

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

For Academic Year:	2025-2026
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School of Health and Human Sciences Mission
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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)

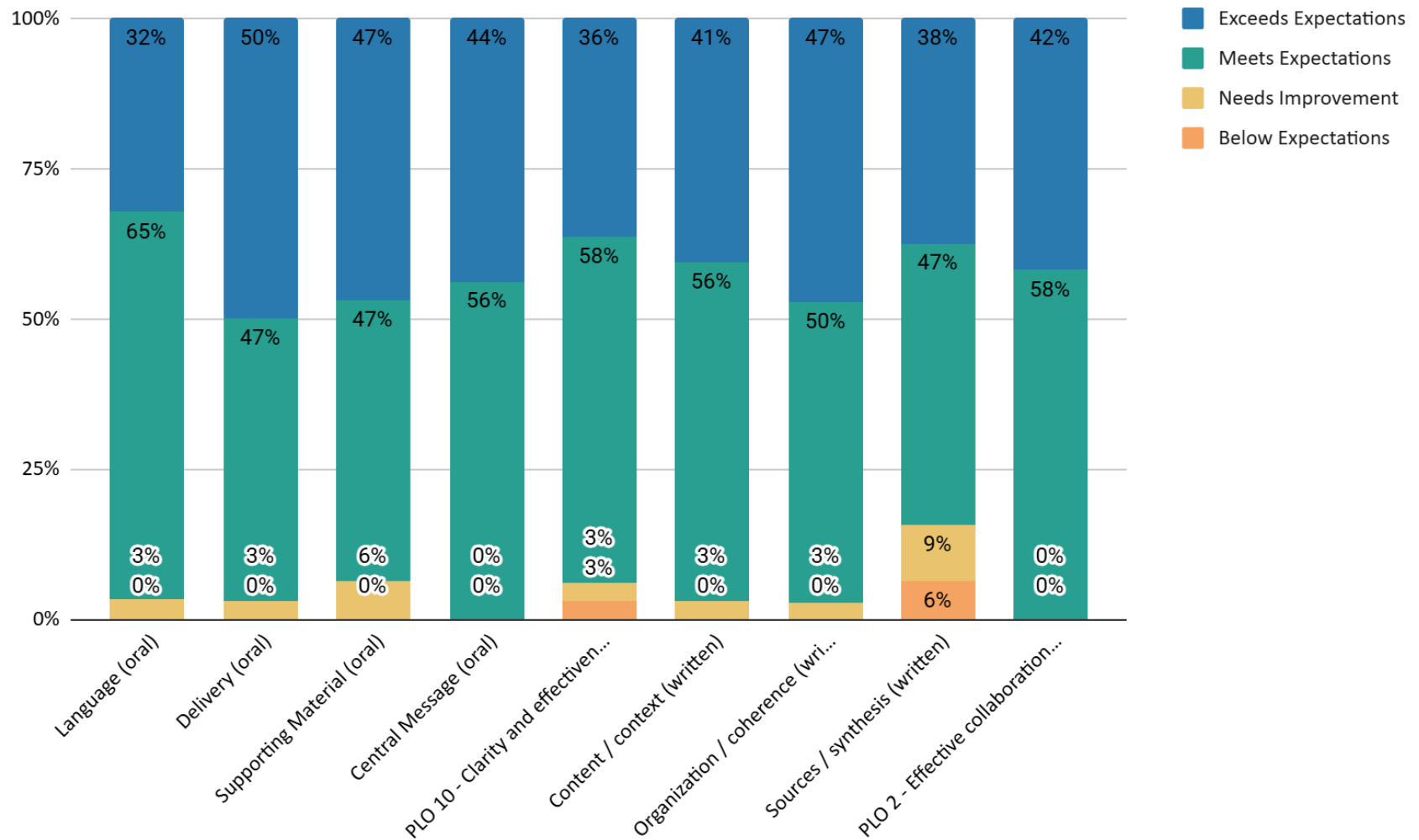
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| 1. Apply clinical judgment in developing compassionate, culturally-sensitive care, integrating patients' and family's preferences, values, and needs. |
| 2. Function effectively as a member of the interprofessional healthcare team in providing safe 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 for 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 inter-professional team, instructors, patients, families, and communities.

Program Assessment Overview Aligns with ULO: Written Communication / Oral Communication			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
ULO -WC; Students compose focused and coherent written content; organize and logically develop their ideas; find, analyze and integrate appropriate sources; and demonstrate facility in discipline or genre-specific conventions of writing	NUSA 494 - lesson plan	85% of the signature assignments will meet or exceed expectations	Written Communication Percentage of students who met or exceed expectations: Content / Context - 97% Organization / Coherence - 97% Sources / Synthesis - 84%
ULO - OC; Students make verbal presentations in which they articulate a central message, organize main ideas, integrate appropriate supporting information, employ language appropriate for the topic and audience, and utilize delivery techniques that enhance the presentation.	NUSA 494 - lesson plan	85% of the signature assignments will meet or exceed expectations	Oral Communication Percentage of students who met or exceed expectations: Language - 97% Delivery - 97% Supporting Material - 94% Central Message - 100%

#10 Demonstrate clarity and effectiveness in communicating nursing-related content	NUSA 494 - lesson plan	85% of the signature assignments will meet or exceed expectations	Percentage of students who met or exceed expectations: 94%
#2 Effectively collaborate in the interprofessional healthcare team for safe patient care	NUSA 494 - lesson plan	85% of the signature assignments will meet or exceed expectations	Percentage of students who met or exceed expectations: 100%

Program Assessment Results



Summary of Program Assessment Findings

ULO - Oral Communication

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 E show 97% of the students exceeded or met expectations on Criterion 1, 97% on Criterion 2, 94% on Criterion 3, and 100% on Criteria 4. They also demonstrated that 94% met or exceeded expectations for the correlated PLO #10.

The 85% minimum standard was met for all oral communication criteria as well as for PLO 10. The students demonstrated consistently meeting the criteria of using effective language, delivery, supporting material, and central messaging in their oral communication. Additionally they demonstrated proficiency in communicating nursing-related content effectively.

The assessment of the oral presentation indicated that in general students were proficient in delivering health care topics with age-appropriate language choice, delivery technique, supportive information references, and focused central message clarity.

In some instances, students could benefit from tips on classroom management, bringing divergent questions back on topic, or utilizing more interactive teaching strategies. However, these suggestions are more appropriate goals for primary/secondary education majors and not as much of a priority for nursing student objectives.

ULO - Written Communication

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 E show 94% of the students exceeded or met expectations on Criterion 1, 97% on Criterion 2, 97% on Criterion 3, and 84% on Criteria 4. They also demonstrated that 100% met or exceeded expectations for the correlated PLO #10.

The 85% minimum standard was met for most of the written communication criteria as well as for PLO 2. The students demonstrated appropriate understanding of audience, purpose, and genre as they developed lesson plans that were organized and logically developed. However there was inconsistency in incorporating and reporting source material citations which scored just shy of the 85% goal with 84%. They demonstrated strong teamwork, communication, and collaboration within the interprofessional healthcare team, actively planning safe patient care education in the community.

The assessment of the written communication indicated that students were proficient in planning for discipline-appropriate strategies by making insightful connections to their target teaching population. Some of them failed to include citations of their reference material on their written lesson plans. However, they did seem to remember to cite their references in their oral presentations despite their omissions on their written lesson plan. This negligence may be due the the emphasis placed on this assignment primarily being an oral presentation with less weight attributed to the prep-work completed prior to the active teaching activity.

There needs to be a reiteration for the need to cite references in all forms of content delivery. Even though this assignment was emphasized as an oral teaching event, there needs to be a reminder that the written aspect of lesson planning requires equal attention to citing source materials. It is very likely that added directions to include references should be sufficient to remedy this deficiency.

Summary of Achievement Outcomes Aligns with ULO: Written Communication / Oral Communication		
2025-2026 PLO Assessed: Written Communication	Student Evidence: NUSA 494 - Lesson Plan	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Content / Context	Met	
Organization / Coherence	Met	
Sources / Synthesis	Not Met	
PLO 2: Effectively collaborate in the interprofessional healthcare team for safe patient care	Met	
2025-2026 PLO Assessed: Oral Communication	Student Evidence: NUSA 494 - Lesson Plan	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Language	Met	
Delivery	Met	
Supporting Material	Met	
Central Message	Met	
PLO 10 Demonstrate clarity and effectiveness in communicating nursing-related content	Met	

Program Proposed Course of Action for Improvement in Learning Outcomes

The results of this assessment prompted the course instructor to adjust the directions given for this assignment to explicitly request citations in both written and oral portions of the assignment. The Outcomes Coordinator and Community Health Clinical course lead instructor will work together to include verbiage in the directions to cite resources appropriately in all submitted portions of the assignment.