**EAST STROUDSBURG UNIVERSITY**  
**NURSING PROGRAM OUTCOMES AND COMPETENCIES**  
**STUDENT LEARNING METHODS OF EVALUATION**  
2018-2020

*Timeline for Assessments: Bi-Annually Dec/May

<table>
<thead>
<tr>
<th>Nursing Program Outcome</th>
<th>University Student Outcome</th>
<th>Sophomore Level Outcomes</th>
<th>Junior Level Outcomes</th>
<th>Senior Level Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function within the multiple roles of the professional nurse in a global society to promote human flourishing.*</td>
<td>Goal 1: Demonstrate an understanding of their role as citizens of a diverse, global society.</td>
<td>Students will be able to: 1. Identify the focus and scope of professional nursing. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 2. Discuss the relevance of some of the principles of systems theory to the practice of professional nursing. (Provider of Care) 3. Identify the assumptions and consequences of the worldview known as systems theory. 4. Identify the goals and purpose of the nursing profession and qualities demanded of the professional nurse. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 5. Define the concepts of global health and seek learning opportunities with patients who represent all aspects of human diversity.</td>
<td>Students will be able to: 1. Integrate the concepts of global health initiatives and systems theory throughout the continuum of health to clients in acute and community settings. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 2. Discuss models of health delivery systems in relationship to economics, politics, cultural, and global influences. 3. Use concepts of systems theory to explore the influences of nursing research in the health care system. (Researcher) 4. Identify the roles and responsibility of the beginning professional nurse in providing care, assisting in research, teaching, and leadership. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 5. Share the responsibility for the restoration and maintenance of optimum health of the individual with other members of the health care team.</td>
<td>Students will be able to: 1. Evaluate the role and image of the professional nurse in relation to the changing health care system. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 2. Practice within the role of the graduate professional nurse in the global health care community. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 3. Establish long and short term goals to continue personal and professional development as a professional nurse in a global society. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 4. Accept accountability and responsibility for continual development as a safe professional nurse. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 5. Provide patient-centered care with sensitivity and respect for the diversity human experience while upholding professional standards of moral, ethical, and legal conduct in all health care settings. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</td>
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*The NLN defines human flourishing as the uniqueness, dignity, diversity, freedom, happiness, and holistic health well being of the individual within the larger family, community, and population. The goal of human flourishing is to achieve self-actualization and fulfillment. Students will be able to use concepts of systems theory to explore the influences of nursing research in healthcare systems.
citizens as a global community and an understanding of global interconnectedness.

6. Describe the development of nursing in relationship to changing health needs of society.

7. Integrate understanding dimensions of patient centered care: patient/family/community preferences, values coordination and integration of care information, communication and education, physical comfort and emotional support involvement of family and friends’ transition and continuity. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)

Student Learning Methods of Evaluation:
Assessment Technologies Institute (ATI) standardized testing series. Students meeting proficiency level three on the following ATI tests:
1. Achieve
2. Nurse Logic
3. Fundamentals of Nursing
4. Self-Assessment Inventory
5. Nursing Care of Children
6. Nutrition
7. Critical Thinking Quest for Success
8. Critical Thinking Entrance Exam

Manager) 6. Incorporates systems theory knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capacities. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)

Student Learning Methods of Evaluation:
Students meeting proficiency level three on the following ATI standardized tests:
1. Pharmacology
2. Nurse Touch – The Leader
3. Community Health Nursing
4. Nursing Care for Medical-Surgical
5. Learning Systems: Older Adult
6. Leadership and Management
7. Comprehensive NCLEX Predicator Exams
8. Critical Thinking Exit Exam
9. Virtual ATI
10. RN Learning Systems

Writing Samples
Senior level clinical journals, Care Plans and Concept Maps graded on a rubric.

Case Studies: Standardized and instructor developed. “Think-aloud” exercises.

Course Exams: instructor designed multiple choice/essay tests.

Class presentations- graded on a rubric.

Course Grades – Students achieving a minimal course grade of “C” to pass course. Class 2020- Students achieving a minimal course grade of “B” pass course
<table>
<thead>
<tr>
<th>Writing Samples</th>
<th>Course Grades – Students achieving a minimal course grade of “C” to pass course. Class 2020- Students achieving a minimal course grade of “B” pass course.</th>
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<tbody>
<tr>
<td>Sophomore level clinical journals, Care Plans and Concept Maps graded on a rubric.</td>
<td>Course Evaluations- 80% of students will rate sophomore level courses as satisfactory. Clinical Performance Evaluation- meeting course objectives satisfactory based on faculty observation and weekly written feedback.</td>
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<tr>
<td></td>
<td>Nursing Care Clinical Simulations- Students passing based on performance rubric.</td>
</tr>
<tr>
<td>Course Exams: instructor designed multiple choice/essay tests.</td>
<td>NURS 427 Leadership and Management Clinical: Students complete program course evaluated by faculty and professional nurse preceptor.</td>
</tr>
<tr>
<td>Class presentations- graded on a rubric.</td>
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</tr>
<tr>
<td>Course Grades – Students achieving a minimal course grade of “C” to pass course. Class 2020- Students achieving a minimal course grade of “B” pass course.</td>
<td>Course Evaluations- 80% of students will rate junior level courses as satisfactory. Clinical Performance Evaluation- meeting course objectives satisfactory based on faculty observation and weekly written feedback.</td>
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<tr>
<td>Directed General Education Course- SOC 102 Introduction to Cultural Diversity with a grade of “C” or better. Class of 2020- passing the course with a grade of “B” or better.</td>
<td>Nursing Care Clinical Simulations- Students passing based on performance rubric.</td>
</tr>
<tr>
<td>Course Evaluations- 80% of students will rate junior level courses as satisfactory.</td>
<td>NURS 310 Introduction to Evidence – Based Nursing Practice Course Project- Students passing research application to practice project based on rubric.</td>
</tr>
<tr>
<td>Class of 2020- Students achieving a minimal course grade of “B” pass course.</td>
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<tr>
<td>Nursing Program Outcome</td>
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<tr>
<td>2. Demonstrate effectiveness verbal and non-verbal, written, and technological mediated communication and teaching skills in the delivery and documentation of safe effective nursing care.</td>
<td>Goal 3. Communicate orally in writing and through other formats.</td>
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<td>Goal 4. Demonstrate information literacy and technological skills,</td>
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<td>• Acquire relevant information from a variety of resources through reading comprehension and accurate application of concepts.</td>
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<td>• Use oral and written forms of communication to demonstrate the ability to engage in higher order thinking skills such as evaluation, synthesis and critique.</td>
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<td>• Engage in effective communication through various formats such as</td>
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in-person, written, spoken, aesthetic, kinesthetic, and technology based methods.

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<th>6. Demonstrate the ability to clearly and accurately convey information to selected members of the health care team. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</th>
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<tr>
<td>7. Appreciate shared decision making with empowered patients and families, even conflicts occur. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</td>
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Student Learning Methods of Evaluation:
Assessment Technologies Institute (ATI) standardized testing series. Students meeting proficiency level three on the following ATI tests:
1. Communication Skill modules
2. Nurse Touch - The Leader
3. Community Health Nursing
4. Nursing Care for Medical-Surgical
5. Learning Systems: Older Adult
6. Leadership and Management
7. Critical Thinking Exit Exam
8. RN NCLEX Predicator Exams
9. Pharmacology
10. Virtual ATI

Writing Samples
Senior level clinical journals, Care Plans, Process Recordings and Concept Maps graded on a rubric.

Case Studies: Standardized and instructor developed. “Think-aloud” exercises.

Course Exams: instructor designed multiple choice/essay tests.

Course Grades – Students achieving a minimal course grade of “C” to pass course. Class of 2020 grade of “B” to pass course.
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<th>Process Recordings and Concept Maps graded on a rubric.</th>
<th>Class presentations- graded on a rubric.</th>
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<td>NURS 222-Pediatric teaching Project</td>
<td>Course Grades – Students achieving a minimal course grade of “C” to pass course. Class of 2020 grade of “B” to pass course.</td>
</tr>
<tr>
<td>NURS 211/212 Health Assessment for Nurses: Students passing the course project on interviewing and conducting a complete health history graded using a rubric.</td>
<td>Course Evaluations- 80% of students will rate junior level courses as satisfactory.</td>
</tr>
<tr>
<td>Case Studies: Standardized and instructor developed. “Think aloud” exercises.</td>
<td>Clinical Performance Evaluation- meeting course objectives satisfactory based on faculty observation and weekly written feedback.</td>
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<tr>
<td>Course Exams: instructor designed multiple choice/essay tests.</td>
<td>Nursing Care Clinical Simulations- Students passing based on performance rubric.</td>
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<td>Course Grades – Students achieving a minimal course grade of “C” to pass course. Class of 2020 grade of “B” to pass course</td>
<td>NURS 420 Synthesis of Nursing Knowledge Capstone Project: Students passing capstone project based on rubric.</td>
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<td>Directed General Education Courses-</td>
<td>NURS 427 Leadership and Management Clinical – Students passing end of program course evaluated by faculty and professional nurse preceptor.</td>
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<td>CMST 111: Speech Communication and ENG 103 English Composition with a grade of “C” or better Class of 2020 grade of “B” or better.</td>
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students will rate sophomore level courses as satisfactory.

**Clinical Performance Evaluation** - meeting course objectives satisfactory based on faculty observation and weekly written feedback.

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</table>
| 3. Utilize critical thinking skills as the foundation for clinical problem-solving and clinical reasoning that include assessment, analysis, planning, implementation, and evaluation. | **Goal 2:** Utilize critical thinking skills  
- Accurately identify a problem or issue  
- Gather information for addressing a problem or an issue  
- Analyze the information that has been gathered for addressing a problem or an issue  
- Clearly communicate resulting conclusions | 1. Discuss the relevance of concepts derived from humanities, biological, physical, and social sciences to the practice of nursing. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)  
2. Analyze the relationship of critical thinking and clinical judgement to the practice of nursing. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)  
3. Describe the development of nursing knowledge and practice from late 19th century through the 21st century.  
4. Describe the components of the nursing process. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) | 1. Apply the theories and concepts derived from nursing, humanities, biological, physical, and social sciences to the care of clients throughout the life continuum. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)  
2. Examine the differences and similarities among the nursing process, clinical judgement, the research process and the leadership process in nursing. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)  
3. Integrate evidence from clinical practice and analyze the systematic thinking process as applied to clinical decisions/judgement about patient care(P) (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)  
4. Demonstrate utilization of the nursing | 1. Synthesize knowledge from nursing and liberal education to provide rationale for professional nursing practice with diverse populations. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)  
2. Evaluate skill in assessing client’s level of functioning, stating nursing diagnoses, planning objectives, implementing interventions and evaluating nursing care of clients and their families. (Provider of Care, Educator, Advocate, Leader)  
3. Apply and integrate concepts derived from systems theory and the natural and social sciences including physical, cultural, psychosocial, political, economic and spiritual factors to the nursing care of clients and their families. (Provider of Care)  
4. Demonstrate critical thinking by examining assumptions, implications, consequences of one’s thinking and the use of the nursing process in the care of clients and their families. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)  
5. Integrate evidence, clinical judgment, intraprofessional perspectives and patient preferences in the provision and evaluation of care. (Provider of Care) |
5. Describe nursing practice based on evidence to include the components of research evidence, clinical expertise and patient/family values. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)

6. Apply the essential components of clinical competence in the provision of basic patient-centered care. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)

Student Learning Methods of Evaluation:
Assessment Technologies Institute (ATI) standardized testing series. Students meeting proficiency level three on the following ATI tests:
1. Achieve
2. Nurse Logic
3. Fundamentals of Nursing
4. Self-Assessment Inventory
5. Nursing Care of Children
6. Critical Thinking Entrance Exam
7. Critical Thinking Quest for Success
Writing Samples

process to assist client/individuals in meeting basic human needs. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)

5. Apply knowledge from prerequisite and co-requisite nursing courses as a foundation for promoting health and self-care with selected clients and families. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)

6. Use current evidence to provide rationale for nursing interventions and to manage the care of patients across the lifespan in selected settings. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)

6. Independently identify clinical problems, evaluate best evidence and develop appropriate nursing interventions to achieve good patient outcomes. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)

7. Assume responsibility for maintaining clinical competence in all patient care settings. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)

Student Learning Methods of Evaluation:
Students meeting proficiency level three on the following ATI standardized tests:
1. Critical Thinking Quest for Success
2. Nurse Touch- The Leader
3. Community Health Nursing
4. Nursing Care for Medical-Surgical
5. Learning Systems: Older Adult
6. Leadership and Management
7. Critical Thinking Exit Exam
8. RN NCLEX Predicator Exams
9. Pharmacology
10. Virtual ATI

Writing Samples
Senior level clinical journals, Care Plans, Process Recordings and Concept Maps graded on a rubric.

Case Studies: Standardized and instructor developed. "Think-aloud" exercises.
Sophomore level clinical journals, Care Plans, Process Recordings and Concept Maps graded on a rubric.

Case Studies: Standardized and instructor developed. “Think-aloud” exercises.

Course Exams: instructor designed multiple choice/essay tests.

Class presentations- graded on a rubric.

Course Grades – Students achieving a minimal course grade of “C” to pass course. Class of 2020 grade of “B” to pass.

Student Course Evaluations- 80% of students will rate sophomore level courses as satisfactory.

Clinical Performance Evaluation- meeting course objectives satisfactory based on faculty observation and weekly written feedback.

4. Nursing Care for Maternal-Newborn
5. RN Learning Systems
6. Critical thinking Quest for Success

Writing Samples
Junior level clinical journals, Care Plans, Process Recordings, and Concept Maps graded on a rubric.

Case Studies: Standardized and instructor developed. “Think-aloud” exercises.

Course Exams: instructor designed multiple choice/essay tests.

Class presentations- graded on a rubric.

Course Grades – Students achieving a minimal course grade of “C” to pass course. Class of 2020 grade of “B” to pass.

Student Course Evaluations- 80% of students will rate junior level courses as satisfactory.

Clinical Performance Evaluation- meeting course objectives satisfactory based on faculty observation and weekly written feedback.

Nursing Care Clinical Simulations- Students passing based on performance rubric.

NURS 420 Synthesis of Nursing Knowledge
Capstone Course and Project: Students passing capstone project based on rubric.

NURS 427 Leadership and Management Clinical – Students passing end of program course evaluated by faculty and professional nurse preceptor.
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</table>
| 4. Exhibit accountability in the provision of nursing care which reflects the core values of the profession including caring, altruism, autonomy, diversity, excellence, integrity, ethics, holism, social justice, and patient – centeredness. | ESU mission statement in part: East Stroudsburg University of Pennsylvania will provide: 1. Challenging and contemporary undergraduate and graduate curricula that engages and equips student to critically appraise and apply knowledge in their lives and chosen fields of study. 2. A scholarly community that promotes diversity and views teaching as the university’s priority focus. 3. Varied opportunities for student and faculty research, creative endeavors, and involvement in public service. 4. Leadership and | 1. Discuss the relevance of concepts derived from humanities, biological, physical, and social sciences to the practice of nursing. (Provider of Care) 2. Identify the influence of personal and societal attitudes, values, and expectations of care of patients and their families. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 3. Identify the ethical and legal mandates of the nursing profession. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 4. Discuss nursing leadership roles in the changing health care system. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 5. Examine how the core values of the profession provide the basis for professional nursing practice. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) | 1. Recognize personal attitudes and beliefs about aging, cultural diversity, religion, and race. (Provider of Care, Advocate, Leader) 2. Demonstrate self-direction growing in recognition and exhibiting moral and ethical behaviors related to professional nursing care of clients throughout the life continuum. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 3. Describe legal, ethical, moral and cultural issues in health care related to clients throughout the life continuum. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 4. Apply safe and competent implementation of psychomotor skills. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 5. Evaluate the changing leadership roles of nursing in the development of methods for health care delivery to middle aged and the aging adult. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) | 1. Demonstrate leadership by participating as a member of a health team and as a delegate of care in a collaborative relationship to promote health, prevent illness, and rehabilitate clients and their families. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 2. Articulate the values of pursuing practice excellence, lifelong learning and professional development. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 3. Exhibit professional standards, and moral and ethical behaviors related to the professional nursing care of clients throughout the continuum of care. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 4. Advocate for safe and quality health care for patients, families and communities. (Advocate) 5. Practice as a professional nurse by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 6. Demonstrate self-acceptance, and self-nurturing behaviors in relationship to therapeutic use of self within interactions with clients. (Provider of Care) (Provider of Care, Educator, Advocate, Researcher, Leader, Manager) 7. Expresses one’s identity as a nurse through actions that reflect integrity, a commitment to evidence-based practice, caring, advocacy, and safe, quality care for...
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<tr>
<th>Service in the educational, cultural, and economic development of the region.</th>
<th>6. Clarify roles and accountabilities under conditions of potential overlap in team member functioning. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</th>
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<td><strong>Writing Samples</strong> Sophomore level clinical journals, Care Plans, Process Recordings and Concept Maps graded on a rubric.</td>
<td><strong>Writing Samples</strong> Junior level clinical journals, Care Plans, Process Recordings, and Concept Maps graded on a rubric.</td>
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<td><strong>Case Studies:</strong> Standardized and instructor developed. “Think-aloud” exercises.</td>
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<td><strong>Case Studies:</strong> Standardized and instructor designed multiple choice/essay tests.</td>
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<td><strong>Course Exams:</strong> instructor designed multiple choice/essay tests.</td>
<td><strong>Class presentations:</strong> graded on a rubric.</td>
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<td><strong>Course Exams:</strong> instructor designed multiple choice/essay tests.</td>
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designed multiple choice/essay tests.

**Class presentations** - graded on a rubric.

**Course Grades** – Students achieving a minimal course grade of “C” to pass course. Class of 2020, a grade of “B” to pass.

**Student Course Evaluations** - 80% of students will rate sophomore level courses as satisfactory.

**Clinical Performance Evaluation** - meeting course objectives satisfactory based on faculty observation and weekly written feedback.

**Nursing Care Clinical Simulations** - Students passing based on performance rubric.

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<td>5. In keeping with the spirit of inquiry and self-discovery, evaluate the effectiveness of evidence-based practice through the integration of technology</td>
<td><strong>Goal 4.</strong> Demonstrate information literacy and technological skills, ● Recognize, define, articulate and</td>
<td>1. Describe the relationship of theory and research to the provision of quality nursing care. <em>(Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</em></td>
<td>1. Evaluate how the strength and relevance of available evidence influences the choice of interventions in provision of patient-centered care. <em>(Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</em></td>
<td>1. Examine client focused practice problems in the clinical areas that can be a basis for research inquiry. <em>(Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</em></td>
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<td>2. Integrate current evidenced based best practice</td>
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and health literacy to facilitate the acquisition of knowledge needed to promote optimum outcomes.

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<tr>
<th>2. Identify the elements that comprise evidence-based practice and its importance to the provision of nursing care. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</th>
<th>2. Articulate the contributions of nursing research to nursing theory and practice. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</th>
<th>3. Examine the role of the baccalaureate nurse as an evolving scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</th>
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<tr>
<td>3. Describe how empirical evidence is derived from the research process. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</td>
<td>3. Critically read, critique, and evaluate research literature relevant and applicable to the provision of patient care. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</td>
<td>4. Independently identify clinical problems, evaluate best evidence and develop appropriate nursing interventions to achieve good patient outcomes. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</td>
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<tr>
<td>4. Identify system barriers and facilitators of effective team functioning. Examine strategies for improving systems to support team functioning. (Provider of Care, Advocate, Researcher)</td>
<td>4. Identify questions that emerge from care of clients that have a research potential. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</td>
<td>5. Evaluate the effectiveness of standards of care in achieving positive patient outcomes. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</td>
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<td>5. Describe nursing practice based on evidence to include the components of the research process, clinical expertise, and patient/family values. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</td>
<td>5. Integrate evidence from clinical practice and current research into patient care. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</td>
<td>6. Participate in quality improvement programs as a member of the health care team. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</td>
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<td>6. Demonstrate effective use of technology and standardized practices that support safety and quality. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</td>
<td>6. Demonstrate effective use of technology and standardized practices that support safety and quality. (Provider of Care, Educator, Advocate, Researcher, Leader, Manager)</td>
<td>Student Learning Methods of Evaluation: Students meeting proficiency level three on the following ATI standardized tests: 1 Critical Thinking Quest for Success 2. Nurse Touch- The Leader 3. Community Health Nursing 4. Nursing Care for Medical-Surgical 5. Learning Systems: Older Adult</td>
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Student Learning Methods of Evaluation:
Assessment Technologies Institute (ATI)
**Student Learning Methods of Evaluation:**
Assessment Technologies Institute (ATI) standardized testing series. Students meeting proficiency level three on the following ATI tests:
1. Achieve
2. Nurse Logic
3. Fundamentals of Nursing
4. Self-Assessment Inventory
5. Nursing Care of Children
6. Critical Thinking Entrance Exam
7. Critical Thinking Quest for Success

**Writing Samples**
Sophomore level clinical journals, Care Plans, Process Recordings and Concept Maps graded on a rubric.

**Case Studies:** Standardized and instructor developed. “Think-aloud” exercises.

**Course Exams:** Instructor designed multiple choice/essay tests.

**Class presentations**- graded on a rubric.

**Course Grades** – Students achieving a minimal course grade of “C” to pass course.

**Clinical Performance Evaluation**- meeting course objectives satisfactory based on faculty observation and weekly written feedback.

**NURS 420 Synthesis of Nursing Knowledge Capstone Course and Project:** Students passing capstone project based on grading rubric.

**NURS 427 Leadership and Management Clinical** – Students passing end of program course evaluated by
achieving a minimal course grade of “C” to pass course. Class of 2020 course grade of “B” to pass.

**Course Evaluations** - 80% of students will rate sophomore level courses as satisfactory.

**Clinical Performance Evaluation** - meeting course objectives satisfactory based on faculty observation and weekly written feedback.

**Nursing Care Clinical Simulations** - Students passing based on performance rubric.

**NURS 310 Introduction to Evidence Based Nursing Practice Course Project** - Students passing research application to practice project based on rubric.

 faculty and professional nurse preceptor.