, and communities in a variety of settings and the promotion of health and wellness. Nursing care is holistically based and sensitive to the diversity of the clients served and their values.

As members of a profession, nurses function as participants in the health care team in an evolving health care system. Nurses have a responsibility to be knowledgeable and active in political and regulatory processes that impact the definition and implementation of nursing care. Commitment to life-long learning is necessary to maintain competence within the nursing profession.

Auditing Nursing Courses

Nursing courses may not be audited without permission of the Dean, School of Nursing.

BSN Generic Track

Admission Requirements

General Admission

Admission to the University of South Carolina Aiken is determined by standard admission requirements. Incoming first year students wishing to pursue a nursing degree must have a predicted GPA of 3.0 or above.

Admission to Professional Nursing Courses

Students in the pre-nursing major may apply for admission no later than October 1st to begin the professional nursing course sequence in the spring semester or March 1st to begin the professional nursing course sequence in the fall semester. Enrollment is limited. The following criteria are used for admission to the professional nursing course sequence through a competitive selection process:

• GPA of 3.0 or higher in core non-nursing courses required for the BSN degree,

• no more than one science course with a grade below C*,

• completion of 30 designated prerequisite credits in required general education courses prior to the term in which the application is submitted with a grade of 'C' or better in all required courses (contact the School of Nursing office or the website for a list of courses),

• two academic references from professors in core courses.

• completion of the ATI TEAS® Exam.

Admission to the pre-nursing major does not guarantee admission to professional nursing courses. Admission to professional courses is a competitive process and meeting of minimum admission criteria does not guarantee admission to the nursing courses. Students who are not accepted in the nursing courses must submit a new application for the next admit date and must compete with the new admission cohort.

Transfer students, change of major students, students with undergraduate degrees, and students returning to the University after an absence of at least 12 months who do not have a core GPA of

3.0 may be considered for admission to the professional nursing courses after meeting the following criterion:

• Successful completion of at least 16 hours in a maximum of two consecutive semesters with a 3.5 GPA in USC Aiken courses. A student may apply using this criterion one time only.

To meet this requirement, it is strongly recommended that students enroll in course work that is degree applicable. To meet this requirement, students must enroll in at least one required lab science, and the coursework taken to meet this criterion must be approved by the nursing advisor or the Dean of the School of Nursing prior to registration.

A suggested course of study is available through the student's advisor. Any student who has not achieved a 3.0 GPA in the core curriculum with 45 attempted semester hours at USC Aiken will not be allowed to remain a pre-nursing major and will be required to change majors.

Courses designated as professional nursing courses are limited to candidates who have been formally accepted into the USC Aiken nursing program.

* If a student has lower than a C in two required science courses, admission to the School of Nursing will be denied. An appeal process to the School of Nursing Admission, Progression, and Graduation (APG) Committee is in place.

Advanced Placement

1. General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced placement if offered by the appropriate department and if the student meets the expected testing level identified by the department.

2. The BSN program offers theoretical and practical challenge exams for entering LPN/LVNs (NURS A201). If the student meets the expected testing level, advanced placement will be granted. A student desiring to challenge NURS A201 must complete all components of the challenge examinations by the last day of class for the semester prior to entry.

Progression and Retention

Students enrolled in the BSN major must abide by the following:

1. A grade of "C+" or better is required in all nursing courses.

2. Any time that nursing students incur a second "C" or lower in the same nursing course in the major requirement, they will be dismissed from the School of Nursing. Any time that nursing students incur two "Cs" or lower in different nursing courses of the major requirement, they will be dismissed from the School of Nursing.

3. Grade forgiveness may be requested for one nursing course only. (This does not negate stipulations in #2. Grade forgiveness will affect GPA only).

4. Any nursing course in which the student does not reach the standard required to pass in the major requirements must be retaken at the USC Aiken School of Nursing.

5. A grade of 'C' or better in any non-nursing prerequisites to other courses is required before progression to the next course.

6. A system cumulative GPA of 2.0 must be maintained for continued enrollment in the baccalaureate program.

7. NURS A421 is required during the last semester of degree work.

8. Students must complete all nursing courses in three and a half calendar years after acceptance into the professional courses.

9. A nursing major in good standing may have a one-semester absence from clinical/lab courses for any reason. In the interest of patient safety, following an absence from clinical/lab courses for more than one semester, regardless or reason, the returning student must demonstrate readiness to resume studies by meeting these requirements immediately prior to the re-entry semester: 1) challenge examination(s) from the most recent, successfully completed clinical/lab courses; 2) pharmacology test from the most recent, successfully completed clinical/lab courses; 3) critical clinical skills demonstration; 4) head-to-toe assessment; and 5) medication calculation proficiency test from the most recent, successfully completed level.

If the student is unsuccessful in meeting these requirements, the student will need to repeat the most recent, successfully completed clinical courses before moving forward in the program.

10. A student is allowed a maximum of three (3) withdrawals from nursing courses.

11. A student may enroll in a single nursing course a maximum of two (2) times.

12. If a student drops all courses in the first semester of the nursing program, that student must meet with the faculty mentor and academic advisor and will be required to reapply to the School of Nursing understanding that readmission is not a guarantee.

Student records will be monitored for suspensions at the end of each semester by nursing faculty. Students will be notified of suspension from the BSN program.

Testing

Throughout the curriculum, standardized achievement tests are used to assess students' progress in specific nursing content. Based on the results of these tests, students will be required to remediate course content. The remediation work must be satisfactorily completed by the last day the class meets. Incomplete remediation will result in course failure and a grade no higher than a "C". A testing fee will be charged to students each semester to cover the cost of these tests.

Transfer Credit

A Transfer Credit Summary will be prepared by the Office of the Registrar after receipt of a student's official transcript from any college previously attended.

1. Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.

2. Students may transfer equivalent courses within the nursing major. Junior and senior level BSN courses that are more than five years old cannot be applied toward the BSN degree. Following an absence of more than one semester for any reason from clinical/lab courses, the transfer student must pass a validation of competencies prior to credit being accepted for transfer courses. This validation will include 1) a challenge examination for the most recent clinical course(s), 2) a level medication test, 3) a dosage calculation test, and 4) a clinical skills competency check-off. Failure to pass all four tests the first time will result in the student having to repeat the last semester's clinical courses. The courses must meet the University requirements for transfer credits. The last 25% of credit must be earned in residence at USC Aiken.

3. The School of Nursing of USC Aiken abides by the statewide transfer and articulation plan developed for nursing programs within the state of South Carolina.

4. If a student submits an application and meets the requirements for admission into the BSN Program at USC Aiken

but has failed out of a BSN or ADN program elsewhere, that student must petition the APG Committee of the School of Nursing to be considered for admission into the program.

Health Requirements

Students are required to meet health requirements of the University. When students enter the clinical nursing course sequence, they are required to:

1. provide evidence of a recent physical examination prior to attending clinical courses. Information must be updated annually.

2. provide evidence of annual tuberculosis screening.

3. provide evidence of immunity to specific diseases as required by affiliating clinical agencies. Further information may be obtained from the School of Nursing Office and the current edition of the *BSN Student Handbook*.

Students are encouraged to carry accident and illness insurance.

CPR Completion

All students enrolled in nursing courses are required to maintain current certification in cardiopulmonary resuscitation (adult, child, and infant CPR, conscious obstructed airway, and unconscious obstructed airway). Certification must be obtained from an American Heart Association provider.

Drug Policy

The School of Nursing maintains a drug free environment. Details on the drug policy can be found in the *School of Nursing BSN Student Handbook*. Drug screening will be required.

Criminal Background Check

A criminal background check will be required.

South Carolina Student Nurses Association

Faculty of the Baccalaureate Degree Program strongly encourage each student to join the South Carolina Student Nurses Association (SCSNA). The SCSNA is the professional student organization and provides participation in health-related activities on campus and in the community.

Application for Licensure in Nursing

Prior to completion of the last semester of study, students are expected to apply for the nursing licensing examination, NCLEX-RN, and apply for licensure to the South Carolina State Board of Nursing or other Board of Nursing in the jurisdiction where the student will be employed after graduation. Conviction of a crime other than a minor traffic violation could result in ineligibility for nursing licensure. Under these circumstances, early notification of the appropriate state board of nursing is recommended in order to clarify mechanisms related to determining eligibility.

Attendance Policy

Classroom attendance is expected. Attendance in clinical is required to pass the course. In the event of an unavoidable absence, the student must give prior notification to the clinical professor. An arrangement for missed/excused work is made at the discretion of the course coordinator.

Americans with Disabilities Act

Specific information related to the ADA can be found in the *School of Nursing BSN Student Handbook*.

Student Release Form

Students are required to sign a Student Release Form. This form includes the following statements:

I hereby release the School of Nursing and the University of South Carolina Aiken from responsibility for any injury or ill-

ness to me (and if pregnant, my unborn baby) while attending hospital or other clinicals. I understand that risks do exist for me (and if pregnant, my unborn baby) while practicing nursing in the hospital setting and I do assume any and all risks involved.

More information on this statement can be found in the *School of Nursing BSN Student Handbook*.

Ability Statement

Students entering the BSN Program will be required to perform certain skills requiring specific abilities. See the *School of Nursing BSN Student Handbook* for a listing of these abilities.

Resource Information

Information regarding tuition and fees is available at the USC Aiken Web site at https://www.usca.edu/admissions/affordabilityand the length of the nursing program is available at the USC Aiken School of Nursing Web site at https://www.usca.edu/nursing.

Bachelor of Science in Nursing
*Generic Track**

1. **General Education Requirements.......................... 55**

    A. Knowledge of Human Cultures and the Physical and Natural World 37

    At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

    1. Natural Sciences 16

        Anatomy & Physiology I and II (BIOL A243 and A244), Microbiology (BIOL A250 or BIOL A330), and Chemistry (CHEM A101 or CHEM A111)

    2. History of Civilization... 3

        (HIST A101 or HIST A102)

    3. Social and Behavioral Sciences 9

        Introductory Psychology, Developmental Psychology, and either Introductory Sociology[1] or Anthropology A102, Understanding Other Cultures

    4. Humanities (at least two areas)[2]............................... 9

        Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

    B. Intellectual and Practical Skills 15

    1. English A101 and A102 6

        Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

    2. Oral Communication... 3

        (COMM A201, COMM A241)

    3. Math A108 or higher and Statistics............................ 6

        Students should take math in their first year of enrollment

at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.

4. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio under Academic Affairs and Regulations.

5. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition under Academic Affairs and Regulations.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. **Personal and Social Responsibility** **3**

1. American Political Institutions 3
   (POLI A201, HIST A201 or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements under Academic Affairs and Regulations.

D. **Integrative Learning**

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

2. **Major Requirements** **69**

NURS A201 5
NURS A202 3
NURS A301 3
NURS A307 3
NURS A309 5
NURS A310 5
NURS A312 3
NURS A315 5
NURS A322 5
NURS A323 5
NURS A324 5
NURS A413 3
NURS A414 3
NURS A417 3
NURS A418 3
NURS A419 3
NURS A421 3
NURS A425 4

Total hours required **124**

[1] A higher level Sociology course may be accepted with approval from the Dean of the School of Nursing.

[2] For a list of courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

* The Program of Study and the Bulletin used for the BSN major is determined by the date of enrollment into the BSN program.

BSN Completion Track

Admissions Requirements

1. Admission to USC Aiken;

2. Associate of Science degree in nursing or diploma in nursing;

3. Completion of designated 37 hours of core non-nursing courses required for the BSN degree (contact the School of Nursing office or the website for a list of courses).

4. Current licensure to practice as a registered nurse;

5. Cumulative GPA of 2.5 or better

6. No more than one required science course (not including those required in licensure program) with a grade below C

All requirements **must** be met before admission to the BSN major will be granted.

Transfer Credit

Transfer students must have a cumulative GPA of 2.5 or better. A Transfer Credit Summary will be prepared by the Office of Admissions after receipt of a student's official transcript from any college previously attended.

1. Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.

2. Students may transfer equivalent courses within the nursing major. Junior and senior level BSN courses that are more than five years old cannot be applied toward the BSN degree. The courses must meet the University requirements for transfer credits.

3. The School of Nursing of USC Aiken abides by the statewide transfer and articulation plan developed for nursing programs within the state of South Carolina.

4. If a student submits a nursing application and meets the requirements for admission into the BSN Program at USC Aiken but has failed out of a BSN program elsewhere, that student must petition the APG Committee of the School of Nursing to be considered for admission into the program.

5. The School of Nursing will accept a baccalaureate or master's degree as satisfying all USC Aiken general education requirements for students who apply to the RN to BSN track. This does not preclude satisfactory completion of the nursing program's requirement of 37 hours of core prerequisites. This also does not preclude satisfactory completion of ICE credits and the Writing Proficiency Portfolio.

Advanced Placement

1. General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced placement if offered by the appropriate department and if the student meets the expected testing level identified by the department.

Progression and Retention

Students enrolled in the BSN Nursing major must abide by the following:

1. A grade of "C+" or better is required in all nursing courses.

2. Any time that nursing students incur a second "C" or lower in the same nursing course in the major requirement, they will be dismissed from the School of Nursing. Any time that nursing students incur two "Cs" or lower in different nursing courses of the major requirement, they will be dismissed from the School of Nursing.

3. A grade of "C" or better in any non-nursing prerequisites

Appendix J. Faculty Roster Form

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: **University of South Carolina Aiken**

Name of Primary Department, Academic Program, or Discipline: **School of Nursing, Nursing @ USC Union**

Academic Term(s) Included: **Each Fall and Spring term**   **Date Form Completed:** **12/02/2020**

NAME (F, P)	COURSES TAUGHT (Links to syllabi)	ACADEMIC DEGREES & COURSEWORK (Links to transcripts)	OTHER QUALIFICATIONS & COMMENTS
New onsite faculty member (F)	*Fall* Will not be an instructor of record but will lead the lab portion in classes *Spring* Will not be an instructor of record but will lead the lab portion in classes	Will require a minimum MSN degree	
Abraham-Settles, Betty (F) Instructor	*Fall* NURS A310 Adult Health Nursing II, 5 (UT) *Spring* NURS A310 Adult Health Nursing II, 5 (UT)	DNP (Nursing) Duquesne University MSN (Nursing) University of Phoenix BSN (Nursing) University of South Carolina Columbia	

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

NAME (F, P)	COURSES TAUGHT (Links to syllabi)	ACADEMIC DEGREES & COURSEWORK (Links to transcripts)	OTHER QUALIFICATIONS & COMMENTS
Brittain, Ashley G. (F) Instructor	*Fall* NURS A315 Community Health Nursing, 5 (UT) NURS A418 Entry into Practice, 3 (UT) *Spring* NURS A315 Community Health Nursing, 5 (UT) NURS A418 Entry into Practice, 3 (UT)	MSN (Nursing) Walden University BSN (Nursing) University of South Carolina Aiken Graduate coursework from Walden University included: NURS 6001 Foundn for Grad Study NURS 6050 Polcy & Adv Pop Hlth NURS 6052 Essn of Evi Based Prac NURS 6051 Transf Nursing & HC NURS 6053 Interpro Org & Sys Ldr NURS 6301 Adv Pathopharm NURS 6511 Adv Hlth Assess NURS 6321 Curr Dev Ass & Eval NURS 6331 Tch Lrn Strat & Tech NURS 6341 Spec in Clin Nurs NURS 6351 Role of Nurse Educator Total credits: 51 semester hours	Professor Brittain worked in community health as a school nurse for 3 years. She also taught as an adjunct clinical professor in community health before her hire as a full-time faculty member at USC Aiken.
Chargualaf, Katie A. (F) Assistant Professor	*Fall* NURS A421 Leadership & Management in Nursing, 3 (UT) *Spring* NURS A421 Leadership & Management in Nursing, 3 (UT)	PhD (Nursing) University of Hawaii at Manoa MSN (Nursing) University of Phoenix BSN (Nursing) South Dakota State University Diploma in Nursing (Nursing) Bon Secours Memorial School of Nursing	

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

NAME (F, P)	COURSES TAUGHT (Links to syllabi)	ACADEMIC DEGREES & COURSEWORK (Links to transcripts)	OTHER QUALIFICATIONS & COMMENTS
Fowley, Suzanne (F) Instructor	*Fall* NURS A201 Introduction to Nursing Practice, 5 (UT) NURS A307 Health Assessment, 3 (UT) *Spring* NURS A201 Introduction to Nursing Practice, 5 (UT) NURS A307 Health Assessment, 3 (UT)	MSN (Nursing) Medical College of Georgia BSN (Nursing) Lander University Graduate coursework from Medical College of Georgia included: NSG 7030 Del Sys Mdl Hlth Care NSG 7390 Patho Adv Prac Nurs NSG 7440 Theory & Research NSG 7470 Adv Hlth Assess NSG 7430 Pharm Adv Prac Nurs NSG 7920 Cmplx Hlth Prob NSG 7990 Independent Study Total credits: 21 semester hours	
Frederick, Delia E. (F) Assistant Professor	*Fall* NURS A202 Theoretical Foundations of Nursing Practice, 3 (UT) *Spring* NURS A202 Theoretical Foundations of Nursing Practice, 3 (UT)	PhD (Nursing) University of North Carolina Greensboro MSN (Nursing Education) University of North Carolina Greensboro BSN (Nursing) University of South Carolina Columbia	

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

NAME (F, P)	COURSES TAUGHT (Links to syllabi)	ACADEMIC DEGREES & COURSEWORK (Links to transcripts)	OTHER QUALIFICATIONS & COMMENTS
Gaffney, Mary Kathryn (F) Assistant Professor	*Fall* NURS A413 Nursing Research, 3 (UT) *Spring* NURS A413 Nursing Research, 3 (UT)	EdD (Adult Education) Walden University MSN (Nursing Education) Walden University BSN (Nursing) Saint Olaf College Graduate coursework from Walden University included: NURS 6000 Succ Strat in MSN NURS 6100 Und Hlth Care Sys NURS 6110 Nurs Ldr New Prosp NURS 6130 Evid Based Prac NURS 6120 Link Theory to Prac NURS 6140 Ethic & Legal Views NURS 6150 Prom & Preserv Hlth NURS 6300 Std Cent Lrng Nurs Ed NURS 6310 Teach Strat Nurs Ed NURS 6330 Curr Dev Assmt Eval NURS 6320 Integrating Technol NURS 6500 Synth Project NURS 6340 Nurse Educator NURS 6510 Capstone Prac EDUC 8100 Fdtn HEd & Adlt Lrn EDUC 8101 Adlt Lrn Thry & Rsrch EDUC 8102 Appl Res & Adlt Lrn EDUC 8106 Research in Practice Total credits: 65 semester hours	
Havens, Robyn L. (F) Assistant Professor	*Fall* NURS A315 Community Health Nursing, 5 (UT) *Spring* NURS A315 Community Health Nursing, 5 (UT)	PhD (Nursing) Augusta University MS (Nursing) Wright State University BSN (Nursing) Miami University AASN (Nursing) Miami University	

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

NAME (F, P)	COURSES TAUGHT (Links to syllabi)	ACADEMIC DEGREES & COURSEWORK (Links to transcripts)	OTHER QUALIFICATIONS & COMMENTS
Jennings, Heather E. (F) Instructor	*Fall* NURS A201 Introduction to Nursing Practice, 5 (UT) NURS A307 Health Assessment, 3 (UT) NURS A309 Adult Health Nursing I, 5 (UT) *Spring* NURS A201 Introduction to Nursing Practice, 5 (UT) NURS A307 Health Assessment, 3 (UT) NURS A309 Adult Health Nursing I, 5 (UT	MSN (Family Nurse Practitioner) Medical College of Georgia BSN (Nursing) Medical College of Georgia Graduate coursework from the Medical College of Georgia included: NURS 7390 Patho Adv Prac Nurs NURS 7450 Adv Prac Nurs Roles NURS 7460 Diag Clin Reas A Prac NURS 7470 Adv Hlth Assess NURS 6880 Hlth Prom & Prob Adlt NURS 7430 Pharm Adv Prac Nurs NURS 6900 Hlth Prom Chld & Fam NURS 7030 HC Deliv Sys & Model NUIRS 6890 Hlth Prom & Prob Eld NURS 7442 Theory for APN NURS 6980 Nurs Pract Practicum Total credits: 41 semester hours	

NAME (F, P)	COURSES TAUGHT (Links to syllabi)	ACADEMIC DEGREES & COURSEWORK (Links to transcripts)	OTHER QUALIFICATIONS & COMMENTS
Mooney, Katherine D. (F) Instructor	**Fall** NURS A322 Psychiatric Nursing, 5 (UT) **Spring** NURS A322 Psychiatric Nursing, 5 (UT)	MSN (Nurse Educator) Liberty University BSN (Nursing) University of South Carolina Aiken ASN (Nursing) University of South Carolina Aiken Graduate coursework from Liberty University included: NURS 502 Nurs Theory Adv Prac NURS 506 Adv Phys & Pathophys NURS 500 Research NURS 505 Adv Hlth Phys Assess NURS 504 Adv Pharm EDUC 500 Adv Ed Psychology EDUC 518 Ed Research & Assess EDUC 618 Teach Strategies NURS 619 Nurs Ed: Curr Devel NURS 620 Nurs Ed: Adv Prac III Total credits: 36 semester hours	
Mottell, Hannah (F) Instructor	**Fall** NURS A201 Introduction to Nursing Practice, 5 (UT) NURS A307 Health Assessment, 3 (UT) **Spring** NURS A201 Introduction to Nursing Practice, 5 (UT) NURS A307 Health Assessment, 3 (UT)	DNP (Nursing) Walden University MSN (Nursing) Walden University ADN (Nursing) Aiken Technical College	

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

NAME (F, P)	COURSES TAUGHT (Links to syllabi)	ACADEMIC DEGREES & COURSEWORK (Links to transcripts)	OTHER QUALIFICATIONS & COMMENTS
Pompey, Joyce W. (F) Assistant Professor	**Fall** NURS A419 Synthesis of Nursing Care for Clients with Complex Health Problems, 3 (UT) **Spring** NURS A419 Synthesis of Nursing Care for Clients with Complex Health Problems, 3 (UT)	DNP (Nursing Practice) University of South Carolina Columbia MSN (Nursing) Medical College of Georgia BSN (Nursing) University of South Carolina Columbia	
Simmons, Lisa Heath (F) Senior Instructor	**Fall** NURS A324 Child Health Nursing, 5 (UT) NURS A414 Ethical-Legal Issues in Nursing, 3 (UT) NURS A425 Senior Clinical Practicum, 4 (UT) **Spring** NURS A324 Child Health Nursing, 5 (UT) NURS A414 Ethical-Legal Issues in Nursing, 3 (UT) NURS A425 Senior Clinical Practicum, 4 (UT)	MSN (Pediatric Nursing) University of Alabama BSN (Nursing) University of Mississippi Graduate coursework from University of Alabama included: NUR 501 Theory & Models NOP 520 Adv Ped Oncol Nur NPE 510 Ped Phys NPO 590 IS:Ped Oncol NPE 521 Adv Ped Oncol Nur NUR 503 Prof Role Dev Adv Nur NUR 522 Adv Ped Oncol Nur NUR 502 Iss Adv Nurs Prac NUR 540 Growth & Dev NUR 595 Rsrch Proc in Nurs NPE 590 IS:Pediatrics NSM 593 Stat Methods I NPE 592 Res Proj: Ped Total credits: 45 semester hours	Professor Simmons has years of experience teaching online, and years of experience teaching Ethical Legal Issues in Nursing. She taught ethics for over 10 years. She also has years of experience serving on a hospital Institutional Review Board for Human Assurance, which add to her knowledge of ethical and legal issues in nursing. Her many years as a staff nurse and a pediatric oncology nurse practitioner, and her MSN also provide her the experience and credentials needed to teach ethical and legal issues in nursing.

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

NAME (F, P)	COURSES TAUGHT (Links to syllabi)		ACADEMIC DEGREES & COURSEWORK (Links to transcripts)	OTHER QUALIFICATIONS & COMMENTS
Stark, Nancy L. (F) Assistant Professor	*Fall* NURS A301 Pharmacology, 3 (UT) NURS A312 Pathophysiology, 3 (UT) *Spring* NURS A301 Pharmacology, 3 (UT) NURS A312 Pathophysiology, 3 (UT)		DNP (Nursing Administration) Medical College of Georgia MSN (Nursing Administration) Indiana University BSN (Nursing) Indiana University	
Sue-Ling, Carolyn B. (F) Assistant Professor	*Fall* NURS A417 Gerontological Nursing, 3 (UT) *Spring* NURS A417 Gerontological Nursing, 3 (UT)		PhD (Nursing) The Catholic University of America MSN (Nursing Education) Brenau University MPA (Public Administration) Brenau University BSN (Nursing) North Carolina Agricultural Technical University	
Wimbush, Tomeika M. (F) Instructor	*Fall* NURS A323 Women's Health Through the Lifespan, 5 (UT) *Spring* NURS A323 Women's Health Through the Lifespan, 5 (UT)		DNP (Healthcare Systems Leadership) Chamberlain College MSN (Nursing Education) Western Governors University BSN (Nursing) Georgia Health Sciences University ASN (Nursing) Darton College	

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

Appendix K. PASCAL Consortium Agreement

SOUTH CAROLINA STATEWIDE LIBRARY BORROWING AGREEMENT
Library Directors' Forum/South Carolina Independent Colleges
and Universities Joint Agreement on Library Use

The purpose of this document is to formalize joint resource sharing for direct circulation of library materials among the libraries of the South Carolina higher education institutions. Participation in this agreement is defined by an institution's membership in the Library Directors' Forum (LDF) or the South Carolina Independent Colleges and Universities (SCICU). Recognizing that the interests of South Carolina's higher education students, faculty, and staff can be better served through a program of mutual and reciprocal use of the libraries of all institutions, it is the intention of these institutions to establish and maintain a system for such cooperative use.

Upon presentation of a valid LDF/SCICU Borrowing Card issued by the home institution and a valid picture identification to be determined by the lending library, a student, faculty, or staff member from any of these institutions shall have the full rights and privileges of borrowing from any one of these libraries, in accordance with each library's policy regarding loans to individuals not connected with the institution. Existing agreements between member libraries and any internal borrowing policy may take precedence over any privileges granted by this document. Borrowers will be responsible for knowing and honoring circulation policy and procedures at any library from which materials are charged out. The individual borrower is responsible for the safe return of all materials borrowed.

Each lending library will pursue overdues directly with the borrower until the point at which the borrower's records become delinquent according to the lending library's policy. At that point, the home institution will become responsible for retrieving or replacing the unrecovered material according to its existing procedures. The home institution will reimburse the lending institution for the replacement costs , including processsing fees. The home institution will not be billed for unpaid fines at the lending library. Individual or institutional borrowing privileges may be revoked at the discretion of the lending library.

The library directors of the participating institutions, or designated representatives, will administer these guidelines and be the responsible parties for any change in this agreement. These agreements should be reviewed yearly. Any library that wishes to withdraw should notify the other schools involved in writing six months in advance of the intended date of withdrawal.

University of South Carolina Aiken
Name of Institution

July 15, 1999
Date
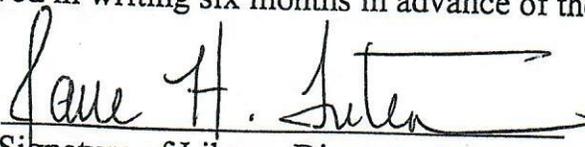
Signature of Library Director

To: Members
   Library Directors' Forum
      and
   Dr. Douglas Anderson, SCICU representative

From: Lynn Kelley *RLK*

Date: June 17, 1999

Re: **ACAP Action** on the Proposed Statewide Borrowing Agreement and
      Institutional Steps for Implementation; Listing of **Changes in the Approved
      Agreement from the Original Draft of April 1999.**

ACAP ACTION AND NEXT STEPS

At its meeting on June 10, 1999, the Advisory Committee on Academic Programs
(composed of the vice presidents for academic affairs or their designees of the four-year
public institutions and the corresponding State Tech officer) unanimously endorsed the
document that the LDF drafted in April and which since that time has been refined and
revised by a committee which was appointed at that time. The committee, composed of
Margaret Green (Spartanburg Tech) and Deb Babel (Clemson), with input Oakley
Coburn (Wofford) and Doug Anderson (Presbyterian), deserves thanks for crafting this
document which is so carefully worded, short, and lucid. In their reports to the ACAP,
both Paul Dove and Margaret Green gave an excellent and persuasive accounting of the
work of the LDF, the implementation of the DISCUS project under the leadership of the
State Library, and the group purchasing agreements.

I attach a copy of the South Carolina Statewide Library Borrowing Agreement document,
as endorsed by the ACAP. After reviewing the document, enter your institution's name
on the indicated line, and sign and date the document. Return this copy to:

> R. Lynn Kelley, Coordinator
> Academic Programs
> South Carolina Commission on Higher Education
> 1333 Main Street, Suite 200
> Columbia, SC 29205

The signed and dated agreement will commit your institution to the terms outlined in the
agreement. SO THAT THE NAME OF EACH PARTICIPATING INSTITUTION CAN
BE ANNOUNCED ON THE IMPLEMENTATION DATE, ALL PUBLIC
INSTITUTIONAL LIBRARIANS SHOULD RETURN THE SIGNED DOCUMENT IN
THE U.S. MAIL BY JULY 15, 1999. We understand that different policies may apply at
different institutions for signing this document. AT THIS TIME WE ANTICIPATE
THAT THE AGREEMENT WILL GO INTO EFFECT ON AUGUST 1, 1999. If an

institution is not able to sign and return the Agreement in time for the initial implementation, we will add and distribute the institution's name to the list of signatories later upon receipt of a signed agreement from that institution. A list of all institutions which have signed by the preferred date will be sent to each LDF member, so that the chief librarians are all aware of signatories to the agreement when it first goes into effect.

ALL REPRESENTATIVES FROM THE INDEPENDENT COLLEGES AND UNIVERSITIES WILL RETURN THEIR SIGNED AGREEMENTS TO DOUG ANDERSON WHO WILL COMMUNICATE THEIR ADHERENCE TO THE AGREEMENT TO THE STAFF OF THE COMMISSION ON HIGHER EDUCATION.

Borrowers' Card
At this time the statewide borrowers' card design is being completed. The card will go to the printer in early July and be distributed in late July. Initial distribution will be done by the following formula: Each institution will receive an allotment of 10 cards, plus two cards per each 1,000 student FTEs.

LISTING OF CHANGES IN APPROVED AGREEMENT SINCE ORIGINAL DRAFT OF APRIL 1999

Please note that the following changes have been made since the original draft was floated at the April meeting of the Library Directors' Forum:

- The addition of the name of the "South Carolina Independent Colleges and Universities" to the title.
- The addition of the sentence which reads: "Participation in this agreement is defined by an institution's membership in either the Library Directors' Forum (LDF) or the South Carolina Independent Colleges and Universities (SCICU)."
- In paragraph #3, the phrase "valid library card" has been changed to "valid LDF/SCICU Borrowing Card as issued by the home institution." Likewise, the sentence "Existing agreements between member libraries and any internal borrowing policy may take precedence over any privileges granted by this document" has been added.
- The addition of a sentence which reads: "Individual or institutional borrowing privileges may be revoked at the discretion of the lending library."

Please note also that no circulation procedure is included, since procedures will vary greatly as each institution applies its own local policy for courtesy, community, or LDF/SCICU borrowers.

Enclosure: South Carolina Statewide Library Borrowing Agreement

Appendix L: USC Aiken Library website

Live URL link: https://library.usca.edu/home

Appendix M: USC Aiken's BSN Academic Program Review

Academic Program Review

BSN

UNIVERSITY OF
SOUTH CAROLINA
AIKEN

Table of Contents

Mission and Mapping

MISSION STATEMENT

The School of Nursing, consistent with the mission of the University of South Carolina Aiken, endeavors to prepare students with the knowledge and skills necessary for success in a rapidly changing society. The School of Nursing contributes to the profession of nursing and to the development of students through the following goals: The provision of quality nursing education that prepares graduates with the nursing knowledge and competencies necessary to: 1) assume responsible positions in the delivery of health care and 2) utilize evidence based knowledge in the discipline of nursing. The School of Nursing values the roles of diploma, associate degree, and baccalaureate degree prepared nurses within the discipline of nursing. The curricula for the BSN tracks offered by the School of Nursing provide a foundation of nursing knowledge, theory, and practice. The university setting, with course work from an array of disciplines, provides a framework within which personal and professional growth is enhanced.

CURRICULUM MAPS (ACADEMIC YEARS)

Active Curriculum Map s ⊚

⊙ **BSN in Nursing 2015-16**

Alignment Set BSN Learning Outcomes

Created 09/01/2017 11:00:04 am EDT
Last Modified 01/26/2018 2:50:58 pm EDT

⊙ **BSN in Nursing 2016-17**

Alignment Set BSN Learning Outcomes

Created 01/26/2018 2:51:35 pm EDT
Last Modified 01/26/2018 2:51:35 pm EDT

⊙ **BSN in Nursing 2017-18**

Alignment Set BSN Learning Outcomes

Created 01/26/2018 2:51:47 pm EDT
Last Modified 11/01/2019 10:22:21 am EDT

⊙ **BSN in Nursing 2018-19**

Alignment Set BSN Learning Outcomes

Created 11/01/2019 10:33:24 am EDT
Last Modified 11/01/2019 10:55:37 am EDT

⊙ **Curriculum Map 2020-21**

Alignment Set BSN Learning Outcomes

Created 08/15/2020 3:39:19 pm EDT
Last Modified 08/15/2020 3:39:19 pm EDT

2015-16 Assessment (Report in 2016)

LEARNING OUTCOMES

BSN Learning Outcomes

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity,

QSEN Competencies: Patient-Centered Care, Teamwork and Collaboration

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

Essential III: Scholarship for Evidence-Based Practice

The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Evidence-Based Practice (EBP), Quality Improvement (QI)

Essential IV: Information Management and Application of Patient Care Technology

The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Mapping

NCLEX-RN Test Plan: Safe and Effective Care Environment,

QSEN Competencies: Informatics

Essential V: Health Care Policy, Finance and Regulatory Environments

The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Mapping

No Mapping

Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Informatics, Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Evidence-Based Practice (EBP), Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

Essential VIII: Professionalism and Professional Values

The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Mapping

NCLEX-RN Test Plan: Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Patient-Centered Care, Safety, Teamwork and Collaboration

Essential IX: Baccalaureate General Nursing Practice

The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Evidence-Based Practice (EBP), Informatics, Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

General Program Assessment graduation rate

70% of generic BSN students will graduate within 8 semeseter after entering clinical nursing courses (calculted by number of students completing program divided by number entering programincludes those who fail, change major, or drop out for any reason) and 70% of BSN completion students will graduate within 3 years after completion of ANRS 308 (the first nursing course in the curriculum).

Mapping

Leading Forward: Enhance and utilize initiatives that support student success, retention, progression, and degree attainment.

General Program Assessment-job placement

90% of graduates will be employed in nursing positions or enrolled in graduate school within one year after graduation.

Mapping

Leading Forward: Enhance and utilize initiatives that support student success, retention, progression, and degree attainment., Expand and leverage local partnerships

General Program Assessment-NCLEXRN pass rates

Generic BSN graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national pass rate. This level of achievement is higher than the standard set by the South Carolina Board of Nursing, which is no more than 5% below the national pass rate. The NCLEX-RN licensure is the official standard for minimal safe nursing practice. As such, it is the universal objective measure for evaluating quality nursing education programs.

Mapping

BSN Learning Outcomes: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice, Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety, Essential III: Scholarship for Evidence-Based Practice, Essential IV: Information Management and Application of Patient Care Technology, Essential IX: Baccalaureate General Nursing Practice, Essential V: Health Care Policy, Finance and Regulatory Environments, Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes, Essential VII: Clinical Prevention and Population Health, Essential VIII: Professionalism and Professional Values

General Program Assessment accreditation

The USC Aiken School of Nursing will maintain accreditation by an official accrediting body and will continue to be approved by the South Carolina State Board of Nursing. The Commission on Collegiate Nursing Education (CCNE) and the State Board of Nursing are the official bodies that govern and grant accreditation and approval respectively to nursing programs. They are the official stamp denoting quality nursing education. The objectives of the USCA School of Nursing have met all requirements of the CCNE and the South Carolina State Board for Nursing. The School of Nursing received a full 5 year's accreditation from the CCNE and full approval from the SC State Board for 8 years. The next site visit from CCNE is due in 2015.

Mapping

No Mapping

Employer Satisfaction

Employers of USC Aiken School of Nursing graduates will be satisfied with the graduates accomplishment of the program outcome objectives. The School of Nursing has set a goal that 80% of the employers will rate our graduates a 3 or higher or a 4 point scale or a 4.5 on a 6 point scale.

Mapping

BSN Learning Outcomes: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice, Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety, Essential III: Scholarship for Evidence-Based Practice, Essential IV: Information Management and Application of Patient Care Technology, Essential IX: Baccalaureate General Nursing Practice, Essential V: Health Care Policy, Finance and Regulatory Environments, Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes, Essential VII: Clinical Prevention and Population Health, Essential VIII: Professionalism and Professional Values

Putting knowledge into practice
Students will successfully pass the clinical portion of all clinical courses. The clinical portion of clinical courses is the application component. It is pass/fail, but must be passed in order to pass the course.

Mapping

No Mapping

Preparing to take standardized licensure exam
Students will take a standardized test/s in selected courses and must achieve a passing score or remediate in order to pass the course.

Mapping

No Mapping

NCLEX-RN Test Plan

Safe and Effective Care Environment
The nurse promotes achievement of client outcomes by providing and directing nursing care that enhances the care delivery setting in order to protect clients and health care personnel.

Mapping

No Mapping

Health Promotion and Maintenance
The nurse provides and directs nursing care of the client that incorporates the knowledge of expected growth and development principles; prevention and/or early detection of health problems, and strategies to achieve optimal health.

Mapping

No Mapping

Psychosocial Integrity
The nurse provides and directs nursing care that promotes and supports the emotional, mental and social well-being of the client experiencing stressful events, as well as clients with acute or chronic mental illness.

Mapping

No Mapping

Physiological Integrity

The nurse promotes physical health and wellness by providing care and comfort, reducing client risk potential and managing health alterations.

Mapping

No Mapping

QSEN Competencies

Patient-Centered Care

Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

Mapping

BSN Learning Outcomes: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice, Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety, Essential IX: Baccalaureate General Nursing Practice, Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes, Essential VII: Clinical Prevention and Population Health, Essential VIII: Professionalism and Professional Values

Teamwork and Collaboration

Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Mapping

BSN Learning Outcomes: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice, Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety, Essential IX: Baccalaureate General Nursing Practice, Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes, Essential VII: Clinical Prevention and Population Health, Essential VIII: Professionalism and Professional Values

Evidence-Based Practice (EBP)

Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Mapping

BSN Learning Outcomes: Essential III: Scholarship for Evidence-Based Practice, Essential IX: Baccalaureate General Nursing Practice, Essential VII: Clinical Prevention and Population Health

Quality Improvement (QI)

Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

Mapping

BSN Learning Outcomes: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety, Essential III: Scholarship for Evidence-Based Practice, Essential IX: Baccalaureate General Nursing Practice, Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes, Essential VII: Clinical Prevention and Population Health

Safety

Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

Mapping

BSN Learning Outcomes: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety, Essential IX: Baccalaureate General Nursing Practice, Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes, Essential VII: Clinical Prevention and Population Health, Essential VIII: Professionalism and Professional Values

Informatics

Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Mapping

BSN Learning Outcomes: Essential IV: Information Management and Application of Patient Care Technology, Essential IX: Baccalaureate General Nursing Practice, Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

ASSESSMENT PLAN

Measures

BSN Learning Outcomes

Outcome

Outcome: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

ⓘcopy of exit survey (Adobe Acrobat Document)

Outcome: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

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Target:	3 or above

Supporting Attachments:

ⓘSchool of Nursing Exit Survey - Spring 2016 (Adobe Acrobat Document)

Outcome: Essential III: Scholarship for Evidence-Based Practice
The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Measure: Analysis of course syllabi

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.

Target:	All course objectives reflect program objectives.

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

School of Nursing Exit Survey - Spring 2016 (Adobe Acrobat Document)

Outcome: Essential IV: Information Management and Application of Patient Care Technology

The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

School of Nursing Exit Survey - Spring 2016 (Adobe Acrobat Document)

Outcome: Essential V: Health Care Policy, Finance and Regulatory Environments

The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

School of Nursing Exit Survey - Spring 2016 (Adobe Acrobat Document)

Outcome: Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

ⓘ School of Nursing Exit Survey - Spring 2016 (Adobe Acrobat Document)

Outcome: Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

ⓘ School of Nursing Exit Survey - Spring 2016 (Adobe Acrobat Document)

Outcome: Essential VIII: Professionalism and Professional Values

The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they

have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.

Target: 3 or above

Supporting Attachments:

School of Nursing Exit Survey - Spring 2016 (Adobe Acrobat Document)

Outcome: Essential IX: Baccalaureate General Nursing Practice

The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description: The objectives of the course syllabi reflect this program objective of the School of Nursing.

Target: All course objectives reflect program objectives.

Measure: Exit Surveys
Indirect - Survey

Details/Description: The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.

Target: 3 or above

Supporting Attachments:

School of Nursing Exit Survey - Spring 2016 (Adobe Acrobat Document)

Outcome: General Program Assessment graduation rate

70% of generic BSN students will graduate within 8 semeseter after entering clinical nursing courses (calculted by number of students completing program divided by number entering programincludes those who fail, change major, or drop out for any reason) and 70% of BSN completion students will graduate within 3 years after completion of ANRS 308 (the first nursing course in the curriculum).

Measure: Graduation Rates
Direct - Other

Details/Description:	Calculation of graduation rates
Target:	The expected level of achievement set by the faculty of the School of Nursing is that 70% of generic BSN students will graduate within 8 semesters after entering the clinical courses, and 70% of BSN completion students will graduate within 3 years after completion of ANRS 308.

Supporting Attachments:

Graduation Rates 2013-15 (Word Document (Open XML))

Outcome: General Program Assessment-job placement

90% of graduates will be employed in nursing positions or enrolled in graduate school within one year after graduation.

Measure: Self evaluation / self reflection
Direct - Other

Details/Description:	Self report by students.
Target:	90% of graduates will be employed in nursing positions or enrolled in graduate school within one year after graduation.

Outcome: General Program Assessment-NCLEXRN pass rates

Generic BSN graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national pass rate. This level of achievement is higher than the standard set by the South Carolina Board of Nursing, which is no more than 5% below the national pass rate. The NCLEX-RN licensure is the official standard for minimal safe nursing practice. As such, it is the universal objective measure for evaluating quality nursing education programs.

Measure: Licensing/Certification Exams
Direct - Exam

Details/Description:	Generic students take the NCLEX-RN examination after graduation to obtain licensure as an RN.
Target:	USCA graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national mean.

Outcome: General Program Assessment accreditation

The USC Aiken School of Nursing will maintain accreditation by an official accrediting body and will continue to be approved by the South Carolina State Board of Nursing. The Commission on Collegiate Nursing Education (CCNE) and the State Board of Nursing are the official bodies that govern and grant accreditation and approval respectively to nursing programs. They are the official stamp denoting quality nursing education. The objectives of the USCA School

of Nursing have met all requirements of the CCNE and the South Carolina State Board for Nursing. The School of Nursing received a full 5 year's accreditation from the CCNE and full approval from the SC State Board for 8 years. The next site visit from CCNE is due in 2015.

Measure: External examiner/reviewers
Indirect - Other

Details/Description:	Accreditation by external governing bodies in nursing.
Target:	To maintain accreditation by CCNE (Commission for Collegiate Nursing Education) and the SC State Board of Nursing.

Outcome: Employer Satisfaction

Employers of USC Aiken School of Nursing graduates will be satisfied with the graduates accomplishment of the program outcome objectives. The School of Nursing has set a goal that 80% of the employers will rate our graduates a 3 or higher or a 4 point scale or a 4.5 on a 6 point scale.

Measure: Employer surveys
Indirect - Survey

Details/Description:	Survey of hospital nursing leaders where the majority of School of Nursing graduates work after graduation.
Target:	Above a 4.5 on a 1-6 scale or 3 or higher on 4 point scale questions.

Outcome: Putting knowledge into practice

Students will successfully pass the clinical portion of all clinical courses. The clinical portion of clinical courses is the application component. It is pass/fail, but must be passed in order to pass the course.

Measure: Course embedded assessments
Direct - Exam

Details/Description:	There are 9 clinical courses in the nursing program of study. Each of these courses has a clinical evaluation that is used in the clinical setting to evaluate the student's care of patients and professional behaviors. Students who have not reached the standard required to pass the clinical portion of a clinical course will not be able to progress to the next clinical level.
Target:	100% of students will pass the clinical portion of the courses.

Outcome: Preparing to take standardized licensure exam

Students will take a standardized test/s in selected courses and must achieve a passing score or remediate in order to pass the course.

Measure: Course embedded assessments
Indirect - Other

Details/Description:	Many of the courses in the nursing program have an associated standardized test that is administered toward the end of the semester. These tests are similar in format to the NCLEX-RN licensing examination. They are also nationally normed by students in programs similar to USCA's nursing program. In the last semester, NURS 418 is primarily dedicated to further preparing students to take the NCLEX-RN exam.
Target:	Students will make at or above the national average on the standardized tests. Those who do not reach this benchmark must complete remediation on the areas that are designated as weaknesses. In the last semester, students take an NCLEX predictor test as part of NURS 418. This test gives students strong indicators of strengths and weaknesses in preparing to take the NCLEX exam.

ASSESSMENT FINDINGS

Finding per Measure

BSN Learning Outcomes

Outcome

Outcome: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Findings for Analysis of course syllabi

Summary of Findings:	Objectives in all nursing courses reflect this outcome objective. The most recent course syllabi are attached as related documents, but all course syllabi from 2014 and 2015 are in the document repository.
Results :	Target Achievement: Met

Substantiating Evidence:

NURSA201 FALL 2015 Syllabus (Adobe Acrobat Document)

NURSA202 FALL 2015 Syllabus (Adobe Acrobat Document)

NURSA301 FALL 2015 Syllabus (Adobe Acrobat Document)

NURSA307 061 FALL 2015 Syllabus (Adobe Acrobat Document)

NURSA307 FALL 2015 Syllabus (Adobe Acrobat Document)

NURSA308 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA309 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA310 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA312 061 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA312 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA315 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA322 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA323 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA324 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA413 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA414 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA417 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA418 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA419 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA421 Fall 2015 Syllabus (Adobe Acrobat Document)

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

ⓘ copy of exit survey (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings:	The surveys from Spring 2014, Fall 2014, and Spring 2015 have been completed. Results were all above a 3, indicating students believe they have achieved the SON program objectives.
Results :	Target Achievement: Met

Substantiating Evidence:

ⓘ Exit Survey results (Adobe Acrobat Document)

Outcome: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Findings for Analysis of course syllabi

Summary of Findings:	Objectives in attached nursing courses reflect this outcome objective. The most recent course syllabi are attached as related documents, but all course syllabi from 2014 and 2015 are in the document repository.
Results :	Target Achievement: Met

Substantiating Evidence:

ⓘ NURSA202 Fall 2015 Syllabus (Adobe Acrobat Document)

ⓘ NURSA307 061 Fall 2015 Syllabus (Adobe Acrobat Document)

ⓘ NURSA307 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA308 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA309 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA310 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA315 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA322 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA323 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA324 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA418 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA419 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA421 Fall 2015 Syllabus (Adobe Acrobat Document)

Measure: Exit Surveys	
Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

School of Nursing Exit Survey - Spring 2016 (Adobe Acrobat Document)

Findings for Exit Surveys	
Summary of Findings:	The surveys from Spring 2014, Fall 2014, and Spring 2015 have been completed. Results were all above a 3, indicating students believe they have achieved the SON program objectives.
Results :	Target Achievement: Met

Substantiating Evidence:

exit survey results (Adobe Acrobat Document)

Outcome: Essential III: Scholarship for Evidence-Based Practice

The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Measure: Analysis of course syllabi

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Findings for Analysis of course syllabi

Summary of Findings:	Objectives in attached nursing courses reflect this outcome objective. The most recent course syllabi are attached as related documents, but all course syllabi from 2014 and 2015 are in the document repository.
Results :	Target Achievement: Met

Substantiating Evidence:

NURSA201 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA202 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA301 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA307 061 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA307 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA308 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA309 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA310 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA312 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA315 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA322 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA323 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA324 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA418 Fall 2015 Syllabus (Adobe Acrobat Document)

ⓘNURSA419 Fall 2015 Syllabus (Adobe Acrobat Document)

ⓘNURSA421 Fall 2015 Syllabus (Adobe Acrobat Document)

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

ⓘSchool of Nursing Exit Survey - Spring 2016 (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings:	The surveys from Spring 2014, Fall 2014, and Spring 2015 have been completed. Results were all above a 3, indicating students believe they have achieved the SON program objectives.
Results :	Target Achievement: Met

Substantiating Evidence:

ⓘexit survey results (Adobe Acrobat Document)

Outcome: Essential IV: Information Management and Application of Patient Care Technology
The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.

Target: All course objectives reflect program objectives.

Findings for Analysis of course syllabi

Summary of Findings: Objectives in attached nursing courses reflect this outcome objective. The most recent course syllabi are attached as related documents, but all course syllabi from 2014 and 2015 are in the document repository.

Results :   Target Achievement: Met

Substantiating Evidence:

NURSA201 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA309 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA310 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA315 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA322 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA323 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA324 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA413 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA414 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA417 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA418 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA419 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA421 Fall 2015 Syllabus (Adobe Acrobat Document)

Measure: Exit Surveys
Indirect - Survey

Details/Description: The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.

Target: 3 or above

Supporting Attachments:

ⓘ School of Nursing Exit Survey - Spring 2016 (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings:	The surveys from Spring 2014, Fall 2014, and Spring 2015 have been completed. Results were all above a 3, indicating students believe they have achieved the SON program objectives.
Results :	Target Achievement: Met

Substantiating Evidence:

ⓘ exit survey results (Adobe Acrobat Document)

Outcome: Essential V: Health Care Policy, Finance and Regulatory Environments
The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Findings for Analysis of course syllabi

Summary of Findings:	Objectives in attached nursing courses reflect this outcome objective. The most recent course syllabi are attached as related documents, but all course syllabi from 2014 and 2015 are in the document repository.
Results :	Target Achievement: Met

Substantiating Evidence:

ⓘ NURSA202 Fall 2015 Syllabus (Adobe Acrobat Document)

ⓘ NURSA308 Fall 2015 Syllabus (Adobe Acrobat Document)

ⓘ NURSA315 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA414 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA417 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA419 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA421 Fall 2015 Syllabus (Adobe Acrobat Document)

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

School of Nursing Exit Survey - Spring 2016 (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings:	The surveys from Spring 2014, Fall 2014, and Spring 2015 have been completed. Results were all above a 3, indicating students believe they have achieved the SON program objectives.
Results :	Target Achievement: Met

Substantiating Evidence:

exit survey results (Adobe Acrobat Document)

Outcome: Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes
The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Findings for Analysis of course syllabi

Summary of Findings:	Objectives in attached nursing courses reflect this outcome objective. The most recent course syllabi are attached as related documents, but all course syllabi from 2014 and 2015 are in the document repository.
Results :	Target Achievement: Met

Substantiating Evidence:

NURSA201 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA202 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA301 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA308 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA309 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA310 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA315 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA322 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA323 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA324 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA414 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA417 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA419 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA421 Fall 2015 Syllabus (Adobe Acrobat Document)

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

School of Nursing Exit Survey - Spring 2016 (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings:	The surveys from Spring 2014, Fall 2014, and Spring 2015 have been completed. Results were all above a 3, indicating students believe they have achieved the SON program objectives.
Results :	Target Achievement: Met

Substantiating Evidence:

exit sruvey results (Adobe Acrobat Document)

Outcome: Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Findings for Analysis of course syllabi

Summary of Findings:	Objectives in attached nursing courses reflect this outcome objective. The most recent course syllabi are attached as related documents, but all course syllabi from 2014 and 2015 are in the document repository.
Results :	Target Achievement: Met

Substantiating Evidence:

NURSA202 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA301 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA307 061 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA307 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA308 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA309 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA310 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA312 061 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA312 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA315 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA322 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA323 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA324 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA417 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA418 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA419 Fall 2015 Syllabus (Adobe Acrobat Document)

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

School of Nursing Exit Survey - Spring 2016 (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings:	The surveys from Spring 2014, Fall 2014, and Spring 2015 have been completed. Results were all above a 3, indicating students believe they have achieved the SON program objectives.
Results :	Target Achievement: Met

Substantiating Evidence:

exit survey results (Adobe Acrobat Document)

Outcome: Essential VIII: Professionalism and Professional Values
The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Findings for Analysis of course syllabi

Summary of Findings:	Objectives in attached nursing courses reflect this outcome objective. The most recent course syllabi are attached as related documents, but all course syllabi from 2014 and 2015 are in the document repository.
Results :	Target Achievement: Met

Substantiating Evidence:

NURSA201 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA202 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA301 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA307 061 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA307 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA308 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA309 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA310 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA312 061 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA312 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA315 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA322 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA323 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA324 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA413 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA414 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA417 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA418 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA419 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA421 Fall 2015 Syllabus (Adobe Acrobat Document)

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

School of Nursing Exit Survey - Spring 2016 (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings: The surveys from Spring 2014, Fall 2014, and Spring 2015 have been

completed. Results were all above a 3, indicating students believe they have achieved the SON program objectives.

Results : Target Achievement: Met

Substantiating Evidence:

ⓘexit survey results (Adobe Acrobat Document)

Outcome: Essential IX: Baccalaureate General Nursing Practice

The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description: The objectives of the course syllabi reflect this program objective of the School of Nursing.

Target: All course objectives reflect program objectives.

Findings for Analysis of course syllabi

Summary of Findings: Objectives in attached nursing courses reflect this outcome objective. The most recent course syllabi are attached as related documents, but all course syllabi from 2014 and 2015 are in the document repository.

Results : Target Achievement: Met

Substantiating Evidence:

ⓘNURSA201 Fall 2015 Syllabus (Adobe Acrobat Document)

ⓘNURSA202 Fall 2015 Syllabus (Adobe Acrobat Document)

ⓘNURSA301 Fall 2015 Syllabus (Adobe Acrobat Document)

ⓘNURSA307 061 Fall 2015 Syllabus (Adobe Acrobat Document)

ⓘNURSA307 Fall 2015 Syllabus (Adobe Acrobat Document)

ⓘNURSA308 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA309 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA310 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA312 061 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA312 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA315 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA322 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA323 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA324 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA417 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA418 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA419 Fall 2015 Syllabus (Adobe Acrobat Document)

NURSA421 Fall 2015 Syllabus (Adobe Acrobat Document)

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

School of Nursing Exit Survey - Spring 2016 (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings:	The surveys from Spring 2014, Fall 2014, and Spring 2015 have been completed. Results were all above a 3, indicating students believe they have achieved the SON program objectives.
Results :	Target Achievement: Met

Substantiating Evidence:

⊙exit sruvey results (Adobe Acrobat Document)

Outcome: General Program Assessment graduation rate

70% of generic BSN students will graduate within 8 semeseter after entering clinical nursing courses (calculted by number of students completing program divided by number entering programincludes those who fail, change major, or drop out for any reason) and 70% of BSN completion students will graduate within 3 years after completion of ANRS 308 (the first nursing course in the curriculum).

Measure: Graduation Rates
Direct - Other

Details/Description:	Calculation of graduation rates
Target:	The expected level of achievement set by the faculty of the School of Nursing is that 70% of generic BSN students will graduate within 8 semesters after entering the clinical courses, and 70% of BSN completion students will graduate within 3 years after completion of ANRS 308.

Supporting Attachments:

📎 Graduation Rates 2013-15 (Word Document (Open XML))

Findings for Graduation Rates

Summary of Findings:	The target has been met for 2014 and 2015 graduates.
Results :	Target Achievement: Met

Substantiating Evidence:

📎 graduation rates (Word Document (Open XML))

Outcome: General Program Assessment-job placement

90% of graduates will be employed in nursing positions or enrolled in graduate school within one year after graduation.

Measure: Self evaluation / self reflection
Direct - Other

Details/Description:	Self report by students.
Target:	90% of graduates will be employed in nursing positions or enrolled in graduate school within one year after graduation.

Findings for Self evaluation / self reflection

Summary of Findings:	Results from self report by students indicate that target has been met by all students who have successfully passed NCLEX. There are several students who graduated in 2015 who are waiting to take or retake the NCLEX exam, and these students are included in the percentage of those who are not currently employed in nursing positions.
Results :	Target Achievement: Met

Substantiating Evidence:

Employment Rates 2013-15 (Word Document (Open XML))

Outcome: General Program Assessment-NCLEXRN pass rates

Generic BSN graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national pass rate. This level of achievement is higher than the standard set by the South Carolina Board of Nursing, which is no more than 5% below the national pass rate. The NCLEX-RN licensure is the official standard for minimal safe nursing practice. As such, it is the universal objective measure for evaluating quality nursing education programs.

Measure: Licensing/Certification Exams
Direct - Exam

Details/Description:	Generic students take the NCLEX-RN examination after graduation to obtain licensure as an RN.
Target:	USCA graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national mean.

Findings for Licensing/Certification Exams

Summary of Findings:	NCLEX pass rates dropped significantly in 2014 and 2015. Faculty identified factors impacting this and developed a plan of action to remedy it. The attached document outlines these factors and plans.
Results :	Target Achievement: Not Met

Substantiating Evidence:

📎 NCLEX-RN pass rates 2014-15 (Word Document (Open XML))

📎 NCLEX-RN pass rates problems, plans, actions (Word Document (Open XML))

These Findings are associated with the following Actions:

Plan to increase NCLEX-RN pass rate
(Actions; 2015-16 Assessment (Report in 2016))

Outcome: General Program Assessment accreditation

The USC Aiken School of Nursing will maintain accreditation by an official accrediting body and will continue to be approved by the South Carolina State Board of Nursing. The Commission on Collegiate Nursing Education (CCNE) and the State Board of Nursing are the official bodies that govern and grant accreditation and approval respectively to nursing programs. They are the official stamp denoting quality nursing education. The objectives of the USCA School of Nursing have met all requirements of the CCNE and the South Carolina State Board for Nursing. The School of Nursing received a full 5 year's accreditation from the CCNE and full approval from the SC State Board for 8 years. The next site visit from CCNE is due in 2015.

Measure: External examiner/reviewers
Indirect - Other

Details/Description:	Accreditation by external governing bodies in nursing.
Target:	To maintain accreditation by CCNE (Commission for Collegiate Nursing Education) and the SC State Board of Nursing.

Findings for External examiner/reviewers

Summary of Findings:	A mid-cycle report was submitted to CCNE as required. This program continues to meet all accreditation standards. A site visit for our 10 year re-accreditation is scheduled for October 27-29, 2016. The self-study has been submitted.
Results :	Target Achievement: Met

Substantiating Evidence:

ⓘ CCNE response to CIPR (Adobe Acrobat Document)

Outcome: Employer Satisfaction

Employers of USC Aiken School of Nursing graduates will be satisfied with the graduates accomplishment of the program outcome objectives. The School of Nursing has set a goal that 80% of the employers will rate our graduates a 3 or higher or a 4 point scale or a 4.5 on a 6 point scale.

Measure: Employer surveys
Indirect - Survey

Details/Description:	Survey of hospital nursing leaders where the majority of School of Nursing graduates work after graduation.
Target:	Above a 4.5 on a 1-6 scale or 3 or higher on 4 point scale questions.

Findings for Employer surveys

Summary of Findings:	The surveys in 2015 were done utilizing a 4-point likert scale. The mean of the responses was 3.6, indicating employers are highly satisfied with our graduates.
Results :	Target Achievement: Met

Substantiating Evidence:

Employer Satisfaction Surveys 2015 (Word Document (Open XML))

Outcome: Putting knowledge into practice

Students will successfully pass the clinical portion of all clinical courses. The clinical portion of clinical courses is the application component. It is pass/fail, but must be passed in order to pass the course.

Measure: Course embedded assessments
Direct - Exam

Details/Description:	There are 9 clinical courses in the nursing program of study. Each of these courses has a clinical evaluation that is used in the clinical setting to evaluate the student's care of patients and professional behaviors. Students who have not reached the standard required to pass the clinical portion of a clinical course will not be able to progress to the next clinical level.
Target:	100% of students will pass the clinical portion of the courses.

Findings for Course embedded assessments

Summary of Findings: All students in 2015 passed the clinical portion of clinical courses.

Results :   Target Achievement: Met

Substantiating Evidence:

  NURS A 309 Clinical Evaluation Tool (Word Document (Open XML))

  NURS A 310 Clinical Evaluation Tool (Microsoft Word)

  NURS A201 Clincal Evaluation Tool (Word Document (Open XML))

  NURS A315 Clinical Evaluation Tool (Word Document (Open XML))

  NURS A322 Clinical Evaluation Tool (Word Document (Open XML))

  NURS A323 Clinical Evaluation Tool (Microsoft Word)

  NURS A324 Clinical Evaluation Tool (Word Document (Open XML))

  NURS A419 Clinical Evaluation Tool (Microsoft Word)

  NURS A421 Clinical EvaluationTool (Word Document (Open XML))

Outcome: Preparing to take standardized licensure exam

Students will take a standardized test/s in selected courses and must achieve a passing score or remediate in order to pass the course.

Measure: Course embedded assessments
Indirect - Other

Details/Description:	Many of the courses in the nursing program have an associated standardized test that is administered toward the end of the semester. These tests are similar in format to the NCLEX-RN licensing examination. They are also nationally normed by students in programs similar to USCA's nursing program. In the last semester, NURS 418 is primarily dedicated to further preparing students to take the NCLEX-RN exam.
Target:	Students will make at or above the national average on the standardized tests. Those who do not reach this benchmark must complete remediation on the areas that are designated as weaknesses. In the last semester, students take an NCLEX predictor test as part of NURS 418. This test gives students strong indicators of strengths and weaknesses in preparing to take the NCLEX exam.

Findings for Course embedded assessments

Summary of Findings: There continue to be course embedded standardized testing assessments for most nursing courses. All students who did not make at or above the national average on the standardized assessments did appropriate remediation. Students retake all standardized tests in their last semester in NURS 418. They also take the RN Comprehensive Predictor Test in this course. This test is predictive of passing the NCLEX-RN licensing exam. A passing grade for this test is designated by the national passing grade. Specific targeted remediation is then offered for students, focusing on their areas of weakness, to assist them in further preparation for the licensing examination. Because of the drop in NCLEX pass rates in 2014 and 2015, changes are being made in how the standardized testing is done in courses and how it counts in course grades. Changes will also be made, beginning in fall 2016, to how standardized testing is utilized in NURS 418.

Results : Target Achievement: Met

ACTIONS

Actions

BSN Learning Outcomes

Outcome

Outcome: General Program Assessment-NCLEXRN pass rates

Generic BSN graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national pass rate. This level of achievement is higher than the standard set by the South Carolina Board of Nursing, which is no more than 5% below the national pass rate. The NCLEX-RN licensure is the official standard for minimal safe nursing practice. As such, it is the universal objective measure for evaluating quality nursing education programs.

Action: Plan to increase NCLEX-RN pass rate

This Action is associated with the following Findings

Findings for Licensing/Certification Exams
(Assessment Plan and Assessment Findings; 2015-16 Assessment (Report in 2016))

Summary of Findings:
NCLEX pass rates dropped significantly in 2014 and 2015. Faculty identified factors impacting this and developed a plan of action to remedy it. The attached document outlines these factors and plans.

Proposed Action Details: The attached document describes the plans for increasing the first-time NCLEX-RN pass rate. Although this is presented in a single document, there are numerous action items. The most significant ones are a new clinical site for level 4, assigning

faculty mentors to students, offering a live review for NCLEX-RN, and deciding to increase level of difficulty in tests to align with NCLEX-RN.

Implementation Schedule: began some actions in 2015, added others in 2016

Supporting Attachments:

📎 NCLEX-RN pass rates problems, plans, actions (Word Document (Open XML))

ACTION STATUS REPORT

Action Statuses

BSN Learning Outcomes

Outcome

Outcome: General Program Assessment-NCLEXRN pass rates
Generic BSN graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national pass rate. This level of achievement is higher than the standard set by the South Carolina Board of Nursing, which is no more than 5% below the national pass rate. The NCLEX-RN licensure is the official standard for minimal safe nursing practice. As such, it is the universal objective measure for evaluating quality nursing education programs.

Action: Plan to increase NCLEX-RN pass rate

Proposed Action Details: The attached document describes the plans for increasing the first-time NCLEX-RN pass rate. Although this is presented in a single document, there are numerous action items. The most significant ones are a new clinical site for level 4, assigning faculty mentors to students, offering a live review for NCLEX-RN, and deciding to increase level of difficulty in tests to align with NCLEX-RN.

Implementation Schedule: began some actions in 2015, added others in 2016

Supporting Attachments:

📎 NCLEX-RN pass rates problems, plans, actions (Word Document (Open XML))

Status for Plan to increase NCLEX-RN pass rate

No Status Added

2016-17 Assessment (Report in 2017)

LEARNING OUTCOMES

BSN Learning Outcomes

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity,

QSEN Competencies: Patient-Centered Care, Teamwork and Collaboration

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

Essential III: Scholarship for Evidence-Based Practice

The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Evidence-Based Practice (EBP), Quality Improvement (QI)

Essential IV: Information Management and Application of Patient Care Technology

The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Mapping

NCLEX-RN Test Plan: Safe and Effective Care Environment,

QSEN Competencies: Informatics

Essential V: Health Care Policy, Finance and Regulatory Environments

The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Mapping

No Mapping

Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Informatics, Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Evidence-Based Practice (EBP), Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

Essential VIII: Professionalism and Professional Values

The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Mapping

NCLEX-RN Test Plan: Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Patient-Centered Care, Safety, Teamwork and Collaboration

Essential IX: Baccalaureate General Nursing Practice

The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Evidence-Based Practice (EBP), Informatics, Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

General Program Assessment graduation rate

70% of generic BSN students will graduate within 8 semeseter after entering clinical nursing courses (calculted by number of students completing program divided by number entering programincludes those who fail, change major, or drop out for any reason) and 70% of BSN completion students will graduate within 3 years after completion of ANRS 308 (the first nursing course in the curriculum).

Mapping

Leading Forward: Enhance and utilize initiatives that support student success, retention, progression, and degree attainment.

General Program Assessment-job placement

90% of graduates will be employed in nursing positions or enrolled in graduate school within one year after graduation.

Mapping

Leading Forward: Enhance and utilize initiatives that support student success, retention, progression, and degree attainment., Expand and leverage local partnerships

General Program Assessment-NCLEXRN pass rates

Generic BSN graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national pass rate. This level of achievement is higher than the standard set by the South Carolina Board of Nursing, which is no more than 5% below the national pass rate. The NCLEX-RN licensure is the official standard for minimal safe nursing practice. As such, it is the universal objective measure for evaluating quality nursing education programs.

Mapping

BSN Learning Outcomes: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice, Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety, Essential III: Scholarship for Evidence-Based Practice, Essential IV: Information Management and Application of Patient Care Technology, Essential IX: Baccalaureate General Nursing Practice, Essential V: Health Care Policy, Finance and Regulatory Environments, Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes, Essential VII: Clinical Prevention and Population Health, Essential VIII: Professionalism and Professional Values

General Program Assessment accreditation

The USC Aiken School of Nursing will maintain accreditation by an official accrediting body and will continue to be approved by the South Carolina State Board of Nursing. The Commission on Collegiate Nursing Education (CCNE) and the State Board of Nursing are the official bodies that govern and grant accreditation and approval respectively to nursing programs. They are the official stamp denoting quality nursing education. The objectives of the USCA School of Nursing have met all requirements of the CCNE and the South Carolina State Board for Nursing. The School of Nursing received a full 5 year's accreditation from the CCNE and full approval from the SC State Board for 8 years. The next site visit from CCNE is due in 2015.

Mapping

No Mapping

Employer Satisfaction

Employers of USC Aiken School of Nursing graduates will be satisfied with the graduates accomplishment of the program outcome objectives. The School of Nursing has set a goal that 80% of the employers will rate our graduates a 3 or higher or a 4 point scale or a 4.5 on a 6 point scale.

Mapping

BSN Learning Outcomes: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice, Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety, Essential III: Scholarship for Evidence-Based Practice, Essential IV: Information Management and Application of Patient Care Technology, Essential IX: Baccalaureate General Nursing Practice, Essential V: Health Care Policy, Finance and Regulatory Environments, Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes, Essential VII: Clinical Prevention and Population Health, Essential VIII: Professionalism and Professional Values

Putting knowledge into practice
Students will successfully pass the clinical portion of all clinical courses. The clinical portion of clinical courses is the application component. It is pass/fail, but must be passed in order to pass the course.

Mapping

No Mapping

Preparing to take standardized licensure exam
Students will take a standardized test/s in selected courses and must achieve a passing score or remediate in order to pass the course.

Mapping

No Mapping

ASSESSMENT PLAN

Measures

BSN Learning Outcomes

Outcome

Outcome: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Supporting Attachments:

⊚NURS 201 syllabus (Adobe Acrobat Document)

NURS 202 syllabus (Adobe Acrobat Document)

NURS 301 syllabus (Adobe Acrobat Document)

NURS 307 syllabus (Adobe Acrobat Document)

NURS 308 syllabus (Adobe Acrobat Document)

NURS 309 syllabus (Adobe Acrobat Document)

NURS 310 syllabus (Adobe Acrobat Document)

NURS 312 syllabus (Adobe Acrobat Document)

NURS 315 syllabus (Adobe Acrobat Document)

NURS 322 syllabus (Adobe Acrobat Document)

NURS 323 syllabus (Adobe Acrobat Document)

NURS 324 syllabus (Adobe Acrobat Document)

NURS 413 syllabus (Adobe Acrobat Document)

NURS 414 syllabus (Adobe Acrobat Document)

NURS 417 syllabus (Adobe Acrobat Document)

NURS 418 syllabus (Adobe Acrobat Document)

NURS 419 syllabus (Adobe Acrobat Document)

NURS 421 syllabus (Adobe Acrobat Document)

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

Fall 2016 Exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Outcome: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Supporting Attachments:

NURS 202 syllabus (Adobe Acrobat Document)

NURS 307 syllabus (Adobe Acrobat Document)

NURS 308 syllabus (Adobe Acrobat Document)

NURS 309 syllabus (Adobe Acrobat Document)

NURS 310 syllabus (Adobe Acrobat Document)

NURS 315 syllabus (Adobe Acrobat Document)

NURS 322 syllabus (Adobe Acrobat Document)

NURS 323 syllabus (Adobe Acrobat Document)

NURS 324 syllabus (Adobe Acrobat Document)

NURS 418 syllabus (Adobe Acrobat Document)

NURS 419 syllabus (Adobe Acrobat Document)

NURS 421 syllabus (Adobe Acrobat Document)

Measure: Exit Surveys

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

Fall 2016 exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Outcome: Essential III: Scholarship for Evidence-Based Practice

The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Measure: Analysis of course syllabi	
Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Supporting Attachments:

NURS 201 syllabus (Adobe Acrobat Document)

NURS 202 syllabus (Adobe Acrobat Document)

NURS 301 syllabus (Adobe Acrobat Document)

NURS 307 syllabus (Adobe Acrobat Document)

NURS 308 syllabus (Adobe Acrobat Document)

NURS 309 syllabus (Adobe Acrobat Document)

NURS 310 syllabus (Adobe Acrobat Document)

NURS 312 syllabus (Adobe Acrobat Document)

NURS 315 syllabus (Adobe Acrobat Document)

NURS 322 syllabus (Adobe Acrobat Document)

NURS 323 syllabus (Adobe Acrobat Document)

NURS 324 syllabus (Adobe Acrobat Document)

NURS 413 syllabus (Adobe Acrobat Document)

NURS 417 syllabus (Adobe Acrobat Document)

NURS 418 syllabus (Adobe Acrobat Document)

NURS 419 syllabus (Adobe Acrobat Document)

NURS 421 syllabus (Adobe Acrobat Document)

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

Fall 2016 Exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Outcome: Essential IV: Information Management and Application of Patient Care Technology
The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Supporting Attachments:

NURS 201 syllabus (Adobe Acrobat Document)

NURS 201 syllabus (Adobe Acrobat Document)

NURS 309 syllabus (Adobe Acrobat Document)

NURS 310 syllabus (Adobe Acrobat Document)

NURS 315 syllabus (Adobe Acrobat Document)

NURS 322 syllabus (Adobe Acrobat Document)

NURS 323 syllabus (Adobe Acrobat Document)

NURS 324 syllabus (Adobe Acrobat Document)

NURS 413 syllabus (Adobe Acrobat Document)

NURS 414 syllabus (Adobe Acrobat Document)

NURS 417 syllabus (Adobe Acrobat Document)

NURS 418 syllabus (Adobe Acrobat Document)

NURS 419 syllabus (Adobe Acrobat Document)

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

Fall 2016 Exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Outcome: Essential V: Health Care Policy, Finance and Regulatory Environments

The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Supporting Attachments:

NURS 202 syllabus (Adobe Acrobat Document)

NURS 308 syllabus (Adobe Acrobat Document)

NURS 315 syllabus (Adobe Acrobat Document)

NURS 414 syllabus (Adobe Acrobat Document)

NURS 417 syllabus (Adobe Acrobat Document)

NURS 419 syllabus (Adobe Acrobat Document)

NURS 421 syllabus (Adobe Acrobat Document)

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

Fall 2016 Exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Outcome: Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Supporting Attachments:

NURS 201 syllabus (Adobe Acrobat Document)

NURS 202 syllabus (Adobe Acrobat Document)

NURS 301 syllabus (Adobe Acrobat Document)

NURS 308 syllabus (Adobe Acrobat Document)

NURS 309 syllabus (Adobe Acrobat Document)

NURS 310 syllabus (Adobe Acrobat Document)

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NURS 324 syllabus (Adobe Acrobat Document)

NURS 413 syllabus (Adobe Acrobat Document)

NURS 414 syllabus (Adobe Acrobat Document)

NURS 417 syllabus (Adobe Acrobat Document)

NURS 418 syllabus (Adobe Acrobat Document)

NURS 419 syllabus (Adobe Acrobat Document)

NURS 421 syllabus (Adobe Acrobat Document)

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

Fall 2016 Exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Outcome: Essential VII: Clinical Prevention and Population Health
The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Supporting Attachments:

NURS 202 syllabus (Adobe Acrobat Document)

NURS 301 syllabus (Adobe Acrobat Document)

NURS 307 syllabus (Adobe Acrobat Document)

NURS 308 syllabus (Adobe Acrobat Document)

NURS 309 syllabus (Adobe Acrobat Document)

NURS 310 syllabus (Adobe Acrobat Document)

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NURS 413 syllabus (Adobe Acrobat Document)

NURS 417 syllabus (Adobe Acrobat Document)

NURS 418 syllabus (Adobe Acrobat Document)

NURS 419 syllabus (Adobe Acrobat Document)

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

Fall 2016 Exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Outcome: Essential VIII: Professionalism and Professional Values
The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description: The objectives of the course syllabi reflect this program objective of the School of Nursing.

Target: All course objectives reflect program objectives.

Supporting Attachments:

NURS 201 syllabus (Adobe Acrobat Document)

NURS 202 syllabus (Adobe Acrobat Document)

NURS 301 syllabus (Adobe Acrobat Document)

NURS 307 syllabus (Adobe Acrobat Document)

NURS 308 syllabus (Adobe Acrobat Document)

NURS 309 syllabus (Adobe Acrobat Document)

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NURS 417 syllabus (Adobe Acrobat Document)

NURS 418 syllabus (Adobe Acrobat Document)

NURS 419 syllabus (Adobe Acrobat Document)

NURS 421 syllabus (Adobe Acrobat Document)

Measure: Exit Surveys
Indirect - Survey

Details/Description: The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.

Target: 3 or above

Supporting Attachments:

⊙ Fall 2016 Exit survey results (Adobe Acrobat Document)

⊙ Spring 2017 exit survey results (Adobe Acrobat Document)

Outcome: Essential IX: Baccalaureate General Nursing Practice

The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

Measure: Analysis of course syllabi	
Indirect - Other	
Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Supporting Attachments:

⊙ NURS 201 syllabus (Adobe Acrobat Document)

⊙ NURS 202 syllabus (Adobe Acrobat Document)

⊙ NURS 301 syllabus (Adobe Acrobat Document)

⊙ NURS 307 syllabus (Adobe Acrobat Document)

⊙ NURS 308 syllabus (Adobe Acrobat Document)

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⊙ NURS 312 syllabus (Adobe Acrobat Document)

⊙ NURS 315 syllabus (Adobe Acrobat Document)

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ⓘNURS 417 syllabus (Adobe Acrobat Document)

ⓘNURS 418 syllabus (Adobe Acrobat Document)

ⓘNURS 419 syllabus (Adobe Acrobat Document)

ⓘNURS 421 syllabus (Adobe Acrobat Document)

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

ⓘFall 2016 Exit survey results (Adobe Acrobat Document)

ⓘSpring 2017 exit survey results (Adobe Acrobat Document)

Outcome: General Program Assessment graduation rate
70% of generic BSN students will graduate within 8 semeseter after entering clinical nursing courses (calculted by number of students completing program divided by number entering programincludes those who fail, change major, or drop out for any reason) and 70% of BSN completion students will graduate within 3 years after completion of ANRS 308 (the first nursing course in the curriculum).

Measure: Graduation Rates
Direct - Other

Details/Description:	Calculation of graduation rates
Target:	The expected level of achievement set by the faculty of the School of Nursing is that 70% of generic BSN students will graduate within 8 semesters after entering the clinical courses, and 70% of BSN completion students will graduate within 3 years after completion of ANRS 308.

Outcome: General Program Assessment-job placement
90% of graduates will be employed in nursing positions or enrolled in graduate school within one year after graduation.

Measure: Self evaluation / self reflection
Direct - Other

Details/Description:	Self report by students.
Target:	90% of graduates will be employed in nursing positions or enrolled in graduate school within one year after graduation.

Outcome: General Program Assessment-NCLEXRN pass rates

Generic BSN graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national pass rate. This level of achievement is higher than the standard set by the South Carolina Board of Nursing, which is no more than 5% below the national pass rate. The NCLEX-RN licensure is the official standard for minimal safe nursing practice. As such, it is the universal objective measure for evaluating quality nursing education programs.

Measure: Licensing/Certification Exams
Direct - Exam

Details/Description:	Generic students take the NCLEX-RN examination after graduation to obtain licensure as an RN.
Target:	USCA graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national mean.

Outcome: General Program Assessment accreditation

The USC Aiken School of Nursing will maintain accreditation by an official accrediting body and will continue to be approved by the South Carolina State Board of Nursing. The Commission on Collegiate Nursing Education (CCNE) and the State Board of Nursing are the official bodies that govern and grant accreditation and approval respectively to nursing programs. They are the official stamp denoting quality nursing education. The objectives of the USCA School of Nursing have met all requirements of the CCNE and the South Carolina State Board for Nursing. The School of Nursing received a full 10 year's accreditation from the CCNE and full approval from the SC State Board for 8 years. The next site visit from CCNE is due in 2026.

Measure: External examiner/reviewers
Indirect - Other

Details/Description:	Accreditation by external governing bodies in nursing.
Target:	To maintain accreditation by CCNE (Commission for Collegiate Nursing Education) and the SC State Board of Nursing.

Supporting Attachments:

letter of accreditation (Adobe Acrobat Document)

This letter advises that the CCNE Board of Commissioners grated the School of Nursing accreditation for 10years, extending to June 30, 2027. There were no compliance issues with any standards or key elements.

Outcome: Employer Satisfaction

Employers of USC Aiken School of Nursing graduates will be satisfied with the graduates accomplishment of the program outcome objectives. The School of Nursing has set a goal that 80% of the employers will rate our graduates a 3 or higher or a 4 point scale or a 4.5 on a 6 point scale.

Measure: Employer surveys
Indirect - Survey

Details/Description:	Survey of hospital nursing leaders where the majority of School of Nursing graduates work after graduation.
Target:	Above a 4.5 on a 1-6 scale or 3 or higher on 4 point scale questions.

Outcome: Putting knowledge into practice

Students will successfully pass the clinical portion of all clinical courses. The clinical portion of clinical courses is the application component. It is pass/fail, but must be passed in order to pass the course.

Measure: Course embedded assessments
Direct - Exam

Details/Description:	There are 9 clinical courses in the nursing program of study. Each of these courses has a clinical evaluation that is used in the clinical setting to evaluate the student's care of patients and professional behaviors. Students who have not reached the standard required to pass the clinical portion of a clinical course will not be able to progress to the next clinical level.
Target:	100% of students will pass the clinical portion of the courses.

Outcome: Preparing to take standardized licensure exam

Students will take a standardized test/s in selected courses and must achieve a passing score or remediate in order to pass the course.

Measure: Course embedded assessments
Indirect - Other

Details/Description:	Many of the courses in the nursing program have an associated standardized test that is administered toward the end of the semester. These tests are similar in format to the NCLEX-RN licensing examination. They are also nationally normed by students in programs similar to USCA's nursing program. In the last semester, NURS 418 is primarily dedicated to further preparing students to take the NCLEX-RN exam.
Target:	Students will make at or above the national average on the standardized tests. Those who do not reach this benchmark must complete remediation on the areas that are designated as weaknesses. In the last semester, students take an NCLEX predictor

test as part of NURS 418. This test gives students strong indicators of strengths and weaknesses in preparing to take the NCLEX exam.

ASSESSMENT FINDINGS

Finding per Measure

BSN Learning Outcomes

Outcome

Outcome: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Supporting Attachments:

NURS 201 syllabus (Adobe Acrobat Document)

NURS 202 syllabus (Adobe Acrobat Document)

NURS 301 syllabus (Adobe Acrobat Document)

NURS 307 syllabus (Adobe Acrobat Document)

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NURS 310 syllabus (Adobe Acrobat Document)

NURS 312 syllabus (Adobe Acrobat Document)

NURS 315 syllabus (Adobe Acrobat Document)

NURS 322 syllabus (Adobe Acrobat Document)

NURS 323 syllabus (Adobe Acrobat Document)

NURS 324 syllabus (Adobe Acrobat Document)

NURS 413 syllabus (Adobe Acrobat Document)

NURS 414 syllabus (Adobe Acrobat Document)

NURS 417 syllabus (Adobe Acrobat Document)

NURS 418 syllabus (Adobe Acrobat Document)

NURS 419 syllabus (Adobe Acrobat Document)

NURS 421 syllabus (Adobe Acrobat Document)

Findings for Analysis of course syllabi

Summary of Findings:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Results :	Target Achievement: Met

These Findings are associated with the following Actions:

more direct measures
(Actions; 2016-17 Assessment (Report in 2017))

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

Fall 2016 Exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings:	Results of student exit surveys indicate students believe they met this program objective. The mean score on the Fall 2016 survey was 3.69, and the mean score on the Spring 2017 survey was 3.45. This was on a 4 point scale.
Results :	Target Achievement: Met

Substantiating Evidence:

Fall 2016 Exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Outcome: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Supporting Attachments:

NURS 202 syllabus (Adobe Acrobat Document)

NURS 307 syllabus (Adobe Acrobat Document)

NURS 308 syllabus (Adobe Acrobat Document)

NURS 309 syllabus (Adobe Acrobat Document)

NURS 310 syllabus (Adobe Acrobat Document)

NURS 315 syllabus (Adobe Acrobat Document)

NURS 322 syllabus (Adobe Acrobat Document)

NURS 323 syllabus (Adobe Acrobat Document)

NURS 324 syllabus (Adobe Acrobat Document)

NURS 418 syllabus (Adobe Acrobat Document)

NURS 419 syllabus (Adobe Acrobat Document)

NURS 421 syllabus (Adobe Acrobat Document)

Findings for Analysis of course syllabi

Summary of Findings:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Results :	Target Achievement: Met

These Findings are associated with the following Actions:

more direct measures
(Actions; 2016-17 Assessment (Report in 2017))

Measure: Exit Surveys

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

Fall 2016 exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings:	Results of student exit surveys indicate students believe they met this program objective. The mean score on the Fall 2016 survey was 3.71, and the mean score on the Spring 2017 survey was 3.45. This was on a 4 point scale.
Results :	Target Achievement: Met

Substantiating Evidence:

Fall 2016 Exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Outcome: Essential III: Scholarship for Evidence-Based Practice
The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Measure: Analysis of course syllabi

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Supporting Attachments:

NURS 201 syllabus (Adobe Acrobat Document)

NURS 202 syllabus (Adobe Acrobat Document)

NURS 301 syllabus (Adobe Acrobat Document)

NURS 307 syllabus (Adobe Acrobat Document)

NURS 308 syllabus (Adobe Acrobat Document)

NURS 309 syllabus (Adobe Acrobat Document)

NURS 310 syllabus (Adobe Acrobat Document)

NURS 312 syllabus (Adobe Acrobat Document)

NURS 315 syllabus (Adobe Acrobat Document)

NURS 322 syllabus (Adobe Acrobat Document)

NURS 323 syllabus (Adobe Acrobat Document)

NURS 324 syllabus (Adobe Acrobat Document)

NURS 413 syllabus (Adobe Acrobat Document)

NURS 417 syllabus (Adobe Acrobat Document)

NURS 418 syllabus (Adobe Acrobat Document)

NURS 419 syllabus (Adobe Acrobat Document)

NURS 421 syllabus (Adobe Acrobat Document)

Findings for Analysis of course syllabi

Summary of Findings:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Results :	Target Achievement: Met

These Findings are associated with the following Actions:

more direct measures
(Actions; 2016-17 Assessment (Report in 2017))

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

Fall 2016 Exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings:	Results of student exit surveys indicate students believe they met this program objective. The mean score on the Fall 2016 survey was 3.76, and the mean score on the Spring 2017 survey was 3.55. This was on a 4 point scale.
Results :	Target Achievement: Met

Substantiating Evidence:

Fall 2016 Exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Outcome: Essential IV: Information Management and Application of Patient Care Technology

The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description: The objectives of the course syllabi reflect this program objective of the School of Nursing.

Target: All course objectives reflect program objectives.

Supporting Attachments:

NURS 201 syllabus (Adobe Acrobat Document)

NURS 201 syllabus (Adobe Acrobat Document)

NURS 309 syllabus (Adobe Acrobat Document)

NURS 310 syllabus (Adobe Acrobat Document)

NURS 315 syllabus (Adobe Acrobat Document)

NURS 322 syllabus (Adobe Acrobat Document)

NURS 323 syllabus (Adobe Acrobat Document)

NURS 324 syllabus (Adobe Acrobat Document)

NURS 413 syllabus (Adobe Acrobat Document)

NURS 414 syllabus (Adobe Acrobat Document)

NURS 417 syllabus (Adobe Acrobat Document)

NURS 418 syllabus (Adobe Acrobat Document)

NURS 419 syllabus (Adobe Acrobat Document)

Findings for Analysis of course syllabi

Summary of Findings: The objectives of the course syllabi reflect this program objective of the School of Nursing.

Results :   Target Achievement: Met

These Findings are associated with the following Actions:

more direct measures
(Actions; 2016-17 Assessment (Report in 2017))

Measure: Exit Surveys
Indirect - Survey

Details/Description: The exit surveys are done each semester to determine how students believe they

have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.

Target: 3 or above

Supporting Attachments:

⊕Fall 2016 Exit survey results (Adobe Acrobat Document)

⊕Spring 2017 exit survey results (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings: Results of student exit surveys indicate students believe they met this program objective. The mean score on the Fall 2016 survey was 3.53, and the mean score on the Spring 2017 survey was 3.47. This was on a 4 point scale.

Results :   Target Achievement: Met

Substantiating Evidence:

⊕Fall 2016 Exit survey results (Adobe Acrobat Document)

⊕Spring 2017 exit survey results (Adobe Acrobat Document)

Outcome: Essential V: Health Care Policy, Finance and Regulatory Environments
The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description: The objectives of the course syllabi reflect this program objective of the School of Nursing.

Target: All course objectives reflect program objectives.

Supporting Attachments:

⊕NURS 202 syllabus (Adobe Acrobat Document)

⊕NURS 308 syllabus (Adobe Acrobat Document)

⊕NURS 315 syllabus (Adobe Acrobat Document)

ⓘNURS 414 syllabus (Adobe Acrobat Document)

ⓘNURS 417 syllabus (Adobe Acrobat Document)

ⓘNURS 419 syllabus (Adobe Acrobat Document)

ⓘNURS 421 syllabus (Adobe Acrobat Document)

Findings for Analysis of course syllabi

Summary of Findings: The objectives of the course syllabi reflect this program objective of the School of Nursing.

Results : Target Achievement: Met

These Findings are associated with the following Actions:

more direct measures
(Actions; 2016-17 Assessment (Report in 2017))

Measure: Exit Surveys
Indirect - Survey

Details/Description: The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.

Target: 3 or above

Supporting Attachments:

ⓘFall 2016 Exit survey results (Adobe Acrobat Document)

ⓘSpring 2017 exit survey results (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings: Results of student exit surveys indicate students believe they met this program objective. The mean score on the Fall 2016 survey was 3.49, and the mean score on the Spring 2017 survey was 3.16. This was on a 4 point scale.

Results : Target Achievement: Met

Substantiating Evidence:

ⓘFall 2016 Exit survey results (Adobe Acrobat Document)

ⓘSpring 2017 exit survey results (Adobe Acrobat Document)

Outcome: Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Supporting Attachments:

ⓘNURS 201 syllabus (Adobe Acrobat Document)

ⓘNURS 202 syllabus (Adobe Acrobat Document)

ⓘNURS 301 syllabus (Adobe Acrobat Document)

ⓘNURS 308 syllabus (Adobe Acrobat Document)

ⓘNURS 309 syllabus (Adobe Acrobat Document)

ⓘNURS 310 syllabus (Adobe Acrobat Document)

ⓘNURS 315 syllabus (Adobe Acrobat Document)

ⓘNURS 322 syllabus (Adobe Acrobat Document)

ⓘNURS 323 syllabus (Adobe Acrobat Document)

ⓘNURS 324 syllabus (Adobe Acrobat Document)

ⓘNURS 413 syllabus (Adobe Acrobat Document)

ⓘNURS 414 syllabus (Adobe Acrobat Document)

ⓘNURS 417 syllabus (Adobe Acrobat Document)

ⓘNURS 418 syllabus (Adobe Acrobat Document)

NURS 419 syllabus (Adobe Acrobat Document)

NURS 421 syllabus (Adobe Acrobat Document)

Findings for Analysis of course syllabi

Summary of Findings:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Results :	Target Achievement: Met

These Findings are associated with the following Actions:

more direct measures
(Actions; 2016-17 Assessment (Report in 2017))

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

Fall 2016 Exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings:	Results of student exit surveys indicate students believe they met this program objective. The mean score on the Fall 2016 survey was 3.78, and the mean score on the Spring 2017 survey was 3.58. This was on a 4 point scale.
Results :	Target Achievement: Met

Substantiating Evidence:

Fall 2016 Exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Outcome: Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Supporting Attachments:

NURS 202 syllabus (Adobe Acrobat Document)

NURS 301 syllabus (Adobe Acrobat Document)

NURS 307 syllabus (Adobe Acrobat Document)

NURS 308 syllabus (Adobe Acrobat Document)

NURS 309 syllabus (Adobe Acrobat Document)

NURS 310 syllabus (Adobe Acrobat Document)

NURS 312 syllabus (Adobe Acrobat Document)

NURS 315 syllabus (Adobe Acrobat Document)

NURS 322 syllabus (Adobe Acrobat Document)

NURS 323 syllabus (Adobe Acrobat Document)

NURS 324 syllabus (Adobe Acrobat Document)

NURS 413 syllabus (Adobe Acrobat Document)

NURS 417 syllabus (Adobe Acrobat Document)

NURS 418 syllabus (Adobe Acrobat Document)

NURS 419 syllabus (Adobe Acrobat Document)

Findings for Analysis of course syllabi

Summary of Findings:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Results :	Target Achievement: Met

These Findings are associated with the following Actions:

more direct measures
(Actions; 2016-17 Assessment (Report in 2017))

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

Fall 2016 Exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings:	Results of student exit surveys indicate students believe they met this program objective. The mean score on the Fall 2016 survey was 3.76, and the mean score on the Spring 2017 survey was 3.55. This was on a 4 point scale.
Results :	Target Achievement: Met

Substantiating Evidence:

Fall 2016 Exit survey results (Adobe Acrobat Document)

Spring 2017 exit survey results (Adobe Acrobat Document)

Outcome: Essential VIII: Professionalism and Professional Values
The graduate of the BSN program at USCA functions as a competent member of the nursing profession,

demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Supporting Attachments:

NURS 201 syllabus (Adobe Acrobat Document)

NURS 202 syllabus (Adobe Acrobat Document)

NURS 301 syllabus (Adobe Acrobat Document)

NURS 307 syllabus (Adobe Acrobat Document)

NURS 308 syllabus (Adobe Acrobat Document)

NURS 309 syllabus (Adobe Acrobat Document)

NURS 310 syllabus (Adobe Acrobat Document)

NURS 312 syllabus (Adobe Acrobat Document)

NURS 315 syllabus (Adobe Acrobat Document)

NURS 322 syllabus (Adobe Acrobat Document)

NURS 323 syllabus (Adobe Acrobat Document)

NURS 324 syllabus (Adobe Acrobat Document)

NURS 413 syllabus (Adobe Acrobat Document)

NURS 414 syllabus (Adobe Acrobat Document)

NURS 417 syllabus (Adobe Acrobat Document)

NURS 418 syllabus (Adobe Acrobat Document)

NURS 419 syllabus (Adobe Acrobat Document)

NURS 421 syllabus (Adobe Acrobat Document)

Findings for Analysis of course syllabi

Summary of Findings:	The objectives of the course syllabi reflect this program objective of the School

of Nursing.

Results :   Target Achievement: Met

These Findings are associated with the following Actions:

more direct measures
(Actions; 2016-17 Assessment (Report in 2017))

Measure: Exit Surveys
Indirect - Survey

Details/Description: The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.

Target: 3 or above

Supporting Attachments:

ⓘ Fall 2016 Exit survey results (Adobe Acrobat Document)

ⓘ Spring 2017 exit survey results (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings: Results of student exit surveys indicate students believe they met this program objective. The mean score on the Fall 2016 survey was 3.71, and the mean score on the Spring 2017 survey was 3.63. This was on a 4 point scale.

Results :   Target Achievement: Met

Substantiating Evidence:

ⓘ Fall 2016 Exit survey results (Adobe Acrobat Document)

ⓘ Spring 2017 exit survey results (Adobe Acrobat Document)

Outcome: Essential IX: Baccalaureate General Nursing Practice
The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across

the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

Measure: Analysis of course syllabi
Indirect - Other

Details/Description:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Target:	All course objectives reflect program objectives.

Supporting Attachments:

NURS 201 syllabus (Adobe Acrobat Document)

NURS 202 syllabus (Adobe Acrobat Document)

NURS 301 syllabus (Adobe Acrobat Document)

NURS 307 syllabus (Adobe Acrobat Document)

NURS 308 syllabus (Adobe Acrobat Document)

NURS 309 syllabus (Adobe Acrobat Document)

NURS 310 syllabus (Adobe Acrobat Document)

NURS 310 syllabus (Adobe Acrobat Document)

NURS 312 syllabus (Adobe Acrobat Document)

NURS 315 syllabus (Adobe Acrobat Document)

NURS 322 syllabus (Adobe Acrobat Document)

NURS 323 syllabus (Adobe Acrobat Document)

NURS 324 syllabus (Adobe Acrobat Document)

NURS 413 syllabus (Adobe Acrobat Document)

NURS 414 syllabus (Adobe Acrobat Document)

NURS 417 syllabus (Adobe Acrobat Document)

NURS 418 syllabus (Adobe Acrobat Document)

NURS 419 syllabus (Adobe Acrobat Document)

NURS 421 syllabus (Adobe Acrobat Document)

Findings for Analysis of course syllabi

Summary of Findings:	The objectives of the course syllabi reflect this program objective of the School of Nursing.
Results :	Target Achievement: Met

These Findings are associated with the following Actions:

more direct measures
(Actions; 2016-17 Assessment (Report in 2017))

Measure: Exit Surveys
Indirect - Survey

Details/Description:	The exit surveys are done each semester to determine how students believe they have achieved the School of Nursing program objectives. The survey is on a scale of 1-4, with 4 being excellent and 1 being poor. The outcome objectives are in line with the Essentials of Baccalaureate Education.
Target:	3 or above

Supporting Attachments:

⊙Fall 2016 Exit survey results (Adobe Acrobat Document)

⊙Spring 2017 exit survey results (Adobe Acrobat Document)

Findings for Exit Surveys

Summary of Findings:	Results of student exit surveys indicate students believe they met this program objective. The mean score on the Fall 2016 survey was 3.80, and the mean score on the Spring 2017 survey was 3.61. This was on a 4 point scale.
Results :	Target Achievement: Met

Substantiating Evidence:

⊙Fall 2016 Exit survey results (Adobe Acrobat Document)

⊙Spring 2017 exit survey results (Adobe Acrobat Document)

Outcome: General Program Assessment graduation rate

70% of generic BSN students will graduate within 8 semeseter after entering clinical nursing courses (calculted by number of students completing program divided by number entering programincludes those who fail, change major, or drop out for any reason) and 70% of BSN completion students will graduate within 3 years after completion of ANRS 308 (the first nursing course in the curriculum).

Measure: Graduation Rates
Direct - Other

Details/Description:	Calculation of graduation rates
Target:	The expected level of achievement set by the faculty of the School of Nursing is that 70% of generic BSN students will graduate within 8 semesters after entering the clinical courses, and 70% of BSN completion students will graduate within 3 years after completion of ANRS 308.

Findings for Graduation Rates

Summary of Findings:	The graduation rate for the Fall 2016 graduating class was 91.3% and for the Spring 2017 class was 78.6%, for a total for this academic year of 84.3%. The graduation rate is calculated by taking the number of students who entered a specific cohort in the program with an expected graduation date of a particular year and dividing it by the number of students who actually did graduate from the program, or who remain in the program and are expected to graduate within the appropriate time frame. Of the 16 students who began the program and did not graduate, 1 student withdrew, 4 changed majors, and 9 had 2 or more nursing course failures.
Results :	Target Achievement: Met

Outcome: General Program Assessment-job placement
90% of graduates will be employed in nursing positions or enrolled in graduate school within one year after graduation.

Measure: Self evaluation / self reflection
Direct - Other

Details/Description:	Self report by students.
Target:	90% of graduates will be employed in nursing positions or enrolled in graduate school within one year after graduation.

Findings for Self evaluation / self reflection

Summary of Findings:	Per self report, 95% of the graduates were employed in nursing positions within

one year after graduation. One of the students who was not employed until after a year was undergoing cancer treatments. The others did not pass the NCLEX-RN exam the first time.

Results :   Target Achievement: Met

Outcome: General Program Assessment-NCLEXRN pass rates

Generic BSN graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national pass rate. This level of achievement is higher than the standard set by the South Carolina Board of Nursing, which is no more than 5% below the national pass rate. The NCLEX-RN licensure is the official standard for minimal safe nursing practice. As such, it is the universal objective measure for evaluating quality nursing education programs.

Measure: Licensing/Certification Exams
Direct - Exam

Details/Description:	Generic students take the NCLEX-RN examination after graduation to obtain licensure as an RN.
Target:	USCA graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national mean.

Findings for Licensing/Certification Exams

Summary of Findings:	The NCLEX-RN pass rate for first time takers in 2017 for USC Aiken graduates was 93.9%. The national average was 87.12% and the South Carolina average was 89.83%. This significant increase from the prior year was a result of many factors which began in 2015.
Results :	Target Achievement: Met

Outcome: General Program Assessment accreditation

The USC Aiken School of Nursing will maintain accreditation by an official accrediting body and will continue to be approved by the South Carolina State Board of Nursing. The Commission on Collegiate Nursing Education (CCNE) and the State Board of Nursing are the official bodies that govern and grant accreditation and approval respectively to nursing programs. They are the official stamp denoting quality nursing education. The objectives of the USCA School of Nursing have met all requirements of the CCNE and the South Carolina State Board for Nursing. The School of Nursing received a full 10 year's accreditation from the CCNE and full approval from the SC State Board for 8 years. The next site visit from CCNE is due in 2026.

Measure: External examiner/reviewers
Indirect - Other

Details/Description:	Accreditation by external governing bodies in nursing.
Target:	To maintain accreditation by CCNE (Commission for Collegiate Nursing Education) and the SC State Board of Nursing.

Supporting Attachments:

letter of accreditation (Adobe Acrobat Document)

This letter advises that the CCNE Board of Commissioners grated the School of Nursing accreditation for 10years, extending to June 30, 2027. There were no compliance issues with any standards or key elements.

Findings for External examiner/reviewers

Summary of Findings:	The USC Aiken School of Nursing was evaluated by a self-study and a site visit in October 2016. The report from CCNE noted no deficiencies in any of the standards or key elements. A full 10 years of accreditation was granted. The final letter from CCNE is attached.
Results :	Target Achievement: Met

Substantiating Evidence:

CCNE letter of accreditation (Adobe Acrobat Document)

Outcome: Employer Satisfaction
Employers of USC Aiken School of Nursing graduates will be satisfied with the graduates accomplishment of the program outcome objectives. The School of Nursing has set a goal that 80% of the employers will rate our graduates a 3 or higher or a 4 point scale or a 4.5 on a 6 point scale.

Measure: Employer surveys
Indirect - Survey

Details/Description:	Survey of hospital nursing leaders where the majority of School of Nursing graduates work after graduation.
Target:	Above a 4.5 on a 1-6 scale or 3 or higher on 4 point scale questions.

Findings for Employer surveys

Summary of Findings:	No surveys were distributed this year.

Outcome: Putting knowledge into practice

Students will successfully pass the clinical portion of all clinical courses. The clinical portion of clinical courses is the application component. It is pass/fail, but must be passed in order to pass the course.

Measure: Course embedded assessments
Direct - Exam

Details/Description:	There are 9 clinical courses in the nursing program of study. Each of these courses has a clinical evaluation that is used in the clinical setting to evaluate the student's care of patients and professional behaviors. Students who have not reached the standard required to pass the clinical portion of a clinical course will not be able to progress to the next clinical level.
Target:	100% of students will pass the clinical portion of the courses.

Findings for Course embedded assessments

Summary of Findings:	All students successfully passed the clinical portion of each clinical course.
Results :	Target Achievement: Met

Outcome: Preparing to take standardized licensure exam

Students will take a standardized test/s in selected courses and must achieve a passing score or remediate in order to pass the course.

Measure: Course embedded assessments
Indirect - Other

Details/Description:	Many of the courses in the nursing program have an associated standardized test that is administered toward the end of the semester. These tests are similar in format to the NCLEX-RN licensing examination. They are also nationally normed by students in programs similar to USCA's nursing program. In the last semester, NURS 418 is primarily dedicated to further preparing students to take the NCLEX-RN exam.
Target:	Students will make at or above the national average on the standardized tests. Those who do not reach this benchmark must complete remediation on the areas that are designated as weaknesses. In the last semester, students take an NCLEX predictor test as part of NURS 418. This test gives students strong indicators of strengths and

weaknesses in preparing to take the NCLEX exam.

Findings for Course embedded assessments

Summary of Findings: All students either reached the benchmark on these exams or showed evidence of remediation.

Results :   Target Achievement: Met

These Findings are associated with the following Actions:

Preparing to take standardized licensure exam
(Actions; 2016-17 Assessment (Report in 2017))

ACTIONS

Actions

BSN Learning Outcomes

Outcome

Outcome: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Action: more direct measures

This Action is associated with the following Findings

Findings for Analysis of course syllabi
(Assessment Plan and Assessment Findings; 2016-17 Assessment (Report in 2017))

Summary of Findings:
The objectives of the course syllabi reflect this program objective of the School of Nursing.

Proposed Action Details: Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester.
Another direct assessment will be the grade on the Leadership Paper in the senior level. This is another assessment that pulls things together from their program of study and builds on all of their prior studies.
A third direct assessment will be the student score on the ATI predictor exam. This exam assesses a synthesis of learning from throughout the program.

Implementation Schedule: These assessments will begin in Spring 2018.

Outcome: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Action: more direct measures

This Action is associated with the following Findings

Findings for Analysis of course syllabi
(Assessment Plan and Assessment Findings; 2016-17 Assessment (Report in 2017))

Summary of Findings:
The objectives of the course syllabi reflect this program objective of the School of Nursing.

Proposed Action Details:	Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester. Another direct assessment will be the grade on the Leadership Paper in the senior level. This is another assessment that pulls things together from their program of study and builds on all of their prior studies. A third direct assessment will be the student score on the ATI predictor exam. This exam assesses a synthesis of learning from throughout the program.
Implementation Schedule:	These assessments will begin in Spring 2018.

Outcome: Essential III: Scholarship for Evidence-Based Practice

The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Action: more direct measures

This Action is associated with the following Findings

Findings for Analysis of course syllabi
(Assessment Plan and Assessment Findings; 2016-17 Assessment (Report in 2017))

Summary of Findings:
The objectives of the course syllabi reflect this program objective of the School of Nursing.

Proposed Action Details:	Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester. Another direct assessment will be the grade on the Leadership Paper in the senior

level. This is another assessment that pulls things together from their program of study and builds on all of their prior studies.

A third direct assessment will be the student score on the ATI predictor exam. This exam assesses a synthesis of learning from throughout the program.

Implementation Schedule: These assessments will begin in Spring 2018.

Outcome: Essential IV: Information Management and Application of Patient Care Technology

The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Action: more direct measures

This Action is associated with the following Findings

Findings for Analysis of course syllabi
(Assessment Plan and Assessment Findings; 2016-17 Assessment (Report in 2017))

Summary of Findings:
The objectives of the course syllabi reflect this program objective of the School of Nursing.

Proposed Action Details: Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester.

Implementation Schedule: This assessment will begin Spring 2018.

Outcome: Essential V: Health Care Policy, Finance and Regulatory Environments

The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Action: more direct measures

This Action is associated with the following Findings

Findings for Analysis of course syllabi
(Assessment Plan and Assessment Findings; 2016-17 Assessment (Report in 2017))

Summary of Findings:
The objectives of the course syllabi reflect this program objective of the School of Nursing.

Proposed Action Details: Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester. Another direct assessment will be the grade on the Leadership Paper in the senior

level. This is another assessment that pulls things together from their program of study and builds on all of their prior studies.

Implementation Schedule:	These assessments will begin in Spring 2018.

Outcome: Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Action: more direct measures

This Action is associated with the following Findings

Findings for Analysis of course syllabi
(Assessment Plan and Assessment Findings; 2016-17 Assessment (Report in 2017))

Summary of Findings:
The objectives of the course syllabi reflect this program objective of the School of Nursing.

Proposed Action Details:	Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester. Another direct assessment will be the grade on the Leadership Paper in the senior level. This is another assessment that pulls things together from their program of study and builds on all of their prior studies. A third direct assessment will be the student score on the ATI predictor exam. This exam assesses a synthesis of learning from throughout the program.
Implementation Schedule:	These assessments will begin in Spring 2018.

Outcome: Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Action: more direct measures

This Action is associated with the following Findings

Findings for Analysis of course syllabi
(Assessment Plan and Assessment Findings; 2016-17 Assessment (Report in 2017))

Summary of Findings:
The objectives of the course syllabi reflect this program objective of the School of Nursing.

Proposed Action Details:	Rather than doing a yearly syllabus review, this program outcome will be assessed

utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester.

Another direct assessment will be the student score on the ATI predictor exam. This exam assesses a synthesis of learning from throughout the program.

Implementation Schedule: These assessments will begin in Spring 2018.

Outcome: Essential VIII: Professionalism and Professional Values

The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Action: more direct measures

This Action is associated with the following Findings

Findings for Analysis of course syllabi
(Assessment Plan and Assessment Findings; 2016-17 Assessment (Report in 2017))

Summary of Findings:
The objectives of the course syllabi reflect this program objective of the School of Nursing.

Proposed Action Details: Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester.
Another direct assessment will be the grade on the Leadership Paper in the senior level. This is another assessment that pulls things together from their program of study and builds on all of their prior studies.
A third direct assessment will be the student score on the ATI predictor exam. This exam assesses a synthesis of learning from throughout the program.

Implementation Schedule: These assessments will begin in Spring 2018.

Outcome: Essential IX: Baccalaureate General Nursing Practice

The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

Action: more direct measures

This Action is associated with the following Findings

Findings for Analysis of course syllabi

(Assessment Plan and Assessment Findings; 2016-17 Assessment (Report in 2017))

Summary of Findings:
The objectives of the course syllabi reflect this program objective of the School of Nursing.

Proposed Action Details:	Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester. Another direct assessment will be the grade on the Leadership Paper in the senior level. This is another assessment that pulls things together from their program of study and builds on all of their prior studies. A third direct assessment will be the student score on the ATI predictor exam. This exam assesses a synthesis of learning from throughout the program.
Implementation Schedule:	These assessments will begin in Spring 2018.

Outcome: Employer Satisfaction

Employers of USC Aiken School of Nursing graduates will be satisfied with the graduates accomplishment of the program outcome objectives. The School of Nursing has set a goal that 80% of the employers will rate our graduates a 3 or higher or a 4 point scale or a 4.5 on a 6 point scale.

Action: Employer Surveys

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Proposed Action Details:	No surveys were distributed in 2016-17. Surveys will be distributed to the appropriate representatives of the facilities that hire the majority of our graduates in Spring 2018.
Implementation Schedule:	Spring 2018

Outcome: Putting knowledge into practice

Students will successfully pass the clinical portion of all clinical courses. The clinical portion of clinical courses is the application component. It is pass/fail, but must be passed in order to pass the course.

Action: Clinical Component in Senior Level

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Proposed Action Details:	Currently, the students in the final semester of the program precept one-on-one for their clinical experiences. These experiences are divided between the two clinical courses, so students have 1/2 semester with one preceptor and 1/2 semester with a separate one. Faculty and preceptors believe it would be a more meaningful

experience to remain with one preceptor for the entire semester to have more continuity for the student and not have to start over halfway through the semester. This will be piloted in Fall 2017. Successful completion of this clinical will be a direct indicator of the students' ability to put knowledge into practice and assess readiness for practice.

Implementation Schedule:	Pilot in Fall 2017. If this is found to be more beneficial for the students, the clinical component may eventually be taken out as a separate course.

Outcome: Preparing to take standardized licensure exam

Students will take a standardized test/s in selected courses and must achieve a passing score or remediate in order to pass the course.

Action: Preparing to take standardized licensure exam

This Action is associated with the following Findings

Findings for Course embedded assessments
(Assessment Plan and Assessment Findings; 2016-17 Assessment (Report in 2017))

Summary of Findings:
All students either reached the benchmark on these exams or showed evidence of remediation.

Proposed Action Details:	The requirements for students taking ATI course embedded exams is changing to help students take it more seriously and be better prepared for the final ATI Predictor exam, and ultimately the NCLEX-RN exam. Students must remediate on the practice exams before taking the exam in the courses. The grade for ATI course embedded exams will be 10% of the final course grade. Students are asked to keep their remediation in a notebook so they will have it in preparation of the ATI Predictor exam in their last semester.
Implementation Schedule:	These changes were implemented in Fall 2017, and the ATI Predictor scores will be used as a direct measure beginning Spring 2018.

ACTION STATUS REPORT

Action Statuses

BSN Learning Outcomes

Outcome

Outcome: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Action: more direct measures

Proposed Action Details:	Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester. Another direct assessment will be the grade on the Leadership Paper in the senior level. This is another assessment that pulls things together from their program of study and builds on all of their prior studies. A third direct assessment will be the student score on the ATI predictor exam. This exam assesses a synthesis of learning from throughout the program.
Implementation Schedule:	These assessments will begin in Spring 2018.

Status for more direct measures

No Status Added

Outcome: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Action: more direct measures

Proposed Action Details:	Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester. Another direct assessment will be the grade on the Leadership Paper in the senior level. This is another assessment that pulls things together from their program of study and builds on all of their prior studies. A third direct assessment will be the student score on the ATI predictor exam. This exam assesses a synthesis of learning from throughout the program.
Implementation Schedule:	These assessments will begin in Spring 2018.

Status for more direct measures

No Status Added

Outcome: Essential III: Scholarship for Evidence-Based Practice

The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Action: more direct measures	
Proposed Action Details:	Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester. Another direct assessment will be the grade on the Leadership Paper in the senior level. This is another assessment that pulls things together from their program of study and builds on all of their prior studies. A third direct assessment will be the student score on the ATI predictor exam. This exam assesses a synthesis of learning from throughout the program.
Implementation Schedule:	These assessments will begin in Spring 2018.

Status for more direct measures
No Status Added

Outcome: Essential IV: Information Management and Application of Patient Care Technology

The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Action: more direct measures	
Proposed Action Details:	Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester.
Implementation Schedule:	This assessment will begin Spring 2018.

Status for more direct measures
No Status Added

Outcome: Essential V: Health Care Policy, Finance and Regulatory Environments

The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Action: more direct measures	
Proposed Action Details:	Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are

expected to be able to practice independently by the end of the semester.
Another direct assessment will be the grade on the Leadership Paper in the senior level. This is another assessment that pulls things together from their program of study and builds on all of their prior studies.

Implementation Schedule: These assessments will begin in Spring 2018.

Status for more direct measures

No Status Added

Outcome: Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Action: more direct measures

Proposed Action Details: Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester.
Another direct assessment will be the grade on the Leadership Paper in the senior level. This is another assessment that pulls things together from their program of study and builds on all of their prior studies.
A third direct assessment will be the student score on the ATI predictor exam. This exam assesses a synthesis of learning from throughout the program.

Implementation Schedule: These assessments will begin in Spring 2018.

Status for more direct measures

No Status Added

Outcome: Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Action: more direct measures

Proposed Action Details: Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester.

Another direct assessment will be the student score on the ATI predictor exam. This exam assesses a synthesis of learning from throughout the program.

Implementation Schedule: These assessments will begin in Spring 2018.

Status for more direct measures

No Status Added

Outcome: Essential VIII: Professionalism and Professional Values

The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Action: more direct measures

Proposed Action Details: Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester.
Another direct assessment will be the grade on the Leadership Paper in the senior level. This is another assessment that pulls things together from their program of study and builds on all of their prior studies.
A third direct assessment will be the student score on the ATI predictor exam. This exam assesses a synthesis of learning from throughout the program.

Implementation Schedule: These assessments will begin in Spring 2018.

Status for more direct measures

No Status Added

Outcome: Essential IX: Baccalaureate General Nursing Practice

The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

Action: more direct measures

Proposed Action Details: Rather than doing a yearly syllabus review, this program outcome will be assessed utilizing the Final Clinical Evaluation Tool in the last semester of the program. This is the semester in which the students precept, one-on-one with another nurse, and are expected to be able to practice independently by the end of the semester.
Another direct assessment will be the grade on the Leadership Paper in the senior

level. This is another assessment that pulls things together from their program of study and builds on all of their prior studies.

A third direct assessment will be the student score on the ATI predictor exam. This exam assesses a synthesis of learning from throughout the program.

Implementation Schedule: These assessments will begin in Spring 2018.

Status for more direct measures

No Status Added

Outcome: Employer Satisfaction

Employers of USC Aiken School of Nursing graduates will be satisfied with the graduates accomplishment of the program outcome objectives. The School of Nursing has set a goal that 80% of the employers will rate our graduates a 3 or higher or a 4 point scale or a 4.5 on a 6 point scale.

Action: Employer Surveys

Proposed Action Details: No surveys were distributed in 2016-17. Surveys will be distributed to the appropriate representatives of the facilities that hire the majority of our graduates in Spring 2018.

Implementation Schedule: Spring 2018

Status for Employer Surveys

No Status Added

Outcome: Putting knowledge into practice

Students will successfully pass the clinical portion of all clinical courses. The clinical portion of clinical courses is the application component. It is pass/fail, but must be passed in order to pass the course.

Action: Clinical Component in Senior Level

Proposed Action Details: Currently, the students in the final semester of the program precept one-on-one for their clinical experiences. These experiences are divided between the two clinical courses, so students have 1/2 semester with one preceptor and 1/2 semester with a separate one. Faculty and preceptors believe it would be a more meaningful experience to remain with one preceptor for the entire semester to have more continuity for the student and not have to start over halfway through the semester. This will be piloted in Fall 2017. Successful completion of this clinical will be a direct indicator of the students' ability to put knowledge into practice and assess readiness for practice.

Implementation Schedule: Pilot in Fall 2017. If this is found to be more beneficial for the students, the clinical component may eventually be taken out as a separate course.

Status for Clinical Component in Senior Level

No Status Added

Outcome: Preparing to take standardized licensure exam

Students will take a standardized test/s in selected courses and must achieve a passing score or remediate in order to pass the course.

Action: Preparing to take standardized licensure exam

Proposed Action Details:	The requirements for students taking ATI course embedded exams is changing to help students take it more seriously and be better prepared for the final ATI Predictor exam, and ultimately the NCLEX-RN exam. Students must remediate on the practice exams before taking the exam in the courses. The grade for ATI course embedded exams will be 10% of the final course grade. Students are asked to keep their remediation in a notebook so they will have it in preparation of the ATI Predictor exam in their last semester.
Implementation Schedule:	These changes were implemented in Fall 2017, and the ATI Predictor scores will be used as a direct measure beginning Spring 2018.

Status for Preparing to take standardized licensure exam

No Status Added

2017-18 Assessment (Report in 2018)

LEARNING OUTCOMES

BSN Learning Outcomes

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity,

QSEN Competencies: Patient-Centered Care, Teamwork and Collaboration

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

Essential III: Scholarship for Evidence-Based Practice

The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Evidence-Based Practice (EBP), Quality Improvement (QI)

Essential IV: Information Management and Application of Patient Care Technology

The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Mapping

NCLEX-RN Test Plan: Safe and Effective Care Environment,

QSEN Competencies: Informatics

Essential V: Health Care Policy, Finance and Regulatory Environments

The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Mapping

No Mapping

Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Informatics, Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Evidence-Based Practice (EBP), Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

Essential VIII: Professionalism and Professional Values

The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Mapping

NCLEX-RN Test Plan: Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Patient-Centered Care, Safety, Teamwork and Collaboration

Essential IX: Baccalaureate General Nursing Practice

The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Evidence-Based Practice (EBP), Informatics, Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

General Program Assessment graduation rate

70% of generic BSN students will graduate within 8 semeseter after entering clinical nursing courses (calculted by number of students completing program divided by number entering programincludes those who fail, change major, or drop out for any reason) and 70% of BSN completion students will graduate within 3 years after completion of the first nursing course.

Mapping

Leading Forward: Enhance and utilize initiatives that support student success, retention, progression, and degree attainment.

General Program Assessment-job placement

90% of graduates will be employed in nursing positions or enrolled in graduate school within one year after graduation.

Mapping

Leading Forward: Enhance and utilize initiatives that support student success, retention, progression, and degree attainment., Expand and leverage local partnerships

General Program Assessment-NCLEXRN pass rates

Generic BSN graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national pass rate. This level of achievement is higher than the standard set by the South Carolina Board of Nursing, which is no more than 5% below the national pass rate. The NCLEX-RN licensure is the official standard for minimal safe nursing practice. As such, it is the universal objective measure for evaluating quality nursing education programs.

Mapping

BSN Learning Outcomes: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice, Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety, Essential III: Scholarship for Evidence-Based Practice, Essential IV: Information Management and Application of Patient Care Technology, Essential IX: Baccalaureate General Nursing Practice, Essential V: Health Care Policy, Finance and Regulatory Environments, Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes, Essential VII: Clinical Prevention and Population Health, Essential VIII: Professionalism and Professional Values

General Program Assessment accreditation

The USC Aiken School of Nursing will maintain accreditation by an official accrediting body and will continue to be approved by the South Carolina State Board of Nursing. The Commission on Collegiate Nursing Education (CCNE) and the State Board of Nursing are the official bodies that govern and grant accreditation and approval respectively to nursing programs. They are the official stamp denoting quality nursing education. The objectives of the USCA School of Nursing have met all requirements of the CCNE and the South Carolina State Board for Nursing. The School of Nursing received a full 10 year's accreditation from the CCNE and full approval from the SC State Board for 8 years. The next site visit from CCNE is due in 2026.

Mapping

No Mapping

Employer Satisfaction

Employers of USC Aiken School of Nursing graduates will be satisfied with the graduates accomplishment of the program outcome objectives. The School of Nursing has set a goal that 80% of the employers will rate our graduates a 3 or higher or a 4 point scale or a 4.5 on a 6 point scale.

Mapping

BSN Learning Outcomes: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice, Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety, Essential III: Scholarship for Evidence-Based Practice, Essential IV: Information Management and Application of Patient Care Technology, Essential IX: Baccalaureate General Nursing Practice, Essential V: Health Care Policy, Finance and Regulatory Environments, Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes, Essential VII: Clinical Prevention and Population Health, Essential VIII: Professionalism and Professional Values

Putting knowledge into practice
Students will successfully pass the clinical portion of all clinical courses. The clinical portion of clinical courses is the application component. It is pass/fail, but must be passed in order to pass the course.

Mapping

No Mapping

Preparing to take standardized licensure exam
Students will take a standardized test/s in selected courses and must achieve a passing score or remediate in order to pass the course.

Mapping

No Mapping

ASSESSMENT PLAN

Measures

BSN Learning Outcomes

Outcome

Outcome: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum of 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

ATI Comprehensive Predictor Exam (Web Link)
https://youtu.be/c647edB-IOg

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a minimum grade of 80.

Supporting Attachments:

Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

ATI Comprehensive Predictor Exam (Web Link)
https://youtu.be/c647edB-IOg

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing

health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target: The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential III: Scholarship for Evidence-Based Practice
The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description: This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.

Target: The target is for each student to earn a minimum of 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

🔗 ATI Comprehensive Predictor Exam (Web Link)
https://youtu.be/c647edB-IOg

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description: This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback.
Students must earn "Met" on all objectives in order to pass the course and graduate.

Target: All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a grade of 80 or above.

Supporting Attachments:

Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential IV: Information Management and Application of Patient Care Technology
The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

ATI Comprehensive Predictor Exam (Web Link)
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Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Outcome: Essential V: Health Care Policy, Finance and Regulatory Environments

The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is

designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target: The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description: This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.

Target: The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

🖥️ ATI Comprehensive Predictor Exam (Web Link)
https://youtu.be/c647edB-IOg

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because

the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.

Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

ATI Comprehensive Predictor Exam (Web Link)
https://youtu.be/c647edB-IOg

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Outcome: Essential VIII: Professionalism and Professional Values
The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum of 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

ATI Comprehensive Predictor Exam (Web Link)
https://youtu.be/c647edB-IOg

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:
Target: All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description: This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target: The target is a grade of 80 or above.

Supporting Attachments:

Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential IX: Baccalaureate General Nursing Practice
The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of

healthcare resources. Critical thinking is the process used to assimilate this.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

📎 Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any

applicable leadership skills or techniques learned in the course.

Target: The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

ASSESSMENT FINDINGS

Finding per Measure

BSN Learning Outcomes

Outcome

Outcome: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum of 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

🖥 ATI Comprehensive Predictor Exam (Web Link)
https://youtu.be/c647edB-IOg

Findings for ATI Predictor Exam

Summary of Findings:	24 out of 27 students earned a minimum of 91% probability of passing the NCLEX-RN exam the first time the predictor test was taken. The three who did not, earned above a 91% after remediating and taking it a second time. The final range of probability scores was 92%-99%.
Results :	Target Achievement: Met

Substantiating Evidence:

ⓘATI Predictor Scores Spring 2018 (Adobe Acrobat Document)

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Findings for Final Clinical Evaluation Tool

Summary of Findings:	All students met the clinical objectives at midterm evaluation and at the final evaluation in the final semester of the program during their precepted clinical experience.
Results :	Target Achievement: Met

Substantiating Evidence:

📎 Spring 2018 Summary of Clinical Evaluations (Word Document (Open XML))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing

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health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target: The target is a minimum grade of 80.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings: All students earned a grade of at least an 80 on the final Leadership and Management paper. The grades ranged from 85-100. Individual student rubrics with grades are in the student files.

Results : Target Achievement: Exceeded

Substantiating Evidence:

📎 Spring 2018 Leadership Paper Grades (Word Document (Open XML))

Outcome: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description: This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.

Target: The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted

remediation in order to pass the course in which this exam is given.

Supporting Attachments:

ATI Comprehensive Predictor Exam (Web Link)
https://youtu.be/c647edB-IOg

Findings for ATI Predictor Exam

Summary of Findings:	24 out of 27 students earned a minimum of 91% probability of passing the NCLEX-RN exam the first time the predictor test was taken. The three who did not, earned above a 91% after remediating and taking it a second time. The final range of probability scores was 92%-99%.
Results :	Target Achievement: Met

Substantiating Evidence:

ATI Predictor Scores Spring 2018 (Adobe Acrobat Document)

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Findings for Final Clinical Evaluation Tool

Summary of Findings:	All students met the clinical objectives at midterm evaluation and at the final evaluation in the final semester of the program during their precepted clinical experience.
Results :	Target Achievement: Met

Substantiating Evidence:

Spring 2018 Summary of Clinical Evaluations (Word Document (Open XML))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:
This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target:
The target is a grade of 80 or above.

Supporting Attachments:

Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings:
All students earned a grade of at least an 80 on the final Leadership and Management paper. The grades ranged from 85-100. Individual student rubrics with grades are in the student files.

Results :
Target Achievement: Exceeded

Substantiating Evidence:

Spring 2018 Leadership Paper Grades (Word Document (Open XML))

Outcome: Essential III: Scholarship for Evidence-Based Practice
The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Measure: ATI Predictor Exam	
Direct - Exam	
Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
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Supporting Attachments:

ATI Comprehensive Predictor Exam (Web Link)
https://youtu.be/c647edB-IOg

Findings for ATI Predictor Exam	
Summary of Findings:	24 out of 27 students earned a minimum of 91% probability of passing the NCLEX-RN exam the first time the predictor test was taken. The three who did not, earned above a 91% after remediating and taking it a second time. The final range of probability scores was 92%-99%.
Results :	Target Achievement: Met

Substantiating Evidence:

ATI Predictor Scores Spring 2018 (Adobe Acrobat Document)

Measure: Final Clinical Evaluation Tool	
Direct - Student Artifact	
Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
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Supporting Attachments:

📎 Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Findings for Final Clinical Evaluation Tool

Summary of Findings:	All students met the clinical objectives at midterm evaluation and at the final evaluation in the final semester of the program during their precepted clinical experience.
Results :	Target Achievement: Met

Substantiating Evidence:

📎 Spring 2018 Summary of Clinical Evaluations (Word Document (Open XML))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings:	All students earned a grade of at least an 80 on the final Leadership and Management paper. The grades ranged from 85-100. Individual student rubrics with grades are in the student files.
Results :	Target Achievement: Exceeded

Substantiating Evidence:

Spring 2018 Leadership Paper Grades (Word Document (Open XML))

Outcome: Essential IV: Information Management and Application of Patient Care Technology

The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

ATI Comprehensive Predictor Exam (Web Link)
https://youtu.be/c647edB-IOg

Findings for ATI Predictor Exam

Summary of Findings:	24 out of 27 students earned a minimum of 91% probability of passing the NCLEX-RN exam the first time the predictor test was taken. The three who did not, earned above a 91% after remediating and taking it a second time. The final range of probability scores was 92%-99%.
Results :	Target Achievement: Met

Substantiating Evidence:

ATI Predictor Scores Spring 2018 (Adobe Acrobat Document)

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
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Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Findings for Final Clinical Evaluation Tool

Summary of Findings:	All students met the clinical objectives at midterm evaluation and at the final evaluation in the final semester of the program during their precepted clinical experience.
Results :	Target Achievement: Met

Substantiating Evidence:

Spring 2018 Summary of Clinical Evaluations (Word Document (Open XML))

Outcome: Essential V: Health Care Policy, Finance and Regulatory Environments
The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description: This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback.
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Substantiating Evidence:

Spring 2018 Summary of Clinical Evaluations (Word Document (Open XML))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description: This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target: The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings:	All students earned a grade of at least an 80 on the final Leadership and Management paper. The grades ranged from 85-100. Individual student rubrics with grades are in the student files.
Results :	Target Achievement: Exceeded

Substantiating Evidence:

📎 Spring 2018 Leadership Paper Grades (Word Document (Open XML))

Outcome: Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

🔗 ATI Comprehensive Predictor Exam (Web Link)
https://youtu.be/c647edB-IOg

Findings for ATI Predictor Exam

Summary of Findings:	24 out of 27 students earned a minimum of 91% probability of passing the NCLEX-RN exam the first time the predictor test was taken. The three who did not, earned above a 91% after remediating and taking it a second time. The final range of probability scores was 92%-99%.
Results :	Target Achievement: Met

Substantiating Evidence:

ATI Predictor Scores Spring 2018 (Adobe Acrobat Document)

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Findings for Final Clinical Evaluation Tool

Summary of Findings:	All students met the clinical objectives at midterm evaluation and at the final evaluation in the final semester of the program during their precepted clinical experience.
Results :	Target Achievement: Met

Substantiating Evidence:

Spring 2018 Summary of Clinical Evaluations (Word Document (Open XML))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings:	All students earned a grade of at least an 80 on the final Leadership and Management paper. The grades ranged from 85-100. Individual student rubrics with grades are in the student files.
Results :	Target Achievement: Exceeded

Substantiating Evidence:

📎 Spring 2018 Leadership Paper Grades (Word Document (Open XML))

Outcome: Essential VII: Clinical Prevention and Population Health
The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

ATI Comprehensive Predictor Exam (Web Link)
https://youtu.be/c647edB-IOg

Findings for ATI Predictor Exam

Summary of Findings:	24 out of 27 students earned a minimum of 91% probability of passing the NCLEX-RN exam the first time the predictor test was taken. The three who did not, earned above a 91% after remediating and taking it a second time. The final range of probability scores was 92%-99%.
Results :	Target Achievement: Met

Substantiating Evidence:

ATI Predictor Scores Spring 2018 (Adobe Acrobat Document)

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are

mapped with the program outcomes.

Findings for Final Clinical Evaluation Tool

Summary of Findings:	All students met the clinical objectives at midterm evaluation and at the final evaluation in the final semester of the program during their precepted clinical experience.
Results :	Target Achievement: Met

Substantiating Evidence:

📎 Spring 2018 Summary of Clinical Evaluations (Word Document (Open XML))

Outcome: Essential VIII: Professionalism and Professional Values

The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum of 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

🖥️ATI Comprehensive Predictor Exam (Web Link)
https://youtu.be/c647edB-IOg

Findings for ATI Predictor Exam

Summary of Findings:	24 out of 27 students earned a minimum of 91% probability of passing the NCLEX-RN exam the first time the predictor test was taken. The three who did not, earned above a 91% after remediating and taking it a second time. The final

range of probability scores was 92%-99%.

Results :   Target Achievement: Met

Substantiating Evidence:

ATI Predictor Scores Spring 2018 (Adobe Acrobat Document)

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:
Target: All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

  Findings for Final Clinical Evaluation Tool

Summary of Findings: All students met the clinical objectives at midterm evaluation and at the final evaluation in the final semester of the program during their precepted clinical experience.

Results :   Target Achievement: Met

Substantiating Evidence:

Spring 2018 Summary of Clinical Evaluations (Word Document (Open XML))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description: This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing

health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target: The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings: All students earned a grade of at least an 80 on the final Leadership and Management paper. The grades ranged from 85-100. Individual student rubrics with grades are in the student files.

Results : Target Achievement: Exceeded

Substantiating Evidence:

📎 Spring 2018 Leadership Paper Grades (Word Document (Open XML))

Outcome: Essential IX: Baccalaureate General Nursing Practice

The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description: This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.

Target: The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Findings for ATI Predictor Exam

Summary of Findings: 24 out of 27 students earned a minimum of 91% probability of passing the NCLEX-RN exam the first time the predictor test was taken. The three who did not, earned above a 91% after remediating and taking it a second time. The final range of probability scores was 92%-99%.

Results :   Target Achievement: Met

Substantiating Evidence:

ATI Predictor Scores Spring 2018 (Adobe Acrobat Document)

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description: This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback.
Students must earn "Met" on all objectives in order to pass the course and graduate.

Target: All students in the final semester will earn "Met" on all clinical objectives. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Findings for Final Clinical Evaluation Tool

Summary of Findings: All students met the clinical objectives at midterm evaluation and at the final evaluation in the final semester of the program during their precepted clinical experience.

Results :   Target Achievement: Met

Substantiating Evidence:

📎 Spring 2018 Summary of Clinical Evaluations (Word Document (Open XML))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings:	All students earned a grade of at least an 80 on the final Leadership and Management paper. The grades ranged from 85-100. Individual student rubrics with grades are in the student files.
Results :	Target Achievement: Exceeded

Substantiating Evidence:

📎 Spring 2018 Leadership Paper Grades (Word Document (Open XML))

ACTIONS

Actions

BSN Learning Outcomes

Outcome

Outcome: Putting knowledge into practice

Students will successfully pass the clinical portion of all clinical courses. The clinical portion of clinical courses is the application component. It is pass/fail, but must be passed in order to pass the course.

Action: Clinical Experiences

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Proposed Action Details:	The piloting of a single clinical experience for students in their final semester took place Fall 2017 and Spring 2018.
Implementation Schedule:	This will continue in the next academic year, and will necessitate course changes for full implementation in Fall 2019

ACTION STATUS REPORT

Action Statuses

BSN Learning Outcomes

Outcome

Outcome: Putting knowledge into practice

Students will successfully pass the clinical portion of all clinical courses. The clinical portion of clinical courses is the application component. It is pass/fail, but must be passed in order to pass the course.

Action: Clinical Experiences

Proposed Action Details:	The piloting of a single clinical experience for students in their final semester took place Fall 2017 and Spring 2018.
Implementation Schedule:	This will continue in the next academic year, and will necessitate course changes for full implementation in Fall 2019

Status for Clinical Experiences

Current Status:	In Progress
Update on proposed	The piloting of a single clinical experience with a single preceptor for the entire

actions:

semester was found to be successful from the students' and the preceptors' perspective. It will continue for another year while specific course changes can be made to make the clinical component a stand-alone course.

2018-19 Assessment (Report in 2019)

LEARNING OUTCOMES

BSN Learning Outcomes

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity,

QSEN Competencies: Patient-Centered Care, Teamwork and Collaboration

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

Essential III: Scholarship for Evidence-Based Practice
The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Evidence-Based Practice (EBP), Quality Improvement (QI)

Essential IV: Information Management and Application of Patient Care Technology
The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Mapping

NCLEX-RN Test Plan: Safe and Effective Care Environment,

QSEN Competencies: Informatics

Essential V: Health Care Policy, Finance and Regulatory Environments
The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Mapping

No Mapping

Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Informatics, Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Evidence-Based Practice (EBP), Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

Essential VIII: Professionalism and Professional Values

The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Mapping

NCLEX-RN Test Plan: Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Patient-Centered Care, Safety, Teamwork and Collaboration

Essential IX: Baccalaureate General Nursing Practice

The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Evidence-Based Practice (EBP), Informatics, Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

General Program Assessment graduation rate

70% of generic BSN students will graduate within 8 semeseter after entering clinical nursing courses (calculted by number of students completing program divided by number entering programincludes those who fail, change major, or drop out for any reason) and 70% of BSN completion students will graduate within 3 years after completion of the first nursing course.

Mapping

Leading Forward: Enhance and utilize initiatives that support student success, retention, progression, and degree attainment.

General Program Assessment-job placement

90% of graduates will be employed in nursing positions or enrolled in graduate school within one year after graduation.

Mapping

Leading Forward: Enhance and utilize initiatives that support student success, retention, progression, and degree attainment., Expand and leverage local partnerships

General Program Assessment-NCLEXRN pass rates

Generic BSN graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national pass rate. This level of achievement is higher than the standard set by the South Carolina Board of Nursing, which is no more than 5% below the national pass rate. The NCLEX-RN licensure is the official standard for minimal safe nursing practice. As such, it is the universal objective measure for evaluating quality nursing education programs.

Mapping

BSN Learning Outcomes: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice, Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety, Essential III: Scholarship for Evidence-Based Practice, Essential IV: Information Management and Application of Patient Care Technology, Essential IX: Baccalaureate General Nursing Practice, Essential V: Health Care Policy, Finance and Regulatory Environments, Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes, Essential VII: Clinical Prevention and Population Health, Essential VIII: Professionalism and Professional Values

General Program Assessment accreditation

The USC Aiken School of Nursing will maintain accreditation by an official accrediting body and will continue to be approved by the South Carolina State Board of Nursing. The Commission on Collegiate Nursing Education (CCNE) and the State Board of Nursing are the official bodies that govern and grant accreditation and approval respectively to nursing programs. They are the official stamp denoting quality nursing education. The objectives of the USCA School of Nursing have met all requirements of the CCNE and the South Carolina State Board for Nursing. The School of Nursing received a full 10 year's accreditation from the CCNE and full approval from the SC State Board for 8 years. The next site visit from CCNE is due in 2026.

Mapping

No Mapping

Employer Satisfaction

Employers of USC Aiken School of Nursing graduates will be satisfied with the graduates accomplishment of the program outcome objectives. The School of Nursing has set a goal that 80% of the employers will rate our graduates a 3 or higher or a 4 point scale or a 4.5 on a 6 point scale.

Mapping

BSN Learning Outcomes: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice, Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety, Essential III: Scholarship for Evidence-Based Practice, Essential IV: Information Management and Application of Patient Care Technology, Essential IX: Baccalaureate General Nursing Practice, Essential V: Health Care Policy, Finance and Regulatory Environments, Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes, Essential VII: Clinical Prevention and Population Health, Essential VIII: Professionalism and Professional Values

Putting knowledge into practice

Students will successfully pass the clinical portion of all clinical courses. The clinical portion of clinical courses is the application component. It is pass/fail, but must be passed in order to pass the course.

Mapping

No Mapping

Preparing to take standardized licensure exam

Students will take a standardized test/s in selected courses and must achieve a passing score or remediate in order to pass the course.

Mapping

No Mapping

ASSESSMENT PLAN

Measures

BSN Learning Outcomes

Outcome

Outcome: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum of 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a minimum grade of 80.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential III: Scholarship for Evidence-Based Practice
The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
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Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to

select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target: The target is a grade of 80 or above.

Supporting Attachments:

Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential IV: Information Management and Application of Patient Care Technology

The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Outcome: Essential V: Health Care Policy, Finance and Regulatory Environments

The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a grade of 80 or above.

Supporting Attachments:

Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management

principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target: The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description: This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.

Target: The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description: This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback.
Students must earn "Met" on all objectives in order to pass the course and graduate.

Target: All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Outcome: Essential VIII: Professionalism and Professional Values

The graduate of the BSN program at USCA functions as a competent member of the nursing profession,

demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum of 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:
Target: All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a grade of 80 or above.

Supporting Attachments:

🔗 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential IX: Baccalaureate General Nursing Practice
The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

🔗 Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates.

Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target: The target is a grade of 80 or above.

Supporting Attachments:

Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

ASSESSMENT FINDINGS

Finding per Measure

BSN Learning Outcomes

Outcome

Outcome: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description: This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.

Target: The target is for each student to earn a minimum of 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Findings for ATI Predictor Exam

Summary of Findings: Results: In Fall 2018, 41 students took the predictor exam, and 37 passed with

at least a 91% on the first attempt. All 4 retook the exam, after remediation, and 3 of the four earned a score higher than 91%. The student who did not completed additional remediation and did pass the NCLEX-RN exam on the first attempt.

In Spring 2019, 29 students took the predictor exam, and 27 passed on the first attempt with a score of at lest 91%. They all remediated, and both students passed the NCLEX-RN exam on the first attempt.

Results : Target Achievement: Met

Substantiating Evidence:

Fall 2018 Predictor Scores.pdf (Adobe Acrobat Document)

Spring 2019 Predictor Scores.pdf (Adobe Acrobat Document)

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description: This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback.
Students must earn "Met" on all objectives in order to pass the course and graduate.

Target: All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Findings for Final Clinical Evaluation Tool

Summary of Findings: All students in Fall 2018 and Spring 2019 did earn "Met" on all clinical objectives in the senior clinicals.

Results : Target Achievement: Met

Substantiating Evidence:

Fall 2018 & Spring 2019 NURS 419-421 Clinical Evals.docx (Word Document (Open XML))

These Findings are associated with the following Actions:

Quality Improvement Plan
(Actions; 2018-19 Assessment (Report in 2019))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a minimum grade of 80.

Supporting Attachments:

Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings:	All students in Fall 2018 earned a grade of 80 or above on this capstone paper. Two out of 29 students earned less than an 80 in Spring 2019. This is a WI course, and students had received feedback on prior partial submissions of the paper before the final one was submitted.
Results :	Target Achievement: Not Met

Substantiating Evidence:

Fall 2018 & Spring 2019 NURS 421 Leadership paper grades.docx (Word Document (Open XML))

Outcome: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Findings for ATI Predictor Exam

Summary of Findings:	Results: In Fall 2018, 41 students took the predictor exam, and 37 passed with at least a 91% on the first attempt. All 4 retook the exam, after remediation, and 3 of the four earned a score higher than 91%. The student who did not completed additional remediation and did pass the NCLEX-RN exam on the first attempt. In Spring 2019, 29 students took the predictor exam, and 27 passed on the first attempt with a score of at lest 91%. They all remediated, and both students passed the NCLEX-RN exam on the first attempt.
Results :	Target Achievement: Met

Substantiating Evidence:

Fall 2018 Predictor Scores.pdf (Adobe Acrobat Document)

Spring 2019 Predictor Scores.pdf (Adobe Acrobat Document)

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.

Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Findings for Final Clinical Evaluation Tool

Summary of Findings:	All students in Fall 2018 and Spring 2019 did earn "Met" on all clinical objectives in the senior clinicals.
Results :	Target Achievement: Met

Substantiating Evidence:

📎 Fall 2018 & Spring 2019 NURS 419-421 Clinical Evals.docx (Word Document (Open XML))

These Findings are associated with the following Actions:

Quality Improvement Plan
(Actions; 2018-19 Assessment (Report in 2019))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings: All students in Fall 2018 earned a grade of 80 or above on this capstone paper. Two out of 29 students earned less than an 80 in Spring 2019. This is a WI course, and students had received feedback on prior partial submissions of the paper before the final one was submitted.

Results : Target Achievement: Not Met

Substantiating Evidence:

📎 Fall 2018 & Spring 2019 NURS 421 Leadership paper grades.docx (Word Document (Open XML))

Outcome: Essential III: Scholarship for Evidence-Based Practice
The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description: This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.

Target: The target is for each student to earn a minimum of 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Findings for ATI Predictor Exam

Summary of Findings: Results: In Fall 2018, 41 students took the predictor exam, and 37 passed with at least a 91% on the first attempt. All 4 retook the exam, after remediation, and 3 of the four earned a score higher than 91%. The student who did not completed additional remediation and did pass the NCLEX-RN exam on the first attempt.
In Spring 2019, 29 students took the predictor exam, and 27 passed on the first attempt with a score of at lest 91%. They all remediated, and both students

passed the NCLEX-RN exam on the first attempt.

Results : Target Achievement: Met

Substantiating Evidence:

Fall 2018 Predictor Scores.pdf (Adobe Acrobat Document)

Spring 2019 Predictor Scores.pdf (Adobe Acrobat Document)

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Findings for Final Clinical Evaluation Tool

Summary of Findings:	All students in Fall 2018 and Spring 2019 did earn "Met" on all clinical objectives in the senior clinicals.
Results :	Target Achievement: Met

Substantiating Evidence:

Fall 2018 & Spring 2019 NURS 419-421 Clinical Evals.docx (Word Document (Open XML))

These Findings are associated with the following Actions:

Quality Improvement Plan
(Actions; 2018-19 Assessment (Report in 2019))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings:	All students in Fall 2018 earned a grade of 80 or above on this capstone paper. Two out of 29 students earned less than an 80 in Spring 2019. This is a WI course, and students had received feedback on prior partial submissions of the paper before the final one was submitted.
Results :	Target Achievement: Not Met

Substantiating Evidence:

📎 Fall 2018 & Spring 2019 NURS 421 Leadership paper grades.docx (Word Document (Open XML))

Outcome: Essential IV: Information Management and Application of Patient Care Technology

The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Findings for ATI Predictor Exam

Summary of Findings:	Results: In Fall 2018, 41 students took the predictor exam, and 37 passed with at least a 91% on the first attempt. All 4 retook the exam, after remediation, and 3 of the four earned a score higher than 91%. The student who did not completed additional remediation and did pass the NCLEX-RN exam on the first attempt. In Spring 2019, 29 students took the predictor exam, and 27 passed on the first attempt with a score of at lest 91%. They all remediated, and both students passed the NCLEX-RN exam on the first attempt.
Results :	Target Achievement: Met

Substantiating Evidence:

⊕ Fall 2018 Predictor Scores.pdf (Adobe Acrobat Document)

⊕ Spring 2019 Predictor Scores.pdf (Adobe Acrobat Document)

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

⌷ Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are

mapped with the program outcomes.

Findings for Final Clinical Evaluation Tool

Summary of Findings: All students in Fall 2018 and Spring 2019 did earn "Met" on all clinical objectives in the senior clinicals.

Results :   Target Achievement: Met

Substantiating Evidence:

📎 Fall 2018 & Spring 2019 NURS 419-421 Clinical Evals.docx (Word Document (Open XML))

Outcome: Essential V: Health Care Policy, Finance and Regulatory Environments

The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description: This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback.
Students must earn "Met" on all objectives in order to pass the course and graduate.

Target: All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Findings for Final Clinical Evaluation Tool

Summary of Findings: All students in Fall 2018 and Spring 2019 did earn "Met" on all clinical objectives in the senior clinicals.

Results :   Target Achievement: Met

Substantiating Evidence:

📎 Fall 2018 & Spring 2019 NURS 419-421 Clinical Evals.docx (Word Document (Open XML))

These Findings are associated with the following Actions:

Quality Improvement Plan
(Actions; 2018-19 Assessment (Report in 2019))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings:	All students in Fall 2018 earned a grade of 80 or above on this capstone paper. Two out of 29 students earned less than an 80 in Spring 2019. This is a WI course, and students had received feedback on prior partial submissions of the paper before the final one was submitted.
Results :	Target Achievement: Not Met

Substantiating Evidence:

📎 Fall 2018 & Spring 2019 NURS 421 Leadership paper grades.docx (Word Document (Open XML))

Outcome: Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Findings for ATI Predictor Exam

Summary of Findings:	Results: In Fall 2018, 41 students took the predictor exam, and 37 passed with at least a 91% on the first attempt. All 4 retook the exam, after remediation, and 3 of the four earned a score higher than 91%. The student who did not completed additional remediation and did pass the NCLEX-RN exam on the first attempt. In Spring 2019, 29 students took the predictor exam, and 27 passed on the first attempt with a score of at lest 91%. They all remediated, and both students passed the NCLEX-RN exam on the first attempt.
Results :	Target Achievement: Met

Substantiating Evidence:

Fall 2018 Predictor Scores.pdf (Adobe Acrobat Document)

Spring 2019 Predictor Scores.pdf (Adobe Acrobat Document)

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same

criteria and given feedback.
Students must earn "Met" on all objectives in order to pass the course and graduate.

Target: All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Findings for Final Clinical Evaluation Tool

Summary of Findings: All students in Fall 2018 and Spring 2019 did earn "Met" on all clinical objectives in the senior clinicals.

Results :   Target Achievement: Met

Substantiating Evidence:

📎 Fall 2018 & Spring 2019 NURS 419-421 Clinical Evals.docx (Word Document (Open XML))

These Findings are associated with the following Actions:

Quality Improvement Plan
(Actions; 2018-19 Assessment (Report in 2019))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description: This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target: The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings:	All students in Fall 2018 earned a grade of 80 or above on this capstone paper. Two out of 29 students earned less than an 80 in Spring 2019. This is a WI course, and students had received feedback on prior partial submissions of the paper before the final one was submitted.
Results :	Target Achievement: Not Met

Substantiating Evidence:

📎 Fall 2018 & Spring 2019 NURS 421 Leadership paper grades.docx (Word Document (Open XML))

Outcome: Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Findings for ATI Predictor Exam

Summary of Findings:	Results: In Fall 2018, 41 students took the predictor exam, and 37 passed with at least a 91% on the first attempt. All 4 retook the exam, after remediation, and 3 of the four earned a score higher than 91%. The student who did not completed additional remediation and did pass the NCLEX-RN exam on the first attempt.

In Spring 2019, 29 students took the predictor exam, and 27 passed on the first attempt with a score of at lest 91%. They all remediated, and both students passed the NCLEX-RN exam on the first attempt.

Results :   Target Achievement: Met

Substantiating Evidence:

Fall 2018 Predictor Scores.pdf (Adobe Acrobat Document)

Spring 2019 Predictor Scores.pdf (Adobe Acrobat Document)

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Findings for Final Clinical Evaluation Tool

Summary of Findings:	All students in Fall 2018 and Spring 2019 did earn "Met" on all clinical objectives in the senior clinicals.
Results :	Target Achievement: Met

Substantiating Evidence:

Fall 2018 & Spring 2019 NURS 419-421 Clinical Evals.docx (Word Document (Open XML))

Outcome: Essential VIII: Professionalism and Professional Values

The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum of 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Findings for ATI Predictor Exam

Summary of Findings:	Results: In Fall 2018, 41 students took the predictor exam, and 37 passed with at least a 91% on the first attempt. All 4 retook the exam, after remediation, and 3 of the four earned a score higher than 91%. The student who did not completed additional remediation and did pass the NCLEX-RN exam on the first attempt. In Spring 2019, 29 students took the predictor exam, and 27 passed on the first attempt with a score of at lest 91%. They all remediated, and both students passed the NCLEX-RN exam on the first attempt.
Results :	Target Achievement: Met

Substantiating Evidence:

Fall 2018 Predictor Scores.pdf (Adobe Acrobat Document)

Spring 2019 Predictor Scores.pdf (Adobe Acrobat Document)

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:
Target: All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Findings for Final Clinical Evaluation Tool

Summary of Findings: All students in Fall 2018 and Spring 2019 did earn "Met" on all clinical objectives in the senior clinicals.

Results : Target Achievement: Met

Substantiating Evidence:

📎 Fall 2018 & Spring 2019 NURS 419-421 Clinical Evals.docx (Word Document (Open XML))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description: This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target: The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings: All students in Fall 2018 earned a grade of 80 or above on this capstone paper. Two out of 29 students earned less than an 80 in Spring 2019. This is a WI course, and students had received feedback on prior partial submissions of the

paper before the final one was submitted.

Results :   Target Achievement: Not Met

Substantiating Evidence:

📎 Fall 2018 & Spring 2019 NURS 421 Leadership paper grades.docx (Word Document (Open XML))

Outcome: Essential IX: Baccalaureate General Nursing Practice

The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Findings for ATI Predictor Exam

Summary of Findings:	Results: In Fall 2018, 41 students took the predictor exam, and 37 passed with at least a 91% on the first attempt. All 4 retook the exam, after remediation, and 3 of the four earned a score higher than 91%. The student who did not completed additional remediation and did pass the NCLEX-RN exam on the first attempt. In Spring 2019, 29 students took the predictor exam, and 27 passed on the first attempt with a score of at lest 91%. They all remediated, and both students passed the NCLEX-RN exam on the first attempt.
Results :	Target Achievement: Met

Substantiating Evidence:

ⓘ Fall 2018 Predictor Scores.pdf (Adobe Acrobat Document)

Spring 2019 Predictor Scores.pdf (Adobe Acrobat Document)

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

Final Clinical Evaluation Tool (Word Document (Open XML))

This is the final clinical evaluation tool used for seniors in their precepting experience. The clinical outcomes are mapped with the program outcomes.

Findings for Final Clinical Evaluation Tool

Summary of Findings:	All students in Fall 2018 and Spring 2019 did earn "Met" on all clinical objectives in the senior clinicals.
Results :	Target Achievement: Met

Substantiating Evidence:

Fall 2018 & Spring 2019 NURS 419-421 Clinical Evals.docx (Word Document (Open XML))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to

select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target: The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings: All students in Fall 2018 earned a grade of 80 or above on this capstone paper. Two out of 29 students earned less than an 80 in Spring 2019. This is a WI course, and students had received feedback on prior partial submissions of the paper before the final one was submitted.

Results : Target Achievement: Not Met

Substantiating Evidence:

📎 Fall 2018 & Spring 2019 NURS 421 Leadership paper grades.docx (Word Document (Open XML))

ACTIONS

Actions

BSN Learning Outcomes

Outcome

Outcome: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Action: Quality Improvement Plan

This Action is associated with the following Findings

Findings for Final Clinical Evaluation Tool
(Assessment Plan and Assessment Findings; 2018-19 Assessment (Report in 2019))

Summary of Findings:
All students in Fall 2018 and Spring 2019 did earn "Met" on all clinical objectives in the senior clinicals.

Proposed Action Details:	Students in the last semester will be developing a Quality Improvement Project for the unit on which they are precepting in their final semester. This project will help to pull a lot of critical thinking together as they assess a unit for needs, and make a plan for implementation.
Implementation Schedule:	This is beginning in Fall 2019.

Outcome: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Action: Institute for Healthcare Improvement (IHI) Modules

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Proposed Action Details:	Beginning in Fall 2019, students will be required to complete modules leading to a Basic Certificate in Quality and Safety awarded by IHI. These modules will be integrated through the 5 semesters of the program, and students will complete the last modules in their final semester, leading to the Basic Certificate in Quality and Safety.
Implementation Schedule:	Begins Fall 2019, and the first class to complete the modules and earn the certificate will be the class of December 2021.

Action: Quality Improvement Plan

This Action is associated with the following Findings

Findings for Final Clinical Evaluation Tool
(Assessment Plan and Assessment Findings; 2018-19 Assessment (Report in 2019))

Summary of Findings:
All students in Fall 2018 and Spring 2019 did earn "Met" on all clinical objectives in the senior clinicals.

Proposed Action Details:	Students in the last semester will be developing a Quality Improvement Project for the unit on which they are precepting in their final semester. This project will help to pull a lot of critical thinking together as they assess a unit for needs, and make a plan for implementation.
Implementation Schedule:	This will begin in Fall 2019.

Outcome: Essential III: Scholarship for Evidence-Based Practice

The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Action: Quality Improvement Plan

This Action is associated with the following Findings

Findings for Final Clinical Evaluation Tool
(Assessment Plan and Assessment Findings; 2018-19 Assessment (Report in 2019))

Summary of Findings:
All students in Fall 2018 and Spring 2019 did earn "Met" on all clinical objectives in the senior clinicals.

Proposed Action Details:	Students in the last semester will be developing a Quality Improvement Project for the unit on which they are precepting in their final semester. This project will help to pull a lot of critical thinking together as they assess a unit for needs, and make a plan for implementation.
Implementation Schedule:	This will begin in Fall 2019.

Outcome: Essential IV: Information Management and Application of Patient Care Technology

The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

No actions specified

Outcome: Essential V: Health Care Policy, Finance and Regulatory Environments

The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Action: Quality Improvement Plan

This Action is associated with the following Findings

Findings for Final Clinical Evaluation Tool
(Assessment Plan and Assessment Findings; 2018-19 Assessment (Report in 2019))

Summary of Findings:
All students in Fall 2018 and Spring 2019 did earn "Met" on all clinical objectives in the senior clinicals.

Proposed Action Details:	Students in the last semester will be developing a Quality Improvement Project for the unit on which they are precepting in their final semester. This project will help to pull a lot of critical thinking together as they assess a unit for needs, and make a plan for implementation.

Implementation Schedule: This will begin in Fall 2019.

Outcome: Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Action: Quality Improvement Plan

This Action is associated with the following Findings

Findings for Final Clinical Evaluation Tool
(Assessment Plan and Assessment Findings; 2018-19 Assessment (Report in 2019))

Summary of Findings:
All students in Fall 2018 and Spring 2019 did earn "Met" on all clinical objectives in the senior clinicals.

Proposed Action Details: Students in the last semester will be developing a Quality Improvement Project for the unit on which they are precepting in their final semester. This project will help to pull a lot of critical thinking together as they assess a unit for needs, and make a plan for implementation.

Implementation Schedule: This will begin in Fall 2019.

Outcome: Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

No actions specified

Outcome: Essential VIII: Professionalism and Professional Values

The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

No actions specified

Outcome: Essential IX: Baccalaureate General Nursing Practice

The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

No actions specified

Outcome: General Program Assessment graduation rate

70% of generic BSN students will graduate within 8 semeseter after entering clinical nursing courses (calculted by number of students completing program divided by number entering programincludes those who fail, change major, or drop out for any reason) and 70% of BSN completion students will graduate within 3 years after completion of the first nursing course.

No actions specified

Outcome: General Program Assessment-job placement

90% of graduates will be employed in nursing positions or enrolled in graduate school within one year after graduation.

No actions specified

Outcome: General Program Assessment-NCLEXRN pass rates

Generic BSN graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national pass rate. This level of achievement is higher than the standard set by the South Carolina Board of Nursing, which is no more than 5% below the national pass rate. The NCLEX-RN licensure is the official standard for minimal safe nursing practice. As such, it is the universal objective measure for evaluating quality nursing education programs.

No actions specified

Outcome: General Program Assessment accreditation

The USC Aiken School of Nursing will maintain accreditation by an official accrediting body and will continue to be approved by the South Carolina State Board of Nursing. The Commission on Collegiate Nursing Education (CCNE) and the State Board of Nursing are the official bodies that govern and grant accreditation and approval respectively to nursing programs. They are the official stamp denoting quality nursing education. The objectives of the USCA School of Nursing have met all requirements of the CCNE and the South Carolina State Board for Nursing. The School of Nursing received a full 10 year's accreditation from the CCNE and full approval from the SC State Board for 8 years. The next site visit from CCNE is due in 2026.

No actions specified

Outcome: Employer Satisfaction

Employers of USC Aiken School of Nursing graduates will be satisfied with the graduates accomplishment of the program outcome objectives. The School of Nursing has set a goal that 80% of the employers will rate our graduates a 3 or higher or a 4 point scale or a 4.5 on a 6 point scale.

No actions specified

Outcome: Putting knowledge into practice

Students will successfully pass the clinical portion of all clinical courses. The clinical portion of clinical courses is the application component. It is pass/fail, but must be passed in order to pass the course.

No actions specified

Outcome: Preparing to take standardized licensure exam

Students will take a standardized test/s in selected courses and must achieve a passing score or remediate in order to pass the course.

No actions specified

ACTION STATUS REPORT

Action Statuses

BSN Learning Outcomes

Outcome

Outcome: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Action: Quality Improvement Plan	
Proposed Action Details:	Students in the last semester will be developing a Quality Improvement Project for the unit on which they are precepting in their final semester. This project will help to pull a lot of critical thinking together as they assess a unit for needs, and make a plan for implementation.
Implementation Schedule:	This is beginning in Fall 2019.

Status for Quality Improvement Plan	
Current Status: **Update on proposed actions:**	Not started

Outcome: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient

safety.

Action: Institute for Healthcare Improvement (IHI) Modules

Proposed Action Details:	Beginning in Fall 2019, students will be required to complete modules leading to a Basic Certificate in Quality and Safety awarded by IHI. These modules will be integrated through the 5 semesters of the program, and students will complete the last modules in their final semester, leading to the Basic Certificate in Quality and Safety.
Implementation Schedule:	Begins Fall 2019, and the first class to complete the modules and earn the certificate will be the class of December 2021.

Status for Institute for Healthcare Improvement (IHI) Modules

Current Status: **Update on proposed actions:**	Not started

Action: Quality Improvement Plan

Proposed Action Details:	Students in the last semester will be developing a Quality Improvement Project for the unit on which they are precepting in their final semester. This project will help to pull a lot of critical thinking together as they assess a unit for needs, and make a plan for implementation.
Implementation Schedule:	This will begin in Fall 2019.

Status for Quality Improvement Plan

No Status Added

Outcome: Essential III: Scholarship for Evidence-Based Practice

The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Action: Quality Improvement Plan

Proposed Action Details:	Students in the last semester will be developing a Quality Improvement Project for the unit on which they are precepting in their final semester. This project will help to pull a lot of critical thinking together as they assess a unit for needs, and make a plan for implementation.
Implementation Schedule:	This will begin in Fall 2019.

Status for Quality Improvement Plan

Current Status:	Not started
Update on proposed actions:	

Outcome: Essential IV: Information Management and Application of Patient Care Technology

The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

No actions specified

Outcome: Essential V: Health Care Policy, Finance and Regulatory Environments

The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Action: Quality Improvement Plan	
Proposed Action Details:	Students in the last semester will be developing a Quality Improvement Project for the unit on which they are precepting in their final semester. This project will help to pull a lot of critical thinking together as they assess a unit for needs, and make a plan for implementation.
Implementation Schedule:	This will begin in Fall 2019.

Status for Quality Improvement Plan	
Current Status:	Not started
Update on proposed actions:	

Outcome: Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Action: Quality Improvement Plan	
Proposed Action Details:	Students in the last semester will be developing a Quality Improvement Project for the unit on which they are precepting in their final semester. This project will help to pull a lot of critical thinking together as they assess a unit for needs, and make a plan for implementation.

Implementation Schedule: This will begin in Fall 2019.

Status for Quality Improvement Plan

Current Status: Not started
**Update on proposed
actions:**

Outcome: Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

No actions specified

Outcome: Essential VIII: Professionalism and Professional Values

The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

No actions specified

Outcome: Essential IX: Baccalaureate General Nursing Practice

The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

No actions specified

Outcome: General Program Assessment graduation rate

70% of generic BSN students will graduate within 8 semeseter after entering clinical nursing courses (calculted by number of students completing program divided by number entering programincludes those who fail, change major, or drop out for any reason) and 70% of BSN completion students will graduate within 3 years after completion of the first nursing course.

No actions specified

Outcome: General Program Assessment-job placement

90% of graduates will be employed in nursing positions or enrolled in graduate school within one year after graduation.

No actions specified

Outcome: General Program Assessment-NCLEXRN pass rates

Generic BSN graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national pass rate. This level of achievement is higher than the standard set by the South Carolina Board of Nursing, which is no more than 5% below the national pass rate. The NCLEX-RN licensure is the official standard for minimal safe nursing practice. As such, it is the universal objective measure for evaluating quality nursing education programs.

No actions specified

Outcome: General Program Assessment accreditation

The USC Aiken School of Nursing will maintain accreditation by an official accrediting body and will continue to be approved by the South Carolina State Board of Nursing. The Commission on Collegiate Nursing Education (CCNE) and the State Board of Nursing are the official bodies that govern and grant accreditation and approval respectively to nursing programs. They are the official stamp denoting quality nursing education. The objectives of the USCA School of Nursing have met all requirements of the CCNE and the South Carolina State Board for Nursing. The School of Nursing received a full 10 year's accreditation from the CCNE and full approval from the SC State Board for 8 years. The next site visit from CCNE is due in 2026.

No actions specified

Outcome: Employer Satisfaction

Employers of USC Aiken School of Nursing graduates will be satisfied with the graduates accomplishment of the program outcome objectives. The School of Nursing has set a goal that 80% of the employers will rate our graduates a 3 or higher or a 4 point scale or a 4.5 on a 6 point scale.

No actions specified

Outcome: Putting knowledge into practice

Students will successfully pass the clinical portion of all clinical courses. The clinical portion of clinical courses is the application component. It is pass/fail, but must be passed in order to pass the course.

No actions specified

Outcome: Preparing to take standardized licensure exam

Students will take a standardized test/s in selected courses and must achieve a passing score or remediate in order to pass the course.

No actions specified

2019-20 Assessment (Report in 2020)

LEARNING OUTCOMES

BSN Learning Outcomes

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity,

QSEN Competencies: Patient-Centered Care, Teamwork and Collaboration

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

Essential III: Scholarship for Evidence-Based Practice
The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Evidence-Based Practice (EBP), Quality Improvement (QI)

Essential IV: Information Management and Application of Patient Care Technology
The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Mapping

NCLEX-RN Test Plan: Safe and Effective Care Environment,

QSEN Competencies: Informatics

Essential V: Health Care Policy, Finance and Regulatory Environments
The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Mapping

No Mapping

Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Informatics, Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Evidence-Based Practice (EBP), Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

Essential VIII: Professionalism and Professional Values

The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Mapping

NCLEX-RN Test Plan: Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Patient-Centered Care, Safety, Teamwork and Collaboration

Essential IX: Baccalaureate General Nursing Practice

The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

Mapping

NCLEX-RN Test Plan: Health Promotion and Maintenance, Physiological Integrity, Psychosocial Integrity, Safe and Effective Care Environment,

QSEN Competencies: Evidence-Based Practice (EBP), Informatics, Patient-Centered Care, Quality Improvement (QI), Safety, Teamwork and Collaboration

General Program Assessment graduation rate

70% of generic BSN students will graduate within 8 semeseter after entering clinical nursing courses (calculted by number of students completing program divided by number entering programincludes those who fail, change major, or drop out for any reason) and 70% of BSN completion students will graduate within 3 years after completion of the first nursing course.

Mapping

Leading Forward: Enhance and utilize initiatives that support student success, retention, progression, and degree attainment.

General Program Assessment-job placement

90% of graduates will be employed in nursing positions or enrolled in graduate school within one year after graduation.

Mapping

Leading Forward: Enhance and utilize initiatives that support student success, retention, progression, and degree attainment., Expand and leverage local partnerships

General Program Assessment-NCLEXRN pass rates

Generic BSN graduates attempting the NCLEX-RN for the first time will pass at a rate at or above the national pass rate. This level of achievement is higher than the standard set by the South Carolina Board of Nursing, which is no more than 5% below the national pass rate. The NCLEX-RN licensure is the official standard for minimal safe nursing practice. As such, it is the universal objective measure for evaluating quality nursing education programs.

Mapping

BSN Learning Outcomes: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice, Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety, Essential III: Scholarship for Evidence-Based Practice, Essential IV: Information Management and Application of Patient Care Technology, Essential IX: Baccalaureate General Nursing Practice, Essential V: Health Care Policy, Finance and Regulatory Environments, Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes, Essential VII: Clinical Prevention and Population Health, Essential VIII: Professionalism and Professional Values

General Program Assessment accreditation

The USC Aiken School of Nursing will maintain accreditation by an official accrediting body and will continue to be approved by the South Carolina State Board of Nursing. The Commission on Collegiate Nursing Education (CCNE) and the State Board of Nursing are the official bodies that govern and grant accreditation and approval respectively to nursing programs. They are the official stamp denoting quality nursing education. The objectives of the USCA School of Nursing have met all requirements of the CCNE and the South Carolina State Board for Nursing. The School of Nursing received a full 10 year's accreditation from the CCNE and full approval from the SC State Board for 8 years. The next site visit from CCNE is due in 2026.

Mapping

No Mapping

Employer Satisfaction

Employers of USC Aiken School of Nursing graduates will be satisfied with the graduates accomplishment of the program outcome objectives. The School of Nursing has set a goal that 80% of the employers will rate our graduates a 3 or higher or a 4 point scale or a 4.5 on a 6 point scale.

Mapping

BSN Learning Outcomes: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice, Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety, Essential III: Scholarship for Evidence-Based Practice, Essential IV: Information Management and Application of Patient Care Technology, Essential IX: Baccalaureate General Nursing Practice, Essential V: Health Care Policy, Finance and Regulatory Environments, Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes, Essential VII: Clinical Prevention and Population Health, Essential VIII: Professionalism and Professional Values

Putting knowledge into practice

Students will successfully pass the clinical portion of all clinical courses. The clinical portion of clinical courses is the application component. It is pass/fail, but must be passed in order to pass the course.

Mapping

No Mapping

Preparing to take standardized licensure exam

Students will take a standardized test/s in selected courses and must achieve a passing score or remediate in order to pass the course.

Mapping

No Mapping

ASSESSMENT PLAN

Measures

BSN Learning Outcomes

Outcome

Outcome: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum of 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a minimum grade of 80.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential III: Scholarship for Evidence-Based Practice

The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum of 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management

principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target:	The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential IV: Information Management and Application of Patient Care Technology

The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Outcome: Essential V: Health Care Policy, Finance and Regulatory Environments

The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a grade of 80 or above.

Supporting Attachments:

Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a grade of 80 or above.

Supporting Attachments:

Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Outcome: Essential VIII: Professionalism and Professional Values

The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each

program objective that is congruent with the NCLEX-RN Test Plan.

Target:
The target is for each student to earn a minimum of 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:
Target: All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:
This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target:
The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Outcome: Essential IX: Baccalaureate General Nursing Practice
The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Supporting Attachments:

NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

ASSESSMENT FINDINGS

Finding per Measure

BSN Learning Outcomes

Outcome

Outcome: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

The graduate of the BSN program at USCA integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum of 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Findings for ATI Predictor Exam

Summary of Findings:	Results: In Fall 2019, 37 students took the predictor exam, and 31 passed with at least a 91% on the first attempt. All 6 retook the exam, after remediation, and 4 of the six earned a score higher than 91%. The 2 students who did not completed additional remediation and did pass the NCLEX-RN exam on the first attempt. 100 of the Fall 2019 graduates passed the NCLEX-RN on the first attempt. In Spring 2019, 34 students took the predictor exam, and 22 passed on the first attempt with a score of at lest 91%. The 12 who did not achieve the 91% on the first try remediated and retook the exam. 10 of these students then passed with a minimum 91%. Because of the extenuating circumstances associated with COVID-19, the 2 who did not pass were allowed a 3rd attempt. One did pass and one did not. The one who did not was given an Incomplete in the course until after completing work with an ATI tutor until the tutor gave the green light that the student was ready to take the NCLEX-RN exam.
Results :	Target Achievement: Met

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Findings for Final Clinical Evaluation Tool

Summary of Findings:	All students in Fall 2019 and Spring 2020 did earn "Met" on all clinical objectives in the senior clinicals.
Results :	Target Achievement: Met

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a minimum grade of 80.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings: In Fall 2019, 36 out of 37 students earned a grade of 80 or above on this capstone paper. In Spring 2020, 33 out of 34 students earned a grade of 80 or above on this capstone paper. This is a WI course, and students had received feedback on prior partial submissions of the paper before the final one was submitted.

Results : Target Achievement: Not Met

Outcome: Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

The graduate of the BSN program at USCA demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care to facilitate quality improvement in healthcare and ensure patient safety.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description: This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.

Target: The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Findings for ATI Predictor Exam

Summary of Findings: Results: In Fall 2019, 37 students took the predictor exam, and 31 passed with at least a 91% on the first attempt. All 6 retook the exam, after remediation, and 4 of the six earned a score higher than 91%. The 2 students who did not completed additional remediation and did pass the NCLEX-RN exam on the first attempt. 100 of the Fall 2019 graduates passed the NCLEX-RN on the first attempt.
In Spring 2019, 34 students took the predictor exam, and 22 passed on the first attempt with a score of at lest 91%. The 12 who did not achieve the 91% on the first try remediated and retook the exam. 10 of these students then passed with

a minimum 91%. Because of the extenuating circumstances associated with COVID-19, the 2 who did not pass were allowed a 3rd attempt. One did pass and one did not. The one who did not was given an Incomplete in the course until after completing work with an ATI tutor until the tutor gave the green light that the student was ready to take the NCLEX-RN exam.

Results :	Target Achievement: Met

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Findings for Final Clinical Evaluation Tool

Summary of Findings:	All students in Fall 2019 and Spring 2020 did earn "Met" on all clinical objectives in the senior clinicals.
Results :	Target Achievement: Met

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following:

problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target: The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings: In Fall 2019, 36 out of 37 students earned a grade of 80 or above on this capstone paper. In Spring 2020, 33 out of 34 students earned a grade of 80 or above on this capstone paper. This is a WI course, and students had received feedback on prior partial submissions of the paper before the final one was submitted.

Results :   Target Achievement: Not Met

Outcome: Essential III: Scholarship for Evidence-Based Practice
The graduate of the BSN program at USCA provides evidence-based professional nursing care derived from theory and research.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description: This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.

Target: The target is for each student to earn a minimum of 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Findings for ATI Predictor Exam

Summary of Findings: Results: In Fall 2019, 37 students took the predictor exam, and 31 passed with at least a 91% on the first attempt. All 6 retook the exam, after remediation, and

4 of the six earned a score higher than 91%. The 2 students who did not completed additional remediation and did pass the NCLEX-RN exam on the first attempt. 100 of the Fall 2019 graduates passed the NCLEX-RN on the first attempt.

In Spring 2019, 34 students took the predictor exam, and 22 passed on the first attempt with a score of at lest 91%. The 12 who did not achieve the 91% on the first try remediated and retook the exam. 10 of these students then passed with a minimum 91%. Because of the extenuating circumstances associated with COVID-19, the 2 who did not pass were allowed a 3rd attempt. One did pass and one did not. The one who did not was given an Incomplete in the course until after completing work with an ATI tutor until the tutor gave the green light that the student was ready to take the NCLEX-RN exam.

Results :	Target Achievement: Met

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Findings for Final Clinical Evaluation Tool

Summary of Findings:	All students in Fall 2019 and Spring 2020 did earn "Met" on all clinical objectives in the senior clinicals.
Results :	Target Achievement: Met

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of

individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target: The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings: In Fall 2019, 36 out of 37 students earned a grade of 80 or above on this capstone paper. In Spring 2020, 33 out of 34 students earned a grade of 80 or above on this capstone paper. This is a WI course, and students had received feedback on prior partial submissions of the paper before the final one was submitted.

Results :   Target Achievement: Not Met

Outcome: Essential IV: Information Management and Application of Patient Care Technology

The graduate of the BSN program at USCA demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description: This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.

Target: The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted

remediation in order to pass the course in which this exam is given.

Findings for ATI Predictor Exam

Summary of Findings:	Results: In Fall 2019, 37 students took the predictor exam, and 31 passed with at least a 91% on the first attempt. All 6 retook the exam, after remediation, and 4 of the six earned a score higher than 91%. The 2 students who did not completed additional remediation and did pass the NCLEX-RN exam on the first attempt. 100 of the Fall 2019 graduates passed the NCLEX-RN on the first attempt. In Spring 2019, 34 students took the predictor exam, and 22 passed on the first attempt with a score of at lest 91%. The 12 who did not achieve the 91% on the first try remediated and retook the exam. 10 of these students then passed with a minimum 91%. Because of the extenuating circumstances associated with COVID-19, the 2 who did not pass were allowed a 3rd attempt. One did pass and one did not. The one who did not was given an Incomplete in the course until after completing work with an ATI tutor until the tutor gave the green light that the student was ready to take the NCLEX-RN exam.
Results :	Target Achievement: Met

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Findings for Final Clinical Evaluation Tool

Summary of Findings:	All students in Fall 2019 and Spring 2020 did earn "Met" on all clinical objectives in the senior clinicals.
Results :	Target Achievement: Met

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Outcome: Essential V: Health Care Policy, Finance and Regulatory Environments

The graduate of the BSN program at USCA applies knowledge of financial and regulatory health care policies in professional nursing practice.

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Findings for Final Clinical Evaluation Tool

Summary of Findings:	All students in Fall 2019 and Spring 2020 did earn "Met" on all clinical objectives in the senior clinicals.
Results :	Target Achievement: Met

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description:	This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.
Target:	The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings:	In Fall 2019, 36 out of 37 students earned a grade of 80 or above on this capstone paper. In Spring 2020, 33 out of 34 students earned a grade of 80 or above on this capstone paper. This is a WI course, and students had received feedback on prior partial submissions of the paper before the final one was submitted.
Results :	Target Achievement: Not Met

Outcome: Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

The graduate of the BSN program at USCA communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Findings for ATI Predictor Exam

Summary of Findings:	Results: In Fall 2019, 37 students took the predictor exam, and 31 passed with at least a 91% on the first attempt. All 6 retook the exam, after remediation, and 4 of the six earned a score higher than 91%. The 2 students who did not completed additional remediation and did pass the NCLEX-RN exam on the first attempt. 100 of the Fall 2019 graduates passed the NCLEX-RN on the first attempt.
	In Spring 2019, 34 students took the predictor exam, and 22 passed on the first

attempt with a score of at lest 91%. The 12 who did not achieve the 91% on the first try remediated and retook the exam. 10 of these students then passed with a minimum 91%. Because of the extenuating circumstances associated with COVID-19, the 2 who did not pass were allowed a 3rd attempt. One did pass and one did not. The one who did not was given an Incomplete in the course until after completing work with an ATI tutor until the tutor gave the green light that the student was ready to take the NCLEX-RN exam.

Results :   Target Achievement: Met

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description: This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback.
Students must earn "Met" on all objectives in order to pass the course and graduate.

Target: All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Findings for Final Clinical Evaluation Tool

Summary of Findings: All students in Fall 2019 and Spring 2020 did earn "Met" on all clinical objectives in the senior clinicals.

Results :   Target Achievement: Met

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description: This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points

"Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target: The target is a grade of 80 or above.

Supporting Attachments:

📎 Leadership & Management Paper rubric (Word Document (Open XML))

This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings: In Fall 2019, 36 out of 37 students earned a grade of 80 or above on this capstone paper. In Spring 2020, 33 out of 34 students earned a grade of 80 or above on this capstone paper. This is a WI course, and students had received feedback on prior partial submissions of the paper before the final one was submitted.

Results : Target Achievement: Not Met

Outcome: Essential VII: Clinical Prevention and Population Health

The graduate of the BSN program at USCA applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description: This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.

Target: The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Findings for ATI Predictor Exam

Summary of Findings:	Results: In Fall 2019, 37 students took the predictor exam, and 31 passed with at least a 91% on the first attempt. All 6 retook the exam, after remediation, and 4 of the six earned a score higher than 91%. The 2 students who did not completed additional remediation and did pass the NCLEX-RN exam on the first attempt. 100 of the Fall 2019 graduates passed the NCLEX-RN on the first attempt.
	In Spring 2019, 34 students took the predictor exam, and 22 passed on the first attempt with a score of at lest 91%. The 12 who did not achieve the 91% on the first try remediated and retook the exam. 10 of these students then passed with a minimum 91%. Because of the extenuating circumstances associated with COVID-19, the 2 who did not pass were allowed a 3rd attempt. One did pass and one did not. The one who did not was given an Incomplete in the course until after completing work with an ATI tutor until the tutor gave the green light that the student was ready to take the NCLEX-RN exam.
Results :	Target Achievement: Met

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	This is the evaluation criteria for the nursing students' final semester of clinical experiences. Prior to this final evaluation, students are evaluated weekly on the same criteria and given feedback. Students must earn "Met" on all objectives in order to pass the course and graduate.
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

📎 NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Findings for Final Clinical Evaluation Tool

Summary of Findings:	All students in Fall 2019 and Spring 2020 did earn "Met" on all clinical objectives in the senior clinicals.
Results :	Target Achievement: Met

Outcome: Essential VIII: Professionalism and Professional Values

The graduate of the BSN program at USCA functions as a competent member of the nursing profession, demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy,

human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum of 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

Findings for ATI Predictor Exam

Summary of Findings:	Results: In Fall 2019, 37 students took the predictor exam, and 31 passed with at least a 91% on the first attempt. All 6 retook the exam, after remediation, and 4 of the six earned a score higher than 91%. The 2 students who did not completed additional remediation and did pass the NCLEX-RN exam on the first attempt. 100 of the Fall 2019 graduates passed the NCLEX-RN on the first attempt. In Spring 2019, 34 students took the predictor exam, and 22 passed on the first attempt with a score of at lest 91%. The 12 who did not achieve the 91% on the first try remediated and retook the exam. 10 of these students then passed with a minimum 91%. Because of the extenuating circumstances associated with COVID-19, the 2 who did not pass were allowed a 3rd attempt. One did pass and one did not. The one who did not was given an Incomplete in the course until after completing work with an ATI tutor until the tutor gave the green light that the student was ready to take the NCLEX-RN exam.
Results :	Target Achievement: Met

Measure: Final Clinical Evaluation Tool
Direct - Student Artifact

Details/Description:	
Target:	All students in the final semester will earn "Met" on all clinical objectives.

Supporting Attachments:

NURS_425_Final_Evaluation_Form.docx (Word Document (Open XML))

Findings for Final Clinical Evaluation Tool

Summary of Findings: All students in Fall 2019 and Spring 2020 did earn "Met" on all clinical objectives in the senior clinicals.

Results : Target Achievement: Met

Measure: Leadership & Management Paper
Direct - Student Artifact

Details/Description: This paper is required of all seniors in the Leadership & Management course. It is designed to promote increased professionalism in the practice of our graduates. Such professionalism may be evident in students' ability to move beyond the care of individual clients to consideration of issues and factors influencing health care delivery. The cognitive skills required for such practice can be demonstrated in this paper. Students are required to critically analyze issues and factors influencing health care delivery and thus faced by nursing leaders and managers. They are to select an issue that is of particular interest to them, address a minimum of 3 points "Pro" and 3 points "Con" on a chosen solution to the issue, and develop an action plan to resolve the issue. This will entail appropriate application of the following: problem solving, decision-making, critical thinking, and leadership/management principles. The paper will also reflect the significance of each person's values, life experiences, preferences, ways of thinking on selected alternatives, and any applicable leadership skills or techniques learned in the course.

Target: The target is a grade of 80 or above.

Supporting Attachments:

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This rubric maps program objectives with the components of the paper.

Findings for Leadership & Management Paper

Summary of Findings: In Fall 2019, 36 out of 37 students earned a grade of 80 or above on this capstone paper. In Spring 2020, 33 out of 34 students earned a grade of 80 or above on this capstone paper. This is a WI course, and students had received feedback on prior partial submissions of the paper before the final one was submitted.

Results : Target Achievement: Not Met

Outcome: Essential IX: Baccalaureate General Nursing Practice

The graduate of the BSN program at USCA provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

Measure: ATI Predictor Exam
Direct - Exam

Details/Description:	This exam is given to senior students before graduation as a predictive assessment of passing the NCLEX-RN exam. These questions are nationally normed. Because the questions are not made public, specific questions on this exam cannot be mapped to this school's program outcomes. Instead, this test is mapped with each program objective that is congruent with the NCLEX-RN Test Plan.
Target:	The target is for each student to earn a minimum 91% probability of passing the NCLEX-RN exam. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

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Results :	Target Achievement: Met

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Target:	All students in the final semester will earn "Met" on all clinical objectives. If this is not earned, the student must complete targeted remediation in order to pass the course in which this exam is given.

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Supporting Attachments:

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Findings for Leadership & Management Paper

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above on this capstone paper. This is a WI course, and students had received feedback on prior partial submissions of the paper before the final one was submitted.

Results :

Target Achievement: Not Met

ACTIONS

ACTION STATUS REPORT