



# Exemplar Learning Activity Assessment Report

## Fall 2024 Assessment Activities Accelerated B.S. in Nursing

*Directions: Please answer the questions below based on your program's Fall 2024 assessment of two program-level student learning objectives.*

1. Please attach or paste below your program's mission statement, goals, and objectives.

### **Nursing Program Mission Statement:**

The Yeshiva University nursing program will prepare diverse, culturally competent registered professional nurses to lead lives of kindness, generosity, and integrity as they provide excellent, patient-centered health care for patients from all cultural and socioeconomic backgrounds. The nursing program mission will be accomplished through the provision of a nurturing learning environment, excellence in teaching and learning, service to the community, and the delivery of evidence-based nursing education throughout the lifespan.

### **WHAT IT MEANS**

A **mission statement** is a concise statement that outlines the guiding principles of core values of the program's curriculum.

**Program goals** are broad conceptual statements about what you want students to learn or be able to do as a result of their program experience. Since goals are still at the conceptual level, they are not directly measurable.

**Program objectives** Statements that describe the specific skills, values, knowledge, and/or attitudes that students should exhibit as a result of the program, and which are reflective of the overarching goal. Objectives should be stated so that they are measurable performance indicators of the larger overarching goal.

### **WHY IT WORKS**

This is a great example of an effective **mission statement** because it concisely presents the purpose of the program, how the purpose will be accomplished, and the key stakeholders.

## Nursing Program Outcomes Aligned with the American Association of Colleges of Nursing (AACN) Competencies

Program Outcomes (Program Goals)	Competencies (Program Objectives)
1. Integrate, translate, and apply knowledge from nursing and the liberal arts and sciences to inform clinical judgement and professional nursing practice.	1.1 Demonstrate an understanding of the discipline of nursing's distinctive perspective and where shared perspectives exist with other disciplines.
	1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.
	1.3 Demonstrate clinical judgement founded on a broad knowledge base.
2. Implement the nursing process for decision making, to provide holistic person-centered care to individuals, families, and populations.	2.1 Engage with the individual in establishing a caring relationship.
	2.2 Communicate effectively with individuals.
	2.3 Integrate assessment skills in practice.
	2.4 Diagnose actual or potential health problems and needs.
	2.5 Develop a plan of care.
	2.6 Demonstrate accountability for care delivery.
	2.7 Evaluate outcomes of care.
	2.8 Promote self-care management.
	2.9 Provide care coordination.
3. Plan care through collaborative activities that promotes health equity and improved health outcomes for individuals and populations across the health care continuum.	3.1 Manage population health.
	3.2 Engage in effective partnerships.
	3.3 Consider the socioeconomic impact of the delivery of health care.
	3.4 Advance equitable population health policy.
	3.5 Demonstrate advocacy strategies.
	3.6 Advance preparedness to protect population health during disasters and public health emergencies.
4. Participate in scholarly inquiry to identify best evidence for professional nursing practice to promote health equity and improve patient outcomes.	4.1 Advance the scholarship of nursing.
	4.2 Integrate best evidence into nursing practice.
	4.3 Promote the ethical conduct of scholarly activities.
5. Demonstrate knowledge and behaviors that are based on quality improvement principles and standards to promote a culture of safety.	5.1 Apply quality improvement principles in care delivery.
	5.2 Contribute to a culture of patient safety.
	5.3 Contribute to a culture of provider and work environment safety.

### WHY IT WORKS

This is an effective **objective** because it is student-centered, specific, and measurable.

### PRO TIP

Objectives should be:

- student-centered
- measurable
- specific to one goal

Each objective should focus on one behavioral indicator of the goal.

Use action verbs (e.g., see verbiage associated with different categories in Bloom's taxonomies if helpful).

<b>Program Outcomes (Program Goals)</b>	<b>Competencies (Program Objectives)</b>
6. Collaborate with members of the interprofessional team with an understanding of team dynamics, respect, and the unique contribution of each member to deliver person-centered care and improve healthcare outcomes.	6.1 Communicate effectively with individuals.
	6.2 Perform effectively in different team roles, using principles and values of team dynamics.
	6.3 Use knowledge of nursing and other professions to address healthcare needs.
	6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.
7. Demonstrate an understanding of the relationship between internal and external system processes such as healthcare, financial, regulatory policies, and metrics that influence the coordination and delivery of safe, equitable care to diverse populations.	7.1 Apply knowledge of systems to work effectively across the continuum of care.
	7.2 Incorporate consideration of cost-effectiveness of care.
	7.3 Optimize system effectiveness through application of innovation and evidence-based practice.
8. Use information technology to generate and support evidence-based practice and clinical decision-making to improve health outcomes and equitable access for patients, families, and populations.	8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.
	8.2 Use information and communication technology to gather data, create information, and generate knowledge.
	8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.
	8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.
	8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.
9. Demonstrate professionalism and accountability by developing a professional identity that reflects nursing's	9.1 Communicate effectively with individuals.
	9.2 Integrate assessment skills in practice.
	9.3 Demonstrate accountability to the individual, society, and the profession.
	9.4 Comply with relevant laws, policies, and regulations.
	9.5 Demonstrate the professional identity of nursing.

<b>Program Outcomes (Program Goals)</b>	<b>Competencies (Program Objectives)</b>
characteristics and values.	9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.
10. Engage in activities and self-reflection that demonstrate a commitment to lifelong learning and personal, professional, and leadership development.	10.1 Demonstrate a commitment to personal health and well-being.
	10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.
	10.3 Develop capacity for leadership.

### WHAT IT MEANS

A **curriculum map** maps program objectives onto program courses.

See Appendix A for examples of curriculum maps.

- 2. Please attach or paste below your program's most current curriculum map. (Although not required, please consider using the supplemental excel curriculum map matrix to record and update your program's curriculum map.)**

The Nursing Program's Curriculum Map is under development. The Program enrolled the first cohort of students starting Fall 2024 semester. The map will be completed as courses are developed and taught for the first time.

- 3. Which two program objectives did you directly assess during the Fall 2024 semester, and in connection with which courses or learning experiences?**

- a. PO #4: Participate in scholarly inquiry to identify best evidence for professional nursing practice to promote health equity and improve patient outcomes.
  - i. PO#4 was assessed in NUR 2012 Nursing Research and Evidence-based Practice
- b. PO #9: Demonstrate professionalism and accountability by developing a professional identity that reflects nursing's characteristics and values.
  - i. PO#9 was assessed in NUR 2010 Introduction to Professional Nursing

See Appendix B for details.

- 4. How many students were assessed on each objective?**

26 Students were assessed on each outcome.

### PRO TIP

As a general rule, if there are less than 40 students in a program, plan on collecting evidence from all students (multiple sections or assessments may be necessary). If there are 40 or more students in a program, plan on collecting evidence from a representative sample of at least 40 students.

**5. What assignments were used to assess students on each objective in each of the courses or learning experiences listed in question 3 above? Please briefly describe or attach each assignment.**

- A. Program outcome #4 was assessed using two assignments from the Evidence-based Practice Project:
  - a. Evidence Synthesis and Recommendation Tool assignment
  - b. Evidence-based Project Presentation assignment.
- B. Program Outcome #9 was assessed using:
  - a. Ethical Dilemma Paper assignment
  - b. Professional Portfolio assignment

**Assignment Descriptions:**

- a. Program Outcome #4
  - a. Evidence Synthesis and Recommendation Tool Assignment: Students synthesized the evidence/article that each student located and appraised. Each student presented their appraisal to the team and the Johns Hopkins Evidence-Based Practice Model for Nursing and Healthcare Professionals Synthesis and Recommendations Tool was completed together as a team.
  - b. Evidence-based Project Presentation: Student groups created one slide presentation (16-18 slides) for the EBP project. Each team received up to 30 minutes to present. Presentation time was shared evenly among the team members.
- b. Program Outcome #9
  - a. Ethical Dilemma Paper assignment: Student groups were assigned an ethical dilemma scenario. Each group wrote a 5-page paper, excluding title and reference pages, on this scenario following specific criteria. Each student also completed and submitted a peer evaluation form.
  - b. Professional Portfolio assignment: Students built an online professional nursing portfolio using Google Drive and Google Sites to showcase their professional skills and accomplishments. The goal was to make the portfolio as comprehensive as possible.

**WHAT IT MEANS**

Each objective should be assessed with at least two direct assessment measures so that stronger conclusions can be made about the extent to which students are achieving an objective. Multiple indicators provides stronger evidence.

**WHY IT WORKS**

The nursing program effectively assessed each objective with two measures.

**WHY IT WORKS**

Here, the nursing program provides brief descriptions of each assessment measure. This allows the reader of the report to clearly understand how each objective was assessed.

**6. Were scoring rubrics or checklists used? If yes, please attach them.**

Rubrics were used to score assessments. See Appendix C, D, E, F for each rubric.

**WHY IT WORKS**

The program provides the rubrics used for each assessment measure in the appendices. Even though the rubrics are specific to each assignment, the rating scale values are consistent across rubrics.

**7. Please describe what was considered satisfactory performance on each objective by indicating what criteria needed to be met.**

Criteria for satisfactory performance on each outcome:

- 
- 80% of students will meet or exceed expectations.
  - Exceeds: 90-100%
  - Meets: 81-89%
  - Partially Meets: 75-80%
  - Does not Meet: 0-74%

**WHY IT WORKS**

The program provides a very clear scale for defining the percentage values that demonstrate exceeding, meeting, partially meeting, and not meeting the criteria associated with each objective.

**WHAT IT MEANS**

Programs must clearly define the criteria for success.

This includes defining the **benchmark**, which is the desired level of competency for a student's performance on an assessment. For the Nursing Program's assessment, the benchmark was that students needed to meet or exceed expectations on the criteria defining each objective.

In addition, the program states the **performance target**, which indicates the desired percentage of students that the program wants to meet or exceed a benchmark on a given assessment. In this case, the performance target was 80% of students would achieve the benchmark.

Setting benchmarks and performance targets are not only important for measuring the extent to which program objectives are achieved, but they also provide useful data points for comparing performance across time on program objectives. Analyzing performance across time is important for evaluating the educational effectiveness of any changes that have been made to the program's instruction, goals or objectives, curriculum, or assessment practices.

8. Referring to the total number of students assessed on each objective, what percentage of students performed satisfactorily or better on the objective? Please provide your response as a percentage or a proportion.

See Appendix B.

9. What do the results suggest about the extent to which each objective was achieved? In other words, does your program believe that students as a whole met the performance target? Please explain.

Benchmarks were met or exceeded for each assessment indicating the objectives were met. Students as a whole, met the performance targets. See Appendix B for details.

10. Based on the results, what data-driven decisions or changes does your program plan to make to improve students' mastery of each objective?

Since benchmarks and objectives were met, there are no planned changes at this time.

11. With whom are you going to share the assessment results (e.g. program faculty, other departments, the dean)

Assessment results were shared with Nursing program faculty and Katz School senior administration (Dean Paul Russo, Senior Associate Dean Peggy Tallier, Assistant Dean Aaron Ross, and Director of Assessment and Continuous Improvement Sean McKittrick) and Nursing Students.

12. How will you share the assessment results and when? (e.g. program faculty meeting, school-wide faculty meeting, written report)

Assessment results were shared with Nursing Faculty during a Nursing Assessment Committee meeting on January 13, 2025 and with Katz School senior administration via this written report. Results will be shared with nursing students at the Assessment Committee Meeting February 2025.

13. When and how will you evaluate the effectiveness of the data-driven decisions and changes proposed above in question 10?

The Nursing Program will continue to monitor student achievement in the above courses and selected assignments.

#### WHY IT WORKS

The program clearly indicates whether benchmarks and performance targets were

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#### WHY IT WORKS

Since the data confirms that benchmarks and performance targets are being met, the program concludes that no changes are necessary.

#### WHY IT WORKS

The program clearly states with whom it shares the assessment data. The program not only shares the data internally within the program, but also with school administrators so that it can be considered for any school-level assessment driven decisions and changes.

#### WHY IT WORKS

The program clearly states how and when it shared assessment results. It is important that the data is shared and discussed with colleagues and relevant stakeholders so that collaborative decisions and changes are made based on the data.

# Assessment Planning

*Directions: Please complete the questions below about your program's short-term and long-term assessment plans.*

**1. Which two objectives do you plan to assess next semester, in connection with which courses or learning experiences?**

PO 2: Implement the nursing process for decision making, to provide holistic person-centered care to individuals, families, and populations.

- NUR 3030 Maternity Nursing
- NUR 3031 Pediatric Nursing
- NUR 3032 Medical Surgical Nursing I
- NUR 3033 Psychiatric & Mental Health Nursing

PO 5: Demonstrate knowledge and behaviors that are based on quality improvement principles and standards to promote a culture of safety.

- NUR 2024 Foundations of Nursing Practice

**2. What assignments will be used to measure each objective?**

- PO 2: ATI Content Mastery Series Exams in NUR 3030, NUR 3031, NUR 3032, NUR 3033
- PO 5: An Exam (2<sup>nd</sup>) & ATI Content Mastery Series Exam in NUR 2024

**3. Which two objectives do you plan to assess in each of the next four consecutive semesters, and in connection with which courses or learning experiences. (Although not required, please consider using the supplemental Excel planning matrix to record and update your program's assessment plans.)**

See Appendix G: Assessment Plan

**4. What changes, if any, would you like to make to your program assessment process in the future, and why?**

There are no planned changes to the Nursing Program assessment process at this time.

## WHAT IT MEANS

Programs must provide short-term and long-term assessment plans to ensure that the assessment process is planned and proactive.

## WHY IT WORKS

The nursing program provides an effective table to present its long-term assessment plans. The table indicates which program outcomes will be assessed in the upcoming academic semesters and also provides the tentative measures that will be used to assess the outcome. This table provides documentation that the program is proactively planning their future assessment activities.

## Appendix B

### WHAT IT MEANS

A **curriculum map** maps the program courses onto program student-learning objectives.

### Basic Curriculum Map

LEARNING OBJECTIVES/OUTCOMES	REQUIRED COURSES/EXPERIENCES							
	101	102	201	220	250	301	302	303
Students will be able to choose relevant theories for examining a specific psychological issue						X	X	X
Students will be able to demonstrate using theories to make informed recommendations pertaining to psychology related issues					X	X		
Students will be able to employ the scientific method for analyzing a psychology-related research question	X	X	X					

### WHAT IT MEANS

In the **next level curriculum map**, instead of X's, note where each learning outcome is Introduced ("I"), Reinforced ("R") and Mastered ("M").

### Next Level Curriculum Map

LEARNING OBJECTIVES/OUTCOMES	REQUIRED COURSES/EXPERIENCES							
	101	102	201	220	250	301	302	303
Students will be able to choose relevant theories for examining a specific psychological issue						R	M	M
Students will be able to demonstrate using theories to make informed recommendations pertaining to psychology related issues					R	R		
Students will be able to employ the scientific method for analyzing a psychology-related research question	I	I	R					

**WHAT IT MEANS**

The **advanced curriculum map** indicates the assessment measures that will be used in each course to measure a given objective.

**Advanced Curriculum Map**

LEARNING OBJECTIVES/OUTCOMES	REQUIRED COURSES/EXPERIENCES					
	101	201	250	301	302	303
Students will be able to choose relevant theories for examining a specific psychological issue				R Midterm and Final Exam	M Paper and oral presentation	M Final Paper and Capstone Project
Students will be able to demonstrate using theories to make informed recommendations pertaining to psychology-related issues				R Oral Presentation		
Students will be able to employ the scientific method for analyzing a psychology-related research question	I Quiz and Paper	I Midterm				

## Appendix B

### WHY IT WORKS

This is a very effective table that summarizes assessment data discussed in the report. It is easy for the reader to see what was assessed, the measures used, the benchmark, data findings, and whether the benchmark was met.

**Table A Program Outcome #4**

AACN Domain #4: Scholarship for the Nursing Discipline			
AACN Competencies			
<ul style="list-style-type: none"> <li>4.1 Advance the scholarship of nursing.</li> <li>4.2 Integrate best evidence into nursing practice.</li> </ul>			
Nursing Program Outcome #4: Participate in scholarly inquiry to identify best evidence for professional nursing practice to promote health equity and improve patient outcomes.			
Measure	Benchmark	Data Findings Measure	Benchmark Met?
#1: Evidence Synthesis and Recommendation Tool Assignment was scored with a rubric in NUR 2012 Nursing Research and Evidence-based Practice in Fall 2024 (Appendix C).	80% of students will meet or exceed expectations. Exceeds: 90-100% Meets: 81-89% Partially Meets: 75-80% Does not Meet: 0-74%	<b>Total N=26 students</b> <ul style="list-style-type: none"> <li>Exceeds: 100% (n=26)</li> <li>Meets: 0% (n=0)</li> <li>Partially meets: 0% (n=0)</li> <li>Does not meet: 0% (n=0)</li> </ul>	Yes
#2: Evidence-based Project Presentation was scored with a rubric in NUR 2012 Nursing Research and Evidence-based Practice in Fall 2024 (Appendix D).	80% of students will meet or exceed expectations. Exceeds: 90-100% Meets: 81-89% Partially Meets: 75-80% Does not Meet: 0-74%	<b>Total N=26 students</b> <ul style="list-style-type: none"> <li>Exceeds: 100% (n=26)</li> <li>Meets: 0% (n=0)</li> <li>Partially meets: 0% (n=0)</li> <li>Does not meet: 0% (n=0)</li> </ul>	Yes

**Table B Program Outcome #9**

AACN Domain #9: Professionalism			
AACN Competencies:			
<ul style="list-style-type: none"> <li>9.3 Demonstrate accountability to the individual, society, and the profession.</li> <li>9.4 Comply with relevant laws, policies, and regulations.</li> <li>9.5 Demonstrate the professional identity of nursing.</li> <li>9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.</li> </ul>			
Nursing Program Outcome #9: Demonstrate professionalism and accountability by developing a professional identity that reflects nursing's characteristics and values.			
Measure	Benchmark	Data Findings Measure	Benchmark Met?
#1: Ethical Dilemma Paper was scored with a rubric in NUR 2010 Introduction to Professional Nursing in Fall 2024 (Appendix E).	80% of students will meet or exceed expectations. Exceeds: 90-100% Meets: 81-89% Partially Meets: 75-80% Does not Meet: 0-74%	<b>Total N=26 students</b> <ul style="list-style-type: none"> <li>Exceeds: 54% (n=14)</li> <li>Meets: 46% (n=12)</li> <li>Partially meets: 0% (n=0)</li> <li>Does not meet: 0% (n=0)</li> </ul>	Yes
#2: Professional Portfolio was scored with a rubric in NUR 2010 Introduction to Professional Nursing in Fall 2024 (Appendix F).	80% of students will meet or exceed expectations. Exceeds: 90-100% Meets: 81-89% Partially Meets: 75-80% Does not Meet: 0-74%	<b>Total N=26 students</b> <ul style="list-style-type: none"> <li>Exceeds: 100% (n=26)</li> <li>Meets: 0% (n=0)</li> <li>Partially meets: 0% (n=0)</li> <li>Does not meet: 0% (n=0)</li> </ul>	Yes

## Appendix C

### Evidence Synthesis and Recommendation Tool Assignment Rubric

	<b>Exceeds Expectations (A, A-)</b> 90 – 100%	<b>Meets Expectations (B+, B, B-)</b> 81-89%	<b>Partially Meets Expectations (C+, C)</b> 75-80%	<b>Does Not Meet Expectations (C-, D, F)</b> 0% - 74%
<b>Strength of Evidence (25%) 0-25 points</b>	Evidence is accurately aggregated by Level and overall quality rating is completed for each level of evidence presented.	Evidence is mostly accurately aggregated by Level and the overall quality rating is completed for each level of evidence presented.	Evidence is not accurately aggregated by level, or the overall quality rating is not completed for each level of evidence presented.	Does not address the requirements of this assignment or did not complete this section of the Tool.
<b>Synthesized Findings (25%) 0-25 points</b>	Key findings that answer the EBP question are comprehensively and succinctly synthesized. There are no spelling or grammar errors.	Key findings that answer the EBP question are synthesized. There are no or minimal spelling or grammar errors that do not interfere with the clarity of the writing.	Key findings that answer the EBP question are not synthesized and/or There are multiple spelling or grammar errors.	Does not address the requirements of this assignment or did not complete this section of the Tool.
<b>Consistency/ Inconsistency of Findings (15%) 0-15 points</b>	Consistency and inconsistency of findings across studies are clearly stated. There are no spelling or grammar errors.	Consistency and inconsistency of findings across studies is addressed. There are minimal spelling and/or grammar errors that do not interfere with the clarity of the writing.	Consistency and inconsistency of findings across studies is not completely addressed. There are spelling and/or grammar errors that interfere with the clarity of the writing.	Does not address the requirements of this assignment or did not complete this section of the Tool.
<b>Best Evidence Recommendations (25%) 0-25 points</b>	Best evidence recommendations are clearly and succinctly stated and provide an answer for the EBP question. There are no spelling or grammar errors.	Best evidence recommendations are stated and provide an answer for the EBP question. There are no or minimal spelling or grammar errors that do not interfere with the clarity of the writing.	Best evidence recommendations are not completely stated. There are spelling and/or grammar errors that interfere with the clarity of the writing.	Does not address the requirements of this assignment or did not complete this section of the Tool.
<b>Statement that Describes Overall Characteristics of the Body of Evidence (10%) 0-10 points</b>	The statement that describes overall characteristics of the body of evidence is accurate identified according to the information provided in the Tool.		The statement that describes overall characteristics of the body of evidence is not accurately identified according to the information in the Tool.	Did not complete this section of the assignment.

## Appendix D

### Evidence-based Project Presentation Rubric

	<b>Exceeds Expectations (A, A-)</b> 90 – 100%	<b>Meets Expectations (B+, B, B-)</b> 81-89%	<b>Partially Meets Expectations (C+, C)</b> 75-80%	<b>Does Not Meet Expectations (C-, D, F)</b> 0% - 74%
<b>Content (25%) 0-25 points</b>	Content thoroughly covers assignment. There are no spelling or grammar errors.	Content partially covers assignment, and/or there are minimal spelling or grammar errors.	Content is inadequate for the assignment and/or spelling or grammar errors cause noticeable distraction	Does not address the requirements of this assignment or did not complete the assignment.
<b>Presentation Flow/Length (20%) 0-20 points</b>	Content follows a logical flow and/or number of slides do not exceed assigned limit	Most of the content follows a logical flow and/or the number of slides exceeds assigned limit	Content does not follow a logical flow and/or the number of slides is insufficient	Does not address the requirements of this assignment or did not complete the assignment.
<b>Slide Creation (20%) 0-20 points</b>	Content on slides is presented concisely and font size is easy to read	Content on slides is not always concise and/or font size is too small	Content is not presented in a consistent manner and/or font size is too small	Does not address the requirements of this assignment or did not complete the assignment.
<b>Presentation (25%) 0-25 points</b>	Students are prepared They speak clearly and maintain eye contact	Students are somewhat prepared. Minimal eye contact and/or speech not always clear	Students do not appear prepared. Read directly from notes and/or speech is not clear	Does not address the requirements of this assignment or did not complete the assignment.
<b>Time (10%) 0-10 points</b>	Presentation is 10 – 15 minutes long	Presentation is 10-14 minutes long or not able to complete in 20 minutes	Presentation is less than 10 minutes	Does not address the requirements of this assignment or did not complete the assignment.

## Appendix E

### Ethical Dilemma Group Paper Rubric

This assignment is worth 25% of the final course grade.

#### Requirements

5-page paper not including the title page and reference pages. Minimum of 3 academic references.

- APA formatting: Title page, margin alignment to left with one-inch margins, double line spacing, page numbers in upper right-hand corner in the header on every page, font style is Times New Roman, size 12. Do not submit in PDF or Pages format.
- All papers must be submitted through Canvas in Word Format Only.

Category	Exceeds Expectations (A, A-). 90 – 100%	Meets Expectations (B+, B, B-). 81-89%	Partially Meets Expectations (C+, C). 75-80%	Does Not Meet Expectations (C-, D, F). 0% - 74%
Describes Background and Purpose of Paper- Includes a Description of Ethical/Legal issue. 15% - <b>89</b>	Clearly and concisely describes background information, states the scenario being presented, role of the nurse and purpose of paper.	Describes background information, states the scenario being presented, role of the nurse and purpose of paper.	Sometimes describes background information, states the scenario being presented, role of the nurse and purpose of paper.	Background information, states the scenario being presented, role of the nurse and purpose of paper sometimes described or missing.
Identifies Key Ethical Principles that Apply to this Situation. 20% - <b>89</b>	Clearly and concisely identifies key ethical principles: Which ones specifically apply to your dilemma and why? Autonomy, nonmaleficence, beneficence, justice, fidelity and/or veracity? How do they align with provisions from the ANA Code of Ethics?	Identifies key ethical principles: Which ones specifically apply to your dilemma and why? Autonomy, nonmaleficence, beneficence, justice, fidelity and/or veracity? How do they align with provisions from the ANA Code of Ethics?	Sometimes identifies key ethical principles: Which ones specifically apply to your dilemma and why? Autonomy, nonmaleficence, beneficence, justice, fidelity and/or veracity? How do they align with provisions from the ANA Code of Ethics?	Key ethical principles are not identified or are missing. Which ones specifically apply to your dilemma and why? Autonomy, nonmaleficence, beneficence, justice, fidelity and/or veracity? How do they align with provisions from the ANA Code of Ethics?
Identifies Legal Risk the Nurse Must Consider in caring for a Patient in this Situation. 20% - <b>89</b>	Clearly and concisely identifies legal risks the nurse must consider caring for a patient in this situation. Clearly and concisely identifies potential violations of patient rights. What are types of potential negligence and legal repercussions could be brought against the nurse?	Identifies legal risks the nurse must consider caring for a patient in this situation. Identifies potential violations of patient rights. What are types of potential negligence and legal repercussions could be brought against the nurse?	Sometimes identifies legal risks the nurse must consider caring for a patient in this situation. Sometimes identifies potential violations of patient rights. Sometimes identifies what types of potential negligence and legal repercussions could be brought against the nurse?	Legal risks the nurse must consider caring for a patient in this situation are not clearly described or are missing. Potential violations of patient rights are missing. Types of potential negligence and legal repercussions could be brought against the nurse are not adequately described or are missing.
Identifies Interprofessional Collaboration that is Needed to Care for a Patient in this Situation. 20% - <b>89</b>	Clearly and concisely identifies interprofessional collaboration that is needed to care for a patient in this situation. What are their specific roles on the team? Be specific.	Identifies interprofessional collaboration that is needed to care for a patient in this situation. What are their specific roles on the team? Be specific.	Sometimes identifies interprofessional collaboration that is needed to care for a patient in this situation. What are their specific roles on the team? Be specific.	Interprofessional collaboration that is needed to care for a patient in this situation is not identified or is missing. What are their specific roles on the team? Be specific.

## Appendix F

### Professional Portfolio Rubric

13 points total/ 13% total grade	Exceeds Expectations (Grade A, A-) 90-100%	Meets Expectations (Grade B, B-) 81-89%	Partially Meets Expectations (Grade C+, C) 75-80%	Does Not Meet Expectations (C-, D, F) 0-74%
<b>Function (2 points)</b>	Audience and purpose of the portfolio are strong and clear.	Audience and purpose are present but could be stronger.	Audience and purpose are less clear, and weak parts remain.	Audience and purpose are not clear.
<b>Form &amp; content (6 points)</b>	<p>Format of the portfolio is clear. Includes all required information below (and other achievements/documentation as available):</p> <ul style="list-style-type: none"> <li>• Your name</li> <li>• Your credentials (BA, BS, etc.)</li> <li>• Contact information</li> <li>• Table of contents</li> <li>• Mission statement</li> <li>• Vision statement</li> <li>• Career map</li> <li>• Resume</li> <li>• Cover letter</li> <li>• Nursing philosophy statement</li> <li>• College Diploma(s)</li> <li>• Writing sample(s)</li> <li>• Other professional achievements/career highlights/personal story/stories/academic achievements and or/community achievements</li> </ul>	<p>Format is mostly clear. Includes most of the required information below (and other achievements/documentation as available):</p> <ul style="list-style-type: none"> <li>• Your name</li> <li>• Your credentials (BA, BS, etc.)</li> <li>• Contact information</li> <li>• Table of contents</li> <li>• Mission statement</li> <li>• Vision statement</li> <li>• Career map</li> <li>• Resume</li> <li>• Cover letter</li> <li>• Nursing philosophy statement</li> <li>• College Diploma(s)</li> <li>• Writing sample(s)</li> <li>• Other professional achievements/career highlights/personal story/stories/academic achievements and/or community achievements</li> </ul>	<p>Format is confusing. There is missing information related to:</p> <ul style="list-style-type: none"> <li>• Your name</li> <li>• Your credentials (BA, BS, etc.)</li> <li>• Contact information</li> <li>• Table of contents</li> <li>• Mission statement</li> <li>• Vision statement</li> <li>• Career map</li> <li>• Resume</li> <li>• Cover letter</li> <li>• Nursing philosophy statement</li> <li>• College Diploma(s)</li> <li>• Writing sample(s)</li> <li>• Other professional achievements/career highlights/personal story/stories/academic achievements and/or community achievements</li> </ul>	<p>Format is hard to see. There is missing information related to:</p> <ul style="list-style-type: none"> <li>• Your name</li> <li>• Your credentials (BA, BS, etc.)</li> <li>• Contact information</li> <li>• Table of contents</li> <li>• Mission statement</li> <li>• Vision statement</li> <li>• Career map</li> <li>• Resume</li> <li>• Cover letter</li> <li>• Nursing philosophy statement</li> <li>• College Diploma(s)</li> <li>• Writing sample(s)</li> <li>• Other professional achievements/career highlights/personal story/stories/academic achievements and/or community achievements</li> </ul>
<b>Effectiveness (3 points)</b>	<p>Portfolio shows a very professional appearance, tone, and style.</p> <p>Visuals are used effectively to enhance the look of the portfolio.</p>	<p>Portfolio shows an appropriate appearance, tone, and style. Some inconsistencies are evident.</p> <p>Visuals are used sometimes to enhance the look of the portfolio.</p>	<p>Portfolio shows a less professional appearance, tone, and style. Several weaknesses need attention or revision.</p> <p>Visuals only occasionally used.</p>	<p>Portfolio does not have a professional appearance, tone, or style. Much revision is needed.</p> <p>Visuals are missing or detract from the look of the portfolio.</p>
<b>Grammar &amp; mechanics (2 points)</b>	<p>Writer follows all guidelines for spelling, grammar, usage, mechanics, etc. Sentences are strong and have a varied structure. Use of Google Sites is always correct.</p>	<p>Writer follows most guidelines, but some sentences are unclear, uneven, or contain errors. Use of Google Sites is mostly correct.</p>	<p>Writer follows some guidelines, but sentences contain multiple errors and are difficult to understand. Use of Google Sites shows some weaknesses.</p>	<p>Writer has difficulty following guidelines; most sentences contain numerous errors and cannot be understood. Google Sites is not used at all.</p>

## Appendix G

### Nursing Outcomes Assessment Plan with Tentative Measures

Semester/Year	Program Outcome #
Fall 2024	4 & 9
Spring/Summer 2025	2 & 5
Fall 2025	2 & 3
Spring/Summer 2026	1 & 6
Fall 2026	7, 8, & 10
Spring/Summer 2027	2 & 5

#### WHY IT WORKS

This assessment plan table provides an effective way of indicating which program outcome will be assessed in future academic semesters and lists the tentative measures that will be used to assess each outcome. This table provides the program with a clear way of tracking the assessment of each outcome so that the program can make sure it is assessing the outcomes in a reasonable time frame.

Program Outcome	Semester/Year					
	Fall 2024	Spring/Summer 2025	Fall 2025	Spring/Summer 2026	Fall 2026	Spring/Summer 2027
<b>PO 1:</b> Integrate, translate, and apply knowledge from nursing and the liberal arts and sciences to inform clinical judgement and professional nursing practice.				NUR 2023 Pathophysiology Pharmacology II (Final Exam)  NUR 3032 Medical Surgical Nursing I (ATI Content Mastery Series Exam)		
<b>PO 2:</b> Implement the nursing process for decision making, to provide holistic person-centered care to individuals, families, and populations.		NUR 3030 Maternity Nursing  NUR 3031 Pediatric Nursing  NUR 3032 Medical Surgical Nursing I  NUR 3033 Psychiatric Mental Health Nursing (ATI Content Mastery Series Exams)	NUR 4040 Leadership in Nursing & Transition to Practice  NUR 4042 Medical Surgical Nursing II (ATI Content Mastery Exams & Comprehensive Predictor Exam)			NUR 2020 Health Assessment (Exam)  NUR 3030 Maternity Nursing  NUR 3031 Pediatric Nursing  NUR 3032 Medical Surgical Nursing I  NUR 3033 Psychiatric Mental Health Nursing (ATI Content Mastery Series Exams)

Program Outcome	Semester/Year					
	Fall 2024	Spring/Summer 2025	Fall 2025	Spring/Summer 2026	Fall 2026	Spring/Summer 2027
<b>PO 3:</b> Plan care through collaborative activities that promotes health equity and improved health outcomes for individuals and populations across the health care continuum.			NUR 4041 Population Health Nursing  (ATI Content Mastery Series Exam & Windshield Survey or Community Education Flyer/Pamphlet)			
<b>PO 4:</b> Participate in scholarly inquiry to identify best evidence for professional nursing practice to promote health equity and improve patient outcomes.	NUR 2012 Nursing Research & Evidence Based Practice  (Evidence Synthesis & Recommendation Tool & EBP Project Presentation)					
<b>PO 5:</b> Demonstrate knowledge and behaviors that are based on quality improvement principles and standards to promote a culture of safety.		NUR 2024 Foundations of Nursing Practice  (Final Exam & ATI Content Mastery Series Exam)				NUR 2024 Foundations of Nursing Practice  (Final Exam & ATI Content Mastery Series Exam)
<b>PO 6:</b> Collaborate with members of the interprofessional team with an understanding of team dynamics, respect, and the unique contribution of each member to deliver person-centered care and improve healthcare outcomes.				NUR 3030 Maternity Nursing  NUR 3031 Pediatric Nursing  NUR 3032 Medical Surgical Nursing I NUR 3033 Psychiatric Mental Health Nursing (Clinical Evaluations)		
<b>PO 7:</b> Demonstrate an understanding of the relationship between internal and external system					NUR 4040 Leadership in Nursing &	

Program Outcome	Semester/Year					
	Fall 2024	Spring/Summer 2025	Fall 2025	Spring/Summer 2026	Fall 2026	Spring/Summer 2027
processes such as healthcare, financial, regulatory policies, and metrics that influence the coordination and delivery of safe, equitable care to diverse populations.					Transition to Practice  (Final Exam & Clinical Journal Assignment)	
<b>PO 8:</b> Use information technology to generate and support evidence-based practice and clinical decision-making to improve health outcomes and equitable access for patients, families, and populations.					NUR 2011 Nursing Informatics  (Exam & Prezi Presentation)	
<b>PO 9:</b> Demonstrate professionalism and accountability by developing a professional identity that reflects nursing's characteristics and values.	NUR 2010 Introduction to Professional Nursing  (Ethical Dilemma Paper & Portfolio)					
<b>PO 10:</b> Engage in activities and self-reflection that demonstrate a commitment to lifelong learning and personal, professional, and leadership development.					NUR 2010 Introduction to Professional Nursing (Portfolio)  NUR 4040 Leadership in Nursing & Transition to Practice (Clinical Evaluation)	