

**Report of Student Learning and Achievement
Concordia University Irvine
School of Health and Human Sciences – Nursing: ABSN Program**

For Academic Year:	2024-2025
---------------------------	-----------

School of Health and Human Sciences Mission
--

Nursing: ABSN Program Purpose

Guided by the Great Commission of Jesus Christ and as a Lutheran liberal arts institution, **the School of Health and Human Sciences (SHHS)** is committed to preparing students to become servant leaders and societal agents of change.

The Nursing Program is committed to educating a culturally and academically diverse student population to become competent, compassionate, and holistic nursing professionals who uphold Christian values in their service to individuals, families, and communities.

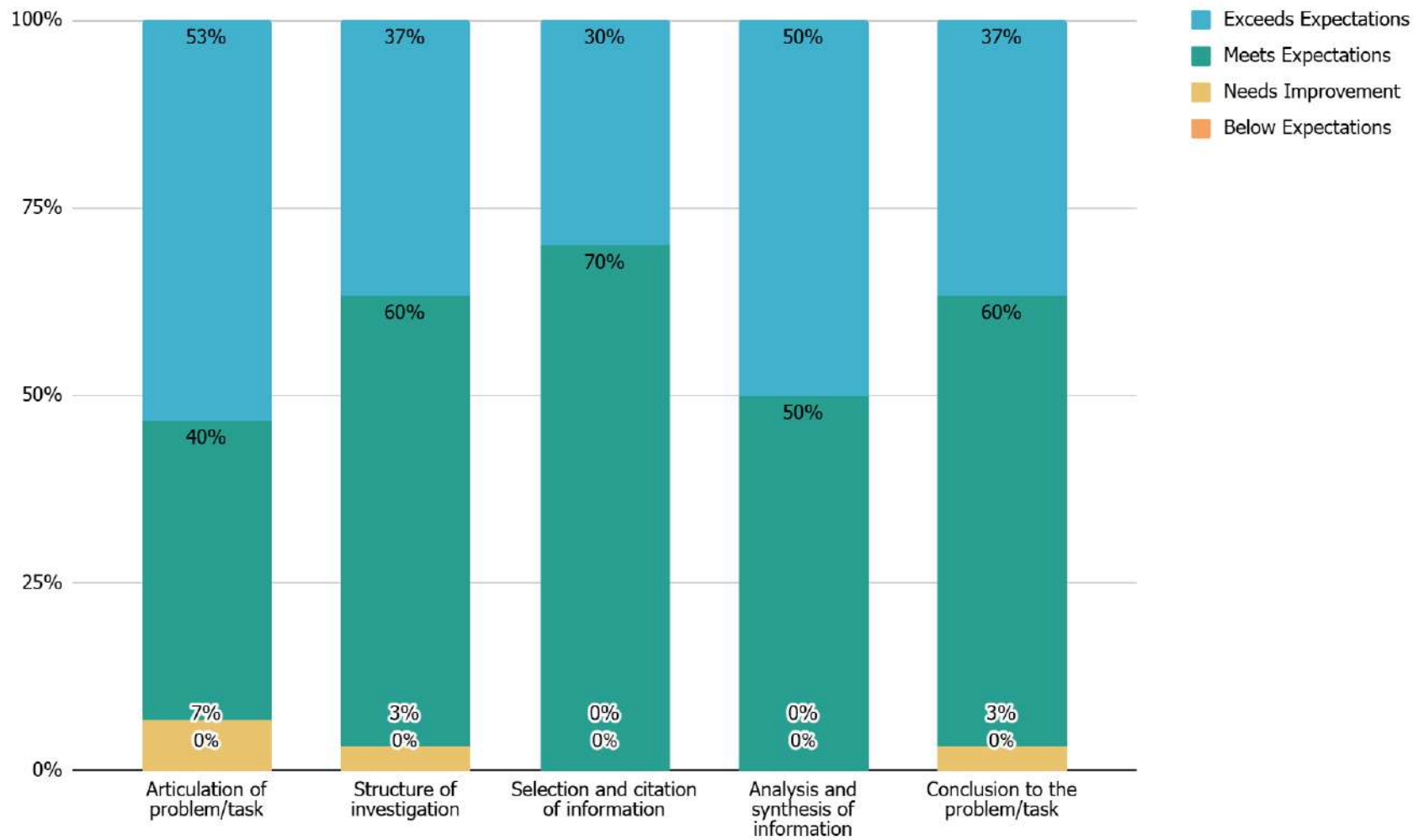
Program Learning Outcomes (PLOs)

- | |
|--|
| 1. Apply clinical judgment in developing compassionate, culturally-sensitive care, integrating patients' and family's preferences, values, and needs. |
| 2. Function effectively as a member of the interprofessional healthcare team in providing safe patient care. |
| 3. Integrate best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care. |
| 4. Utilize evidence-based information and technology skills that are essential for nursing practice, healthcare education and professional nursing issues that impact patients, the profession, and communities. |
| 5. Analyze quality improvement data from the implementation of safe, quality patient care including wellness and prevention strategies. |
| 6. Provide high quality health care while minimizing safety risks and environmental hazards in healthcare settings. |
| 7. Utilize leadership, management, delegation, and priority-setting skills to support quality patient-centered care. |
| 8. Integrate professional standards of practice, professional values, regulatory guidelines, and institutional policies that direct quality patient-centered care and the practice of nursing. |

9. Apply human caring processes guided by Christian principles and ethics to enhance healthcare encounters for self, colleagues, patients, families, and communities.
10. Clearly articulate nursing-related content in written and oral form to the interprofessional team, instructors, patients, families, and communities.

Program Assessment Overview Aligns with ULO: Systematic Inquiry			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
PLO 3 - Integrate best current evidence-based information and technology skills that are essential for nursing practice, healthcare education and professional nursing issues that impact patients, the profession, and communities PLO 5 - Analyze quality improvement data for the implementation of safe, quality patient care including wellness and prevention strategies	NUSA 405 - Evidence Based Practice (EBP) Project	85% of the signature assignments will meet or exceed expectations.	Percentage of students who met or exceed expectations: Articulation - 93% Structure - 97% Selection - 100% Analysis - 100% Conclusion - 97%

Program Assessment Results



Summary of Program Assessment Findings

The expected standard set by the Department of Nursing was 85% of students receive a meet expectations or exceed expectations on the rubric's criteria. The results as seen in Appendix D show 93% of the students exceeded or met expectations on Criterion 1, 97% on Criterion 2, 100% on Criterion 3, 100% on Criteria 4 and 97% on Criterion 5. They also demonstrated that 93% met or exceeded expectations for PLO #3 and 97% for PLO#5.

The 85% minimum standard was met for all systematic inquiry criteria as well as for PLO 3 & PLO 5. The students demonstrated consistently meeting the criteria of articulating a problem, structuring an investigation, citing information, and forming a conclusion. Additionally they demonstrated proficiency in integrating best current evidence-based information and technology skills and analyzing quality improvement data for the implementation of safe, quality care.

The assessment of the EBP project assignment indicated that they were most consistent with selecting, citing, analyzing, and synthesizing information with this assignment. They were also highly capable of structuring the investigation and making conclusions. Articulating the problem was the lowest scoring, but still well above the benchmark threshold. We did note that there were some isolated incidents where the students demonstrated a "need for improvement" in the articulation of the problem, structure of investigation, and conclusion sections, but were too infrequent to bring down the overall student outcome score.

Summary of Achievement Outcomes Aligns with ULO: Systematic Inquiry

2024-2025 PLO Assessed	Student Evidence: Evidence Based Practice Project	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Articulation of Problem / Task	Met	
Structure of Investigation	Met	
Selection and Citation of Information	Met	
Analysis and Synthesis of Information	Met	
Conclusion to the Problem / Task	Met	

Program Proposed Course of Action for Improvement in Learning Outcomes

The results of this assessment prompted the course instructor to evaluate her method of assessment of assignments according to the criteria written in the syllabus. It was suggested that since she inherited the rubrics from an instructor who previously taught the class, that she may want to take more ownership of the intent behind each of the grading criteria and consider rewording some of it so that she is more inclined to associate point allocations to specific aspects of the rubric criteria.

The Outcomes Coordinator and Research course lead instructor will work together to review a more systematic way to evaluate assignment criteria to ensure consistency.