Program/Unit: CSU Undergraduate Nursing Programs
Department/College/Division: CSU School of Nursing
Report prepared and submitted by: Dr. Bimpe Adedipe, Program Director
Chair of Department: **Corinne Wheeler Associate Dean**
Date: 6/28/2021

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1) **Introduction/Context & Program Highlights:**

   a) Provide summary information about your program/unit that is important for peer
      reviewers to contextualize your assessment report.
   b) Provide some of student engagement activities in the program
   c) Outline any AY 2020-2021 improvements based on review of findings related to:
      i) program/unit curriculum AND/OR
      ii) program/unit assessment plan

   d) Share a preliminary forecast related to program/unit evolution over AY 2020-2021

Summary:
   a) **The Undergraduate Program is comprised of the Entry Level Traditional,**
      Accelerated, and RN-BSN options. The entry-level traditional students are
      admitted every fall with the evening weekend group starting every spring
      semester (started January 2018), while the accelerated students are admitted each
      spring semester. Also, RN-BSN students are admitted in the spring and fall of
      every year. The Basic and Accelerated programs are conducted face-to-face,
      while the RN-BSN program is delivered 100% online. The blended RN-BSN
      program offered a blended format in 2018. However, the blended RN-BSN
      program is on hold pending more interest in the program.

   b) **Please refer to the Appendix on engaged Learning Activities for more**
      information. Examples of Student Engagement Activities:

      i)   Students provide direct patient care and teaching to approximately 1000
             patients each semester including administering medications and treatments that
             would otherwise be done by the hospital staff. The community at large,
             through members of all ages from the community who are hospitalized benefit
             from the care/service involved.
      ii)   Students under the direction of their instructor work with groups of Senior
             Citizens at Community Centers and also assess and identify areas of needs
             while proposing a plan for the community to better use their resources. The
             community center and those they serve benefit from the health teaching,
             screening, and the result of the assessment of community needs with the plans
             for improvement. Students will resume community activities in the fall.

*Community leaders provide input for the assessment developed by the students and have the
improvement recommendations and at times even the student's help in implementing the
needed changes. Also, the community at large benefits from the 130 - 160 new Professional
Nurses who are quickly hired by hospitals throughout Northeastern Ohio.

   c) In fall 2020, the revised RN to BSN track was implemented to meet the current needs
      of community and practice constituents, and to become more relevant to nursing

practice in our changing environments. The revised curriculum was developed with careful attention to student concerns, the need to meet the AACN Baccalaureate Essentials, and included the 30 nursing credit hours required for completion of the program. Students will be able to complete all 30 credit hours of residency requirements through the SON and the same elective/support courses may be taken elsewhere and transferred to CSU.

There have been no changes in the context of the SON program.

2. **Goals**:

a) What are the goals of your program/unit in terms of student learning?
b) Is there is any change in terms of program goals compared to the previous year?
  - NO
  - YES: If so, what triggered the change? How has it been implemented?

The SON has goals and outcomes that are clearly stated in the Assessment report. No changes in goals and outcomes between the 2018 and 2019 reports. The terminal objectives of the SON are informed by the CCNE Standards for Accreditation and Rules and Regulations by the Ohio Board of Nursing.
a)
Goal 1: Attain a baccalaureate-level education focused on nursing science and grounded in knowledge from the natural and physical sciences, the humanities, arts, and philosophy.

Goal 2: Demonstrate readiness to practice safe, effective, evidence-based nursing care.

Goal 3: Demonstrate professional communication skills

Goal 4: Demonstrate readiness for professional practice

b) There were no changes in terms of program outcomes.

3. **Outcomes**:

a) What are outcomes of your program/unit in terms of student learning?
b) Is there is any change in terms of program outcomes compared to the previous year?
  - NO
  - YES: If so, what triggered the change? How has it been implemented?

   a) **Please refer to the BSN word format Assessment Report document for a detailed description of Program Outcomes.**
   b) **There were no changes in terms of program outcomes compared to 2020.**

4. **Data Collection**:

a) What *direct* and *indirect* methods did you use to measure the degree to which the student learning outcomes meet (align with) the goals of your program/unit?
b) Is there is any change in terms of data collection methods compared to the previous year?
      - NO
      - YES: If so, what triggered the change? How has it been implemented?

   a) **Please refer to the BSN word format Assessment Report document for information related to data collection.**

      b) There were no changes in terms of data collection methods compared to the previous year.

5. **Data Analysis & Findings**:

a) How did your program/unit analyze the student learning assessment data collected? What are your findings/results? How do they compare to the findings/results from the previous academic year?

b) If the case, have the reviewers' recommendations from the previous year report been addressed?

Please refer to the BSN Word Table Assessment Report document for information related to Data Analysis and Findings.

Direct Methods:
- ATI proctored and practice exams
- Weekly Documentation
- Quizzes
- In class Exams
- NCLEX exam
- Course Evaluation
- Clinical Evaluation
- Graduate Exit Surveys (not consistently completed)
- Process Recordings
- Reflective Journals
- Care Plans
- Research Papers

Indirect Methods:
- Online Course Assessment Tool (RN-BSN Program)
- End of Semester Evaluation (Course and Faculty)
- Faculty have access and review personal evaluation as well as course evaluation

The SON continues to use all evaluative methods listed above. There was a slight decline in the range of the ATI NCLEX predictor exam compared to 2020-2021, which can be attributed to the COVID-19 pandemic. However, the benchmark is above the national pass rate. The SON faulty Advisor for "AT Risk" students continues to work closely with students who achieved less than the 64.7% cut-off score.

There continues to be a delay in taking the NCLEX exam due to the COVID-19 pandemic; students can work without the NCLEX certification until July 1st, 2021. Please see below:

Year	National Rate	State Rate	NCLEX	NCLEX Predictor
2019	86.58%	84.41%	88.72%	70.10%
2020	Pending	Pending	Pending	65.95%

b) There were no changes in terms of data analysis and findings compared to the previous year.

6. **Review of Findings**:

a) Who was involved in your program/unit review of the findings from your analysis of student learning assessment data? When did the review process take place?

b) If the case, have the reviewers' recommendations from the previous year report been addressed?

a) **Faculty, Undergraduate Program Director, Associate Dean for Academic Affairs, and members of the curriculum committee meet to discuss findings from the analysis of student learning assessment. Revisions are made based on findings.**

Results of the Assessment Data are shared with Faculty on a continuous basis, and Faculty are involved in curriculum revision activities throughout the Academic Year. Also, Faculty are assigned to program evaluation committee and curriculum committee at the beginning of every Academic Year to ensure that the SON is compliant with the CCNE Accreditation Standards. Findings from Assessments are compared with previous academic years to ensure consistency and improve on the information presented in courses. Furthermore, Students are invited to meetings relating to curriculum and evaluation, and student volunteers are assigned as class representatives.

The review process takes place at the beginning of every semester and at Curriculum committee meetings. As previously stated, the RN-BSN curriculum was in fall 2020.

b) **There were no changes in terms of data collection methods compared to the previous year**

7. **<u>Follow-Up Actions</u>**:

a) Based on your review of findings, what changes have been made to the curriculum, OR activities, OR services, OR goals, OR student learning outcomes (choose all that apply) in your program/unit? Also, have any of these changes led to modifications in the process of collecting and/or reviewing student learning assessment data?

b) If the case, have the reviewers' recommendations from the previous year report been addressed?

a) In fall 2020, the revised RN to BSN track was implemented to meet the current needs of community and practice constituents, and to become more relevant to nursing practice in our changing environments. The revised curriculum was developed with careful attention to student concerns, the need to meet the AACN Baccalaureate Essentials, and included the 30 nursing credit hours required for completion of the program. Students will be able to complete all 30 credit hours of residency requirements through the SON and the same elective/support courses may be taken elsewhere and transferred to CSU.

b) **Faculty are assigned to both the Program Evaluation and Curriculum committees every academic year to ensure that ideas are shared and courses are revised based on student feedback. Findings are compared with previous academic years to ensure consistency and improve on the information presented in courses. Students are invited to meetings relating to curriculum and evaluation, and student volunteers are assigned as class representatives.**

c) **Faculty, curriculum committee, and the program evaluation committee will continue to evaluate the revised RN to BSN curriculum and give feedback as needed.**

d) **The Program Evaluation Committee is working on developing a format to increase student participation in providing information on employment after graduation—ongoing.**

No changes have been made to the process of collecting and/or reviewing student learning assessment data.

Program:	CSU Undergraduate Nursing Programs	Completed By:	Dr. Bimpe Adedipe, Program Director
Department:	CSU School of Nursing	Date:	6/9/2021
Chair of Department:	**Corinne Wheeler Associate Dean**		

Addresses the CSU BSN Terminal Objectives and the CCNE Essentials.   NOTE: CSU faculty approved a plan in 2009 to align program, level and course objectives with the CCNE Essentials. This was achieved in 2010. In May 2013 at the faculty meeting, a revised comprehensive Program Evaluation Plan (PEP), was approved. In this plan, all criteria are evaluated on a biennial schedule starting in 2013/14 academic year with gradual stepped implementation for the next four years The SON faculty continues to evaluate the PEP monthly, updates and revisions are made as needed.

Goal 1: Attain a baccalaureate-level education focused on nursing science and grounded in knowledge from the natural and physical sciences, the humanities, arts and philosophy

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
a) Students prepared for nursing courses with a background in the physical, natural, and behavioral sciences are admitted to the program.	Data are collected on three pre-licensure options (Traditional Day Entry-level BSN option, Traditional evening/weekend option, accelerated BSN option), and one RN-BSN completion option. The Traditional Entry-level RN students start each Fall and Spring semester (enter as sophomores and finish in 3 years). Accelerated BSN students start in Spring and finish in 4 consecutive semesters. All programs lead to the attainment of a Bachelor in Science in Nursing degree. RN-BSN students start a 12 month (3 consecutive semesters) program in Fall and the Spring. Classes are offered (100% online).	<table><tr><th>Cohort</th><th colspan="3">Semester</th></tr><tr><td></td><td>Summer 2020</td><td>Fall 2020</td><td>Spring 2021</td></tr><tr><td>Traditional Entry level</td><td>0</td><td>367</td><td>378</td></tr><tr><td>ABSN</td><td>65</td><td>65</td><td>131</td></tr><tr><td>RN-BSN</td><td>94</td><td>182</td><td>159</td></tr></table>	RN-BSN student enrollment varies yearly and is somewhat dependent on tuition assistance and magnet status of area hospitals. Hospitals aspiring to attain Magnet status need to achieve a certain percentage of RNs on staff at the BSN rather than Associate Degree or diploma level of preparation. To meet this increasing demand for BSN prepared nurses, a second cohort was admitted in the spring of 2016.Student enrollment continues to increase yearly.	SON continues to work with Nursing Leaders locally to expand partnerships that will lead to increases in RN's seeking BSN. This required modification in tuition and increased marketing. For example, the SON continues to offer tuition at a decreased rate of $215 per credit hour (the lowest in the state). As a result, there is ongoing partnerships between CSU, Cuyahoga Community College, MetroHealth Medical Center (starting Fall 2017), and University Hospital Cleveland and Cleveland Clinic (starting Spring 2018).

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
			For the Traditional Entry-level cohort, the greatest attrition occurs mainly in the Sophomore year. This may be because students realize either that Nursing is not the right career or they are unable to transfer and apply pre-requisite course concepts to patient care settings. A small number of students withdrew from courses during the pandemic.	Additional efforts to increase enrollment include networking by CSU alumni to recruit coworkers needing Bachelor's degree in Nursing (BSN). As a result of the outreach efforts, the SON has generated an increase in enrollment during this review period: 4% in the Traditional Entry level program and 2% in the RN-BSN cohort. A review of the past two Traditional Entry-level and accelerated cohorts will be undertaken to determine what prerequisite content contributes the most to the difficulties – Ongoing. SON faculty and Advisors continue to contact students and/or make frequent virtual visits during the pandemic to check on at risk students and make prompt referrals to appropriate resources such as the Office of Disabilities, Office of Institutional Equity, and CareTeam etc.

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
b) Students successfully complete WAC and other Gen Ed programs.	Student transcripts reflect work completed in non-nursing Gen Ed requirements. WAC courses embedded within the nursing curriculum are successfully completed.	All students who progress complete WAC embedded Nursing courses. Students ready for graduation undergo transcript audit to ensure all Gen Ed requirements are complete. Gen Ed courses are elective and individually selected by students. WAC courses embedded within the BSN programs are: 　　NUR 200 　　NUR 310 　　*NUR 334 started Fall 2020 　　NUR 346 Last offered Fall 2020 　　NUR 360 Last offered Spring 2021 　　*NUR 361 started Spring 2021 *Courses in the revised RN to BSN curriculum	100% compliance with CSU Gen Ed and WAC requirements for graduating nursing students. Two to five percent of students must repeat a WAC course due to difficulty with the writing expectations.	A review of the records of BSN students who received a grade of B- or less in a WAC course will be done to determine opportunities to improve outcomes –ongoing. In Fall 2020, the revised RN to BSN track was implemented to become more relevant to nursing practice in our changing environments. The revised curriculum was developed with careful attention to student concerns, the need to meet the AACN Baccalaureate Essentials. The WAC courses in the new curriculum are NUR 334 and NUR 361.

Cleveland State University

Outcomes	Data Collection	Data Analysis & Findings			Review of Findings	Follow-up Actions
c) Students successfully complete all program requirements and graduate.	Students who progress with their cohorts finish in 3 years. Degree granting is delayed if the student has not met the target score on the NCLEX Predictor test. Also, students who do not meet the NCLEX Predictor test cut-off score of 65% will be required to register for an NCLEX review course.	**Graduation Data** *(see table below)*				A detailed analysis of the academic and standardized test results of those students unable to meet the target is ongoing. The ultimate goal is to identify flags leading to that outcome earlier in the program to identify opportunities to improve outcomes and support student success. In addition, a faculty mentor was assigned to at risk students to help them prepare for NCLEX starting Fall, 2017. Starting Spring 2021, the role of the faculty mentor has been expanded to helping students to prepare for the ATI NCLESX Predictor exam (NCLEX exam prep) - Ongoing

Graduation Data

Graduation Data	# Students	Graduation
Entry Level	72	May 2019
ABSN	68	May 2019
RNBSN Sum 2019	23	August 2019
RNBSN Fall 2019	31	December 2019
Entry Level	77	May 2020
ABSN	62	May 2020
RNBSN 2020	17	May 2020
RNBSN 2020	24	August 2020
RNBSN 2020	36	December 2020
Entry Level	74	May 2021
ABSN 2021	61	May 2021
RNBSN 2021	16	May 2021

Goal 2: Demonstrate readiness to practice safe, effective, evidence based nursing care.				
Addresses Terminal Objectives 2, 3,4,5,7 (See appendix A.) and Essentials II, III, IV, V, VII, and IX (See appendix B.)				
Outcomes	**Data Collection**	**Data Analysis & Findings**	**Review of Findings**	**Follow-up Actions**
a) Successful completion of didactic courses focusing on theory, leadership, and research	Documentation in student transcripts reflect successful completion of these courses	Seven students failed NUR 200 and one student failed NUR 330. Four students failed NUR 300 while two students failed NUR 310. Also, two students failed NUR 215, three failures reported in NUR 216, and three failures in NUR 225. Over 96% of students successfully complete these courses the first time.	N/A – Reevaluation of the WAC course indicated above will address these issues as well. *NUR 330 and NUR 361 are new courses in the revised RN to BSN curriculum, which started in fall 2020 and spring 2021 respectively (as previously stated).

Data Analysis & Findings table:

Course	Enrolled	Pass #	%
NUR 200/330*	261	253	96.93
NUR 300/350	275	271	98.55
NUR 310/360/361*	295	292	98.98
NUR 215	196	194	98.97
NUR 225	200	197	98.50
NUR 425	173	173	100

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
b) Mastery of psychomotor skills needed for practice	1) Successful completion of all skill checks in the Nursing Resource Laboratory prior to performance of these skills with patients in clinical practice sites	1) Refer to Appendix A for data on skill check pass rates.	1) Students unable to successfully perform skills in the NRL after three attempts with remediation between each attempt are dismissed from the program with guidance regarding what they need to do to be eligible to successfully petition to return to the program.	N/A
	2) Documentation of student performance of psychomotor skills in the clinical practice areas as monitored by the clinical instructor	2) All pre-licensure students at every level of the CSU nursing program take clinical courses; those students who failed a clinical course based on the inability to perform a psychomotor skill in the clinical area received multiple opportunities for remediation in the NRL to address their individual problems.	2) The majority of students progress in the nursing program and meet these goals.	
	3) Satisfactory score on Senior Proficiency skills test for psychomotor skills required for graduation	3) Based on feedback from students, the senior proficiency was changed from a skill check to a simulation-based activity in which students are asked to combine psychomotor skills with leadership, delegation, charge nurse, and making assignments. Students care for assigned number of patients (manikin) in groups of four, each with at least two skills to perform, and one of those patients deteriorates and all students work together as a team to care for their patients.	3) 100% of seniors must participate in the senior peer review of psychomotor skills to be eligible for graduation.	Faculty reviewed the simulation exercises as well as NRL assignments at the end of every semester. Updates are made based on faculty and student feedback. More simulation exercises have been added to the senior proficiency test-out to increase student knowledge to meet graduation requirements Continue to monitor the outcome of the simulation activity as an outcome measure of skill and critical thinking competency.

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
c) Demonstration of the delivery of safe care in the clinical setting.	Evidence of safe practice in the clinical practice area is observed and documented in the clinical evaluation tool completed on each student by the clinical instructor for every clinical course	All pre-licensure students at every level of the CSU nursing program take clinical courses. A few students failed their clinical courses due to a lack of preparation in the clinical area. Also some students withdrew from courses due to the challenges during the pandemic. See below.	100% of students who progress in the nursing program have satisfactory ratings on this critical behavior documented in the Clinical Evaluation tool for every clinical course. However, there is often little documentation of examples to support the ratings. Clinical failure are due to lack of preparation in the clinical area.	The main Clinical Evaluation forms for each course need to be reviewed and revised to support the link to the new weekly documentation forms--ongoing.

Course	# of Student Withdrawals	Course Failures
216	1	3
226	1	0
306	3	0
313	1	0
326	2	2
382	1	2

The clinical course evaluation while completed on every student continues to raise serious concerns from Instructors and Students related to the accuracy of the documentation and the ranking scale.

A "Weekly Documentation" form was instituted in Spring 2014 to ensure all critical competencies are reviewed by the instructor and student every week with plans and goals for the next week to ensure there are no surprises at the final evaluation.

The Weekly Documentation sheet was revised with faculty input. Faculty agree that the Weekly Documentation form has been helpful when grading students. They feel that the document provides objective grading -- Ongoing

During the pandemic, a revised "Weekly Documentation" form for Alternate Delivery Format was developed by faculty to accurately assess students in the remote learning environment.

The "Weekly Documentation" form for Alternate Format Delivery continues to be in use for remote clinical courses.

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
d) Able to integrate assessment, analysis and research based evidence in the planning and delivery of care provided to patients	1) Successful completion of theory and research courses	1) *table below* * New courses in the RN to BSN revised curriculum	1) The average pass rate for NUR 200/330 is 96.83%, which is slightly lower than 98.99 from the previous review session. The average pass rate for NUR 320/360/361 for AY 2020-2021 is 98.98%, slightly higher from 98.10% in the previous review. All students who progress in the nursing program achieve a minimum of 75% on all examinations and assignments on these core nursing courses	N/A No change from previous assessments but the Undergraduate Program Director and Course Leaders continue to seek opportunities to strengthen student experiences.
	2) Integration of research knowledge is documented in nursing care plans executed in the clinical practice experience	2) 100% of students who progress in the nursing major demonstrate this action.	2) 100% compliance; However, students do not routinely identify the research/evidence-based practice when describing their plan of care.	

Table under Data Analysis & Findings 1):

Course	# Enrolled	Pass #	%
NUR 200/330 *	261	253	96.93
NUR 310/360/361*	295	292	98.98

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
e) Demonstrates competent application of patient care technology and information management in the delivery of quality nursing care	The ability of the student to use technology and computer-based patient information systems, including the EMR and other databases, is observed and evaluated by the clinical instructor with documentation of competency in the clinical evaluation tool for each clinical course.	100% of students who progress in the nursing program demonstrate competence in using technology and technology-based patient information systems. Students currently use NeehrPerfect, a completely functioning Electronic Medical Record (EMR) system built on the same platform as the Veterans Administration EMR. They use the EMR to document the "patient" care performed and assessments done in the NRL. This system is also linked to all simulation experiences and has several patients and their history, physical assessment, and medical orders so the student can learn to use the medical record to identify a patient's nursing diagnoses. Due to the COVID-19 pandemic and subsequent closure of the School of Nursing, all clinical and Lab courses were moved to an alternate delivery of online format. Virtual simulations were used to replace clinical assignments and laboratory hands-on experience for the second half of the spring and fall 2020 semesters. NUR 382 (maternal Child) and NUR 326 (pediatrics) used simulation as part of the clinical experiences due to lack of available clinical sites and the pandemic.	100% compliance Introduction of NeehrPerfect has raised student competency with the medical record before they begin experiences in the hospital setting. It allows NRL and Clinical Instructors to test a student's competency with all aspects of the EMR both in terms of their documentation of patient care and in reviewing the contents as needed. Feedback from students and faculty have been positive regarding the use of simulations in the clinical and lab areas. A simulation tool was developed by faculty to assess student learning and tool effectiveness.	Expand the use of NeehrPerfect in simulation and documentation in the classroom as well as the NRL--ongoing. Faculty will continue to explore the effectiveness of virtual simulation exercises by students in preparing actual Care Plans for grading – Ongoing Continue to evaluate effectiveness of tool and review areas needing improvement.

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
f) Demonstrates knowledge regarding the equitable delivery of healthcare to aggregate patient populations	1) Successful completion of courses presenting information on health equity for aggregate patient populations 2) Successful completion of the ATI for community health	1) 	Course	# Enrolled	Pass #	%
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NUR 200/330*	261	253	96.93
NUR 412/414	166	166	100		Eight students failed NUR 200/340/330. All 166 students passed NUR 412/414.	N/A Administration of NUR 412 ATI test was discontinued in Spring 2016 per faculty recommendation. Test evaluation by faculty revealed that students were not preparing for the exam. Students felt that ATI was not helpful to their education in NUR 425. However, other courses continue to use either proctored or practice ATI tests. Feedback from faculty are positive. Faculty feel that students are able to apply ATI contents in class.

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
g) Demonstration of progressively increasing ability to provide skillful care, communicate and work with other healthcare team members, and document patient status in successive clinical experiences.	Student transcripts reflect successful completion of senior-level clinical nursing courses; components of success in these courses are documented in course examinations, nursing care plans and maps, progress recordings, and clinical evaluations.	Successful completion of clinical courses from Sophomore through Senior clinical courses demonstrates the building competencies. Table below: 	Course	# Enrolled	Pass #	%
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NUR 226	200	200	100
NUR 306	195	195	100
NUR 415/416	173	173	100
NUR 420	175	175	100		One student received an incomplete grade in NUR 226 due to military obligations. The requirement has since been met. Otherwise, all students successfully completed the courses. Those students who remain in the program are able to strengthen their skills and maintain competencies needed to deliver care to patients with a variety of diagnoses. One student withdrew from NUR 420 for health reasons.	N/A The reevaluations of course evaluations and use of greater technology in the classroom will be monitored to determine the impact on student progression --Ongoing

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
h) Demonstration of knowledge in selected specialties of the discipline	Successful completion of the ATI level examinations required for progression in the nursing program: Acute care Pharmacology Mental health Maternity Pediatric care	(See Appendix C for related action plans) Across all courses, students must achieve a level 2 (3 levels possible) rating to progress in the program. Students who do not achieve this score on the first try remediate and retake the exam, usually passing within a few days. Some students 'game' the system by taking the first test to obtain test content information. This phenomenon was discussed by faculty over the past few years. Based on the information provided above, faculty decided to not give the ATI as a proctored or graded test starting in the Spring 2014 semester. All newly admitted students as from January 2014 did not take the proctored graded ATI exams, rather the questions are used as practice tests throughout the courses with specific content in the ATI tutorials added as required assignments. Students are required to complete a specified number of questions or time working with the ATI material as an adjunct to the course lectures. The exceptions to the decision are mental health, medical-surgical, maternal health, and pediatric nursing course which continues to conduct a proctored test –Evaluation ongoing. To further help with students' success, the SON has developed a group of faculty champions. The faculty champions work with faculty to ensure that ATI content are threaded throughout the curriculum. The faculty Champions present information from ATI at Curriculum committee meetings and faculty meetings monthly and as needed.		

Goal 3: Demonstrate professional communication skills
Addresses Terminal Objective 6 and Essential VI (see appendices A and B)

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
a) Demonstrates therapeutic communication in interactions with patients	Process recordings document select student/patient interactions and reflections of the student on those interactions. These documents are graded and require 75% to pass. Therapeutic communication assignments are completed in NUR 226, NUR 306, and NUR 416 (one at each level of study). These are graded and require 75% to pass.	Process Recording is graded in NUR 313 to evaluate therapeutic communication in a mental health setting; all students completed acceptable process recordings. Enrollment in these courses in the past academic year was: NUR 226 200 NUR 306 195 NUR 416 173	Students must achieve a minimum score of 75% to successfully complete these courses. 100% of students who progress in the nursing program meet this requirement.	N/A
b) Demonstrates professional communication in all interactions with co-workers.	This behavior is observed and documented by the clinical instructor for each student in the clinical evaluation tool for every clinical course	All students met the requirement in the clinical area based on this critical behavior.	100% of students who progress in the nursing program meet this requirement. No change from previous assessments	The use of the Weekly Documentation form ensures that therapeutic and professional communication performance is reviewed and discussed every week to provide consistent feedback to students and address improvements as needed.

Goal 4: Demonstrate readiness for professional practice

Addresses Terminal Objective 5, 8 & 9 and Essentials V & VIII (see appendices A and B)

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
a) Practices with adherence to ethical principles and values of the profession	1) Student transcripts document successful completion of PHL 240 or equivalent support course in ethics 2) Student transcript document successful completion of didactic courses that present information on nursing values and ethics	1) 100 % of students in the nursing major successfully compete PHL 240 or equivalent courses 2) 100 % of students successfully complete these: <table><tr><td>**Course**</td><td>**# Enrolled**</td><td>**Pass #**</td></tr><tr><td>NUR 200/330*</td><td>261</td><td>96.93</td></tr></table>	No student failed to meet the ethics requirement. 100% of students who progress in the nursing major meet these requirements. Current pass rate 96.9%, a slight decrease from 99.0% in 2020.	N/A
b) Demonstration of ethical behavior in the use of patient information	The ethical use of personal patient data is observed and documented by the clinical instructor for each student in the clinical evaluation tool for every clinical course	No student failure reported based on this critical behavior. Instructors meet with students at the beginning of every clinical rotation to explain the appropriate use of social media and assess student's understanding of the expectation and how to prevent a repeat of the incident.	The majority of students who progress in the nursing program demonstrate behavior in ethically using patient information. When they do not, it is documented in the clinical evaluation at the midterm and/or final evaluation as a critical behavior, which can lead to failure of the course/clinical and dismissal from the program. Students are also presented with the policy on social media behavior, which is revised annually and as needed.	With the increased use of social media, this continues to be a concern for Faculty and we explore additional ways to ensure students understand the code of ethics expectations.

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
c) Demonstrates knowledge of the impact of healthcare policy and regulations on the delivery of care	1) Documentation in student transcripts reflect successful completion of these courses	1) Enrollment and pass rates for: {table below} | Course	# Enrolled	# Pass
NUR 200//330*	261	253
NUR 300/350	275	271
NUR 425/430	248	248		1) The pass rate for these courses = 96.9% and above. 100% of students who progress in the nursing program successfully complete these courses;	As the Affordable Care Act (ACA) is implemented, its impact continues to be explored in these courses to ensure that students understand its impact on patient care and their role.
	2) Successful completion of ACEMAPP Student Orientation to Hospitals	2) 100% compliance required to participate in clinical courses; clinical courses required for progression in the program There were a total of 651 students enrolled in multiple clinical courses in the Academic Year 2018/19. All students completed ACEMAPP requirements.	2) 100% compliance with this requirement; No change from previous assessments	The onboarding requirements for all hospitals have increased as the regulations established for hospitals change (in part due to the ACA) and students have been introduced to the requirements, which were effective in Fall 2014. In addition, Cleveland Clinic Foundation requires that students complete the Silk Road and on-boarding orientation as part of their clinical requirements starting Spring 2014. Clinical partners add information as needed depending on specific hospital requirements.

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
d) Demonstrates readiness for professional practice	1) ATI NCLEX predictor scores document readiness to take NCLEX licensure exam 2) Students who complete all requirements of the nursing program receive a BSN in Nursing and are eligible to take the RN Licensing exam. 3) Students who earn a BSN from CSU will take the NCLEX (National Licensure Examination)	1) See data in Appendix B 2) <table><tr><td>Graduation Data</td><td># Students</td><td>Graduation</td></tr><tr><td>Entry Level</td><td>72</td><td>May 2019</td></tr><tr><td>ABSN</td><td>68</td><td>May 2019</td></tr><tr><td>RNBSN Sum 2019</td><td>23</td><td>August 2019</td></tr><tr><td>RNBSN Fall 2019</td><td>31</td><td>December 2019</td></tr><tr><td>Entry Level</td><td>77</td><td>May 2020</td></tr><tr><td>ABSN</td><td>62</td><td>May 2020</td></tr><tr><td>RNBSN 2020</td><td>17</td><td>May 2020</td></tr><tr><td>RNBSN 2020</td><td>24</td><td>August 2020</td></tr><tr><td>RNBSN 2020</td><td>36</td><td>December 2020</td></tr><tr><td></td><td></td><td></td></tr><tr><td>Entry Level</td><td>74</td><td>May 2021</td></tr><tr><td>ABSN 2021</td><td>61</td><td>May 2021</td></tr><tr><td>RNBSN 2021</td><td>16</td><td>May 2021</td></tr></table> 3) Longitudinal data available in Appendix B	 CSU's NCLEX pass rate is always above the state and national benchmarks.	Continue to monitor OBN first time pass rates and evaluate the relationship to the student's academic and standardized test history. Faculty Advisor has been assigned to provide remediation for first time NCLEX failures and improve the chance of passing. There is a general concern that NCLEX results may decrease due to the pandemic. In preparation for the decrease, the SON Faculty at risk tutors is working closely with students who struggling in class or NCLEX.

STUDENT SUPPORT DATA:

E-LEARNING PROGRAMS

Traditional Entry-level BSN (Day and Evening Weekend)	Courses use Blackboard as a repository for class information
Accelerated BSN	Courses use Blackboard as a repository for class information
RN-BSN Program	All courses in the nursing major are completely on line
Undergraduate Student Community	All undergraduate students have access to this Blackboard site with general and specific information regarding the programs, student life, scholarship opportunities, and professional organizations.

APPENDIX A Skill Check Passing Rates Summer 2020 – Spring 2021 (See next page for explanation of the Skill Check content)										
Course/ Term	**# Enrolled**	**Skill Check #1: Attempts**			**Skill Check #2: Attempts**			**Skill Check #3: Attempts**		
		1st	**2nd**	**3rd**	**1st**	**2nd**	**3rd**	**1st**	**2nd**	**3rd**
NUR 226 (ACC) Sum 20	63	2 (3.17%)	0	0	5 (7.94%)	0	0	1 (1.59%)	0	0
NUR 216 Spring 21 (ACC)	67	0	0	0	0	0	0	NA	NA	NA
NUR 216 Spring 21 (E/W)	49	1 (2.08%)	0	0	0	0	0	NA	NA	NA
NUR 226 Spring 21 (Trad)	77	0	0	0	0	0	0	0	0	0
NUR 306 (Trad) Spring 2021	55	5 (9.09%)	0	0	0	0	0	1 (1.82%)	0	0

Course/ Term	# Enrolled	Skill Check #4: Attempts			Skill Check #5: Attempts			Skill Check #6: Attempts		
		1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
NUR 226 (ACC) Sum 20	63	2 (3.19%)	1 (1.59%)	0	NA	NA	NA	NA	NA	NA
NUR 216 Spring 21 (ACC)	67	NA	NA	NA	NA	NA	NA	NA	NA	NA
NUR 216 Spring 21 (E/W)	49	NA	NA	NA	NA	NA	NA	NA	NA	NA
NUR 226 (Trad) Spring 2021	77	1 (1.30%)	0	0	0	0	0	1 (1.30%)	0	0
NUR 306 (Trad) Spring 2021	55	2 (3.64%)	0	0	3 (5.45%)	0	0	0	0	0

APPENDIX A Skill Check Passing Rates Summer 2018 – Spring 2019
(See next page for explanation of the Skill Check content)

Explanation of Skills Check Content		
NUR 216	**NUR 226**	**NUR 306**
- Skill Check #1 – Hygiene - Skill Check #2 – Oxygen Management - Skill Check #3 – High Volume Enema - Skill Check #4 – Sterile Wound Care	- Skill Check #1 – Alternative Medication Admin - Skill Check #2 – Oral Medication Administration - Skill Check #3 – Subcutaneous Injection - Skill Check #4 – Intramuscular Injections - Skill Check #5 -- NG Insertion - Skill Check #6 -- NG Medications - Skill Check #7 – Foley Catheter Insertion - Skill Check # 8 – Open Irrigation - Skill Check #9 -- CBI	- Skill Check #1 -- IV Primary - Skill Check #2 – IV Push - Skill Check #3 – IVPB - Skill Check #4 – IV Assessment - Skill Check #5 -- Trach Suction - Skill Check #6 – Trach Care - Skill Check #7 – Chest Tubes

External Partnerships	
Partners for clinical practice sites for students	Partners for Senior Practicum Preceptorships
Cleveland Clinic - Main Campus and all regional Avon Euclid Hospital Fairview Hospital Hillcrest Hospital Lutheran Hospital Marymount Hospital Medina Hospital South Pointe Hospital Lake West Medina Hospital University Hospitals Case Medical Center UH - Ahuja Medical Center UH-Bedford UH- Geauga UH – Lakeside UH - MacDonald House Women's Hospital UH - Parma Community General Hospital UH – Rainbow Babies and Children Hospital UH - Richmond Heights UH – St John West Shore Southwest General Hospital MetroHealth Medical Center St Vincent Charity Hospital	*Cleveland Municipal School District *Community Partnership on Aging *Gunning *Jennings Home *Northridge Commons *Phyllis Wheatley *University Settlement *Signature Health *Eastbrook *Madison Commons *The above listed Community and Mental Health clinical sites were not open during the pandemic.

| EXTERNAL APPROVALS.ACCREDITATIONS	PROFESSIONAL MEMBERSHIPS
State of Ohio Board of Nursing	Council of Baccalaureate and Higher Degree Programs
Council on Collegiate Nursing Education (CCNE)	American Association of Colleges of Nursing (AACN)

Cleveland State University

APPENDIX B

Longitudinal Comparison of NCLEX Scores
(CSU Predictor, CSU, State and National Rates of Passing)
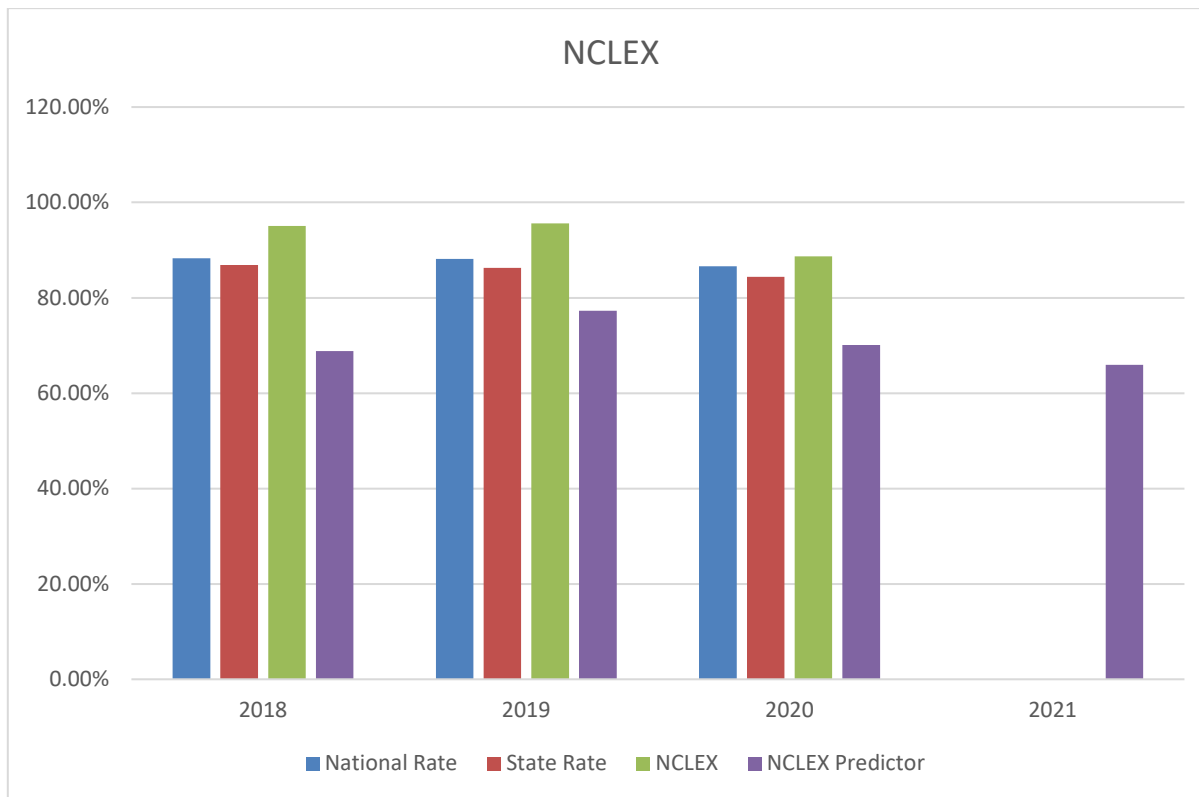
II.B.3. Using the following grid, describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year.

Name of Institution: CSU School of Nursing

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partner-ship	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
1	Cleveland Clinic Health Systsm	Cleveland Clinic Health Systsm	Cleveland Clinic Health Systsm	Thirty to forty groups of 6 - 9 Undergraduate Nursing students are assigned to patient care units at one or more of the Cleveland Clinic hospitals each semester. They care for 2 - 3 patients each day under the direction of the Clinical Instructor and in collaboration with the Nursing staff. These opportunities to practice strengthening their skill are mandatory for these novice Nurses to prepare for their future career. This partnership also provides CSU SON with access to Qualified Staff Nurses to serve as part time Clinical Instructors. In addition SON Faculty and Staff participate in many Performance Improvement and Research projects with our colleagues at CCF hospitals.	Over 20 years	Thirty to forty full and part time Clinical Instructors teach clinical courses at CCF every semester.	We average 200 - 300 students at Cleveland Clinic hospitals each semester	In addition to the contribution to community needs, under the MED TAPP grant which partners students with experienced Professional Nurses to strengthen the understanding of caring for Medicaid Patients throughout the continuum of care. This is done by a Mentor/Mentee relationship and participation in a series of workshops.	Students are providing direct patient care and teaching to approximately 1000 patients each semester including administering medications and treatments that would otherwise be done by the hospital staff. The community at large, through members of all ages from the community who are hospitalized benefit from the care/service involved.	CSU Nursing Students deliver care that is needed for the patients to recover and return to their homes/families. The community at large benefits from the 130 - 160 new Professional Nurses who are quickly hired by hospitals throughout Northeastern Ohio.

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partner-ship	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
2	University Hospitals	University Hospitals	University Hospitals	Fifteen to twenty groups of 6 - 9 Undergraduate Nursing students are assigned to patient care units at one or more of the University Hospitals facilities each semester. They care for 2 - 3 patients each day under the direction of the Clinical Instructor and in collaboration with the Nursing staff. These opportunities to practice strengthening their skill are mandatory for these novice Nurses to prepare for their future career. This partnership also provides CSU SON with access to Qualified Staff Nurses to serve as part time Clinical Instructors. In addition SON Faculty and Staff participate in many Performance Improvement and Research projects with our colleagues at University Hospitals.	Over 20 years	Fifteen to twenty full and part time Clinical Instructors teach clinical courses at University Hospitals facilities every semester.	We average 150 - 200 students at Unniversity Hospitals each semester	In addition to the contribution to community needs, under the MED TAPP grant which partners students with experienced Professional Nurses to strengthen the understanding of caring for Medicaid Patients throughout the continuum of care. This is done by a Mentor/Mentee relationship and participation in a series of workshops.	Students are providing direct patient care and teaching to approximately 1000 patients each semester including administrering medications and treatments that would otherwise be done by the hospital staff. The community at large, through members of all ages from the community who are hospitalized benefit from the care/service involved.	CSU Nursing Students deliver care that is needed for the patients to recover and return to their homes/families. The community at large benefits from the 130 - 160 new Professional Nurses who are quickly hired by hospitals throughout Northeastern Ohio.

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partner-ship	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
3	MetroHealth	MetroHealth	MetroHealth	Twenty-five to thirty groups of 6 - 9 Undergraduate Nursing students are assigned to patient care units at MetroHealth each semester. They care for 2 - 3 patients each day under the direction of the Clinical Instructor and in collaboration with the Nursing staff. These opportunities to practice strengthening their skill are mandatory for these novice Nurses to prepare for their future career. This partnership also provides CSU SON with access to Qualified Staff Nurses to serve as part time Clinical Instructors. In addition SON Faculty and Staff participate in many Performance Improvement and Research projects with our colleagues at MetroHealth.	Over 20 years	Fifteen to twenty full and part time Clinical Instructors teach clinical courses at Metrohealth every semester.	We average 150 - 200 students at MetroHealth each semester	In addition to the contribution to community needs, under the MED TAPP grant which partners students with experienced Professional Nurses to strengthen the understanding of caring for Medicaid Patients throughout the continuum of care. This is done by a Mentor/Mentee relationship and participation in a series of workshops.	Students are providing direct patient care and teaching to approximately 800 - 1000 patients each semester including administrering medications and treatments that would otherwise be done by the hospital staff. The community at large, through members of all ages from the community who are hospitalized benefit from the care/service involved.	CSU Nursing Students deliver care that is needed for the patients to recover and return to their homes/families. The community at large benefits from the 130 - 160 new Professional Nurses who are quickly hired by hospitals throughout Northeastern Ohio.

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partner-ship	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
4	St. Vincent Charity Hospital	St. Vincent Charity Hospital	St. Vincent Charity Hospital	Two or three groups of 8 Undergraduate Nursing students are assigned to patient care units at St. Vincent Charity hospitals each semester. They care for 2 - 3 patients each day under the direction of the Clinical Instructor and in collaboration with the Nursing staff. These opportunities to practice strengthening their skill are mandatory for these novice Nurses to prepare for their future career. This partnership also provides CSU SON with access to Qualified Staff Nurses to serve as part time Clinical Instructors. In addition SON Faculty and Staff participate in many Performance Improvement and Research projects with our colleagues at St. Vincent Charity hospital.	Over 20 years	Two ot three full and part time Clinical Instructors teach clinical courses at St. Vincent Charity every semester.	We average 20 - 25 students at St. Vincent Charity hospital each semester	In addition to the contribution to community needs, under the MED TAPP grant which partners students with experienced Professional Nurses to strengthen the understanding of caring for Medicaid Patients throughout the continuum of care. This is done by a Mentor/Mentee relationship and participation in a series of workshops.	Students are providing direct patient care and teaching to approximately 1000 patients each semester including administrering medications and treatments that would otherwise be done by the hospital staff. The community at large, through members of all ages from the community who are hospitalized benefit from the care/service involved.	CSU Nursing Students deliver care that is needed for the patients to recover and return to their homes/families. The community at large benefits from the 130 - 160 new Professional Nurses who are quickly hired by hospitals throughout Northeastern Ohio.

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partner-ship	Number of faculty	Number of student	Grant funding	Institution Impact	Community Impact
5	Southwest General Hospital	Southwest General Hospital	Southwest General Hospital	One or two groups of 8 Undergraduate Nursing students are assigned to patient care units at Southwest General hospital on Psychiatric and Obstetrics units each semester. They care for 2 - 3 patients each day under the direction of the Clinical Instructor and in collaboration with the Nursing staff. These opportunities to practice strengthening their skill are mandatory for these novice Nurses to prepare for their future career. This partnership also provides CSU SON with access to Qualified Staff Nurses to serve as part time Clinical Instructors.	Over 10 years	One or two full and part time Clinical Instructors teach clinical courses at Southwest General every semester.	We average 8 - 20 students at Southwest General hospital each semester	In addition to the contribution to community needs, under the MED TAPP grant which partners students with experienced Professional Nurses to strengthen the understanding of caring for Medicaid Patients throughout the continuum of care. This is done by a Mentor/Mentee relationship and participation in a series of workshops.	Students are providing direct patient care and teaching to approximately 200 - 250 patients each semester including administering medications and treatments that would otherwise be done by the hospital staff. The community at large, through members of all ages from the community who are hospitalized benefit from the care/service involved.	CSU Nursing Students deliver care that is needed for the patients to recover and return to their homes/families. The community at large benefits from the 130 - 160 new Professional Nurses who are quickly hired by hospitals throughout Northeastern Ohio.

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partner-ship	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
6	Parma General Hospital	Parma General Hospital	Parma General Hospital	One to two Undergraduate Nursing students are assigned to patient care units at Parma General Hospital for the Capstone Course. They care for 3 - 5 patients each day under the direction of the Preceptor Professional Nurse. These opportunities to practice strengthening their skill are mandatory for these novice Nurses to prepare for their future career. This partnership also provides CSU SON with access to Qualified Staff Nurses to serve as part time Clinical Instructors. In addition SON Faculty and Staff participate in many Performance Improvement and Research projects with our colleagues at Parma General Hospital.	Over 20 years	One full and part time Clinical Instructor teaches clinical courses at Parma General Hospital every semester.	We average 1 - 3 students at Parma General Hospital each semester for a one to one Practicum experience.	In addition to the contribution to community needs, under the MED TAPP grant which partners students with experienced Professional Nurses to strengthen the understanding of caring for Medicaid Patients throughout the continuum of care. This is done by a Mentor/Mentee relationship and participation in a series of workshops.	Students are providing direct patient care and teaching to approximately 30 - 40 patients each semester including administrering medications and treatments that would otherwise be done by the hospital staff. The community at large, through members of all ages from the community who are hospitalized benefit from the care/service involved.	CSU Nursing Students deliver care that is needed for the patients to recover and return to their homes/families. The community at large benefits from the 130 - 160 new Professional Nurses who are quickly hired by hospitals throughout Northeastern Ohio.

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partner-ship	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
12	St. John Westshore	St. John Westshore	St. John Westshore	One to two Undergraduate Nursing students are assigned to patient care units at St. John Westshore for the Capstone Course. They care for 3 - 5 patients each day under the direction of the Preceptor Professional Nurse. These opportunities to practice strengthening their skill are mandatory for these novice Nurses to prepare for their future career. In addition SON Faculty and Staff participate in many Performance Improvement and Research projects with our colleagues at St. John Westshore.	Five years	One Clinical Instructor teaches clinical courses at St. John Westshore every Spring.	We average 1 - 3 students at St. John Wetshore each semester for a one to one Practicum experience.	In addition to the contribution to community needs, under the MED TAPP grant which partners students with experienced Professional Nurses to strengthen the understanding of caring for Medicaid Patients throughout the continuum of care. This is done by a Mentor/Mentee relationship and participation in a series of workshops.	Students are providing direct patient care and teaching to approximately 30 - 40 patients each semester including administrering medications and treatments that would otherwise be done by the hospital staff. The community at large, through members of all ages from the community who are hospitalized benefit from the care/service involved.	CSU Nursing Students deliver care that is needed for the patients to recover and return to their homes/families. The community at large benefits from the 130 - 160 new Professional Nurses who are quickly hired by hospitals throughout Northeastern Ohio.
13	Lake West	Lake West	Lake West	Two or three groups of 8 Undergraduate Nursing students are assigned to patient care units at Lake West each semester. They care for 2 - 3 patients each day under the direction of the Clinical Instructor and in collaboration with the Nursing staff. These opportunities to practice strengthening their skill are mandatory for these novice Nurses to prepare for their future career. This partnership also provides CSU SON with access to Qualified Staff Nurses to serve as part time Clinical Instructors. In addition SON Faculty and Staff participate in many	Two years	One Clinical Instructor teaches clinical courses at Lake West every Spring.	We average 1- 3 students at lake West each semester for a one to one Practicum experience.	In addition to the contribution to community needs, under the MED TAPP grant which partners students with experienced Professional Nurses to strengthen the understanding of caring for Medicaid Patients throughout the continuum of care. This is done by a Mentor/Mentee relationship and participation in a series of workshops.	Students are providing direct patient care and teaching to approximately 30 - 40 patients each semester including administrering medications and treatments that would otherwise be done by the hospital staff. The community at large, through members of all ages from the community who are hospitalized benefit from the care/service involved.	CSU Nursing Students deliver care that is needed for the patients to recover and return to their homes/families. The community at large benefits from the 130 - 160 new Professional Nurses who are quickly hired by hospitals throughout Northeastern Ohio.