

Mississippi University for Women
College of Nursing and Health Sciences
Baccalaureate Nursing Program
III-PROGRAM QUALITY CURRICULUM TEACHING LEARNING WORKSHEET
Closing the Loop - COVER PAGE

Complete the following table utilizing the previous year's IC & R Score Card data, analysis, and follow-up.
Previous Year's Scorecard Score:

SCORE CARD RESULTS: Number of benchmarks met ___ out of 19 total benchmarks =

Action Plan To Correct Unmet Benchmarks

UNIVERSITY, DIVISIONAL AND PROGRAM GOALS	KEY ELEMENT	INT/EXT& PROCESS EVALUATION BENCHMARKS	ANALYSIS OF BENCHMARKS FROM WORK- SHEET INFORMATION	COMMENTS & ACTIONS TO BE TAKEN	Resp. Party Group/ Ind.	FOLLOW-UP ACTIONS REQUIRED	TARGET DATE FOR COMPLETION/ Evaluation

Note: This data will be transferred to next years Worksheet Cover Page to provide follow-up documentation (closing the loop).

III-PROGRAM QUALITY: CURRICULUM/TEACHING-LEARNING PRACTICES COMMITTEE WORKSHEET

Semesters/Year Being Evaluated: Summer Fall Spring

Benchmark	Evaluation
<p><u>Key Element III-A</u> The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the BSN Mission/Purpose/Goals, Philosophy, Program Outcomes, Course Outcomes and Content Outcomes; and the roles of the generalist nurse for which the program is preparing its graduates.</p>	
<p>1. 100% courses achieve a 90% or above Course Completion Rate Course Completion Rate Defined:</p> <p>Course Completion Rate = # of students starting* the course compared to the # students making a C or above in the course. Students not completing the course will consist of all W's, WP's, WF's, D's and F's, and "I's" as indicated on the End of Course Report and Banner Grade sheet.</p> <p>*Starting the course =Use first official roll to determine number of students that start the course. Any student whose name does not appear on the permanent roll will not be counted.</p>	<p>Yes No Highlight courses that do not meet 90% completion rate in Table 1</p>
<p>2. Did any course(s) fall below 90% for 2 consecutive offerings?</p>	<p>Yes No *If yes to #2, the Course Coordinator must initiate a Course Completion Rate Analysis Form, assisted by all faculty teaching in the course. The form will then be presented with this worksheet or earlier if deemed actionable. Copy and paste from below to create the report. *Attach <i>Course Completion Rate Analysis Form</i> to the worksheet</p>

1. MET NOT MET

2. MET NOT MET

TABLE 1 COURSE COMPLETION RATES
Summer, Fall, Spring

Generic Summer					APO Summer					
	2012	2013	2014	2015		2012	2013	2014	2015	
Nu 301	100	95	96.22	100	Nu 464	99	99.5	99	100	
Nu 325	100	95	96.22	100	Nu 469	100	96.7	99.5	100	
					Nu 471	99	98	99.72	99.69	
Generic Fall (Junior)					APO Fall					
	2012	2013	2014	2015		2012	2013	2014	2015	
Nu 300	90.76	86.66	89.39	91.43	Nu 459	100				
Nu 328	100	100	100	100	Nu 465	100				
Nu 329	95.31	84.74	97	92.31	Nu 467	100				
Nu 330	96.88	91.52	100	95.31						
Nu 110	100	100	100	100						
Generic Spring (Junior)					APO Spring					
	2013	2014	2015	2016		2013	2014	2015	2016	
Nu 350	95	93.75	88.88	96.97	Nu 459	98		99.5		
Nu 351	100	100	98.43	98.48	Nu 465	98.41	98.33	99		
Nu 352	100	97.82	95.16	96.83	Nu 467	99.5	98.33	99.49		
Nu 357	100	100	100	100	Nu 464	100	99			
Nu 355	100	100	100	100	Nu 469	99.1				
					Nu 471	99.1				
Generic Fall (Senior)					*Original rate was 94.4% but "I" converted to a B-.					
	2012	2013	2014	2015	* Last offering of NU 359 was Fall, 2013.					
Nu 425	100	98.38	100	100	*NU 360, 361, 362, and 363 will begin Fall, 2014.					
Nu 426	100	98.38	100	100	APO Fall					
Nu 428	98	95	77.78	91.94		2014	2015			
Nu 429	100	98	95.56	100	Nu 360	95	96.4			
Nu 430	100	98.33	100	100	Nu 361	96.4	96.1			
					Nu 362	97	97			
Generic Spring (Senior)					Nu 363	96	97.6			
	2013	2014	2015	2016	APO Spring Dual Enrollment					
Nu 449	100	100	100	100	Nu 360	87.5				
Nu 454	100	96.66	100	100	APO Summer Dual Enrollment					
Nu 455	100	98.33	100	100		2015				
Nu 456	100	98.33	100	100	NU 361	100				
Nu 457	100	100	100	100						
3. Has there been a change in the BSN Mission/Purpose/Goals, Philosophy, or Program Outcomes that would require a change in the Course Outcomes or Content Outcomes? BSN Master Plan of Evaluation					If yes, explain what action was taken.					3. MET
,Mission – Introduction Section, Goals – Introduction Section, Program Outcomes- Introduction Section										NOT MET
YES					NO					

4. 100% of the courses consider the needs and expectations of the community of interest.	If no, explain.	4. Met NOT MET
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Key Element III-B 5. 100% of BSN Courses show evidence that the program is utilizing <i>The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)</i> and ANA Standards as the prescribed ROLE standards.					Comments: Program Outcomes align with <i>The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)</i>.	5. MET NOT MET
• BSN Department Purpose audited to make sure that prescribed standard terminology is still present.				Yes No		
• BSN Department Philosophy audited to make sure that prescribed standard terminology is still present.				Yes No	Program outcomes align with ANA	
• Program Outcomes audited to make sure prescribed standard terminology are still present				Yes No	<i>Standards (2008).</i>	
• Have there been any changes to the professional nursing standards or guidelines?				Yes No	<i>Mississippi</i>	
• If yes, were revisions required and completed?				Yes No N/A	<i>Competency Model (2011)</i> is incorporated in our program.	
• Four (4) Course Overviews are audited to make sure that the <i>Guidelines for Curriculum Role Flow</i> found in the MPE are being followed:					Program outcomes align with ANA's	
Write in Course Numbers:	Jr. NU	Sr. NU	APO NU		Social Policy Statement and with ANA Code of Ethics.	
• Course Overview Template is followed	Yes No	Yes No	Yes No			
• Course Outcomes	Yes No	Yes No	Yes No			
• Course Descriptions	Yes No	Yes No	Yes No			
• Topical Content Outlines	Yes No	Yes No	Yes No			
• Course Content Outcomes	Yes No	Yes No	Yes No			
Key Element III-C, D & E not applicable.						

<p>Key Element III-F The curriculum schema is logically organized with approximately 50% prerequisite and 50% nursing courses.</p> <p>6. The following hours are still current? Nursing Hours = 66 Prerequisite Hours = 62</p> <p>128 Hours to Graduate</p> <p>Yes No</p> <p>7. The Prerequisite Core Checklist is still correct? See Below Yes No</p> <p>8. The curriculum schema listed is still current? Yes No</p>	<p>First Semester Junior (Summer) NU 301 Introduction to Basic Nursing Skills, (3 hrs) NU 325, Concepts Utilized in Professional Nursing I, (3 hrs) TOTAL HOURS = 6</p>	<p>First Semester (Fall) NU 360 Introduction to Scholarly Activity for the Professional Nurse (3 hrs.) NU 361 Comprehensive Health Assessment across the Lifespan (3 hrs.) NU 362 Introduction to Health Promotion (3 hrs.) NU 363 Introduction to Professional Concepts in Leadership and Management (3 hrs.)</p>		
	<p>Second Semester Junior (Fall) NU 300, Pharmacology, (4 hrs) NU 328, Nursing Therapeutic Interventions: Health Assessment Across the Life Span, (3 hrs) NU 329, Nursing Therapeutic Interventions: Care of Individuals, (4 hrs) NU 330, Clinical Practicum for NU 329,(3 hrs) NU 110, or NU 111, Basic Life Support, (1 hr) TOTAL HOURS = 15</p>	<p>Validates 24 hrs from the following courses: NU 301 Introduction to Basic Nursing Skills (3) NU 325 Concepts Utilized in Prof. Nursing I (3) NU 328 Nursing Therapeutic Interventions: Health Assessment Across the Life Span (3)NU 329 Nursing Therapeutic Interventions: Care of Individuals (4) NU 330 Clinical Practicum for NU 329 (3) NU 352 Nursing Therapeutic Interventions: Concepts of Care Concerning Women and Children: Developing Families (4)NU 355 Sociocultural Responsibility in a Global Society (2)</p>		
	<p>Third Semester Junior (Spring) NU 350, Nursing Therapeutic Interventions: Care of Individuals and Families Experiencing Chronic Health Problems, (4 hrs) NU 351, Clinical Practicum for NU 350,(4hrs) NU 352 Nursing Therapeutic Interventions: Concepts of Care Concerning Women and Children: Developing Families, (4 hrs.) NU 357, Leadership and Management for the Professional Nurse II, (2 hrs) NU 355, Sociocultural Responsibility in a Global Society, (2hrs) TOTAL HOURS = 16</p>			
	<p>First Semester Senior (Fall) NU 425, Theory and Research I, 2 hrs NU 426Nursing Therapeutic Interventions: Dimensions of Community Nursing Practice I: Care of Groups, Aggregates, and Communities, 4 hrs NU 428, Nursing Therapeutic Interventions: Care of Individuals Experiencing Acute Health Alterations, 4 hrs NU 429, Clinical Practicum for NU 428, 4 hrs NU 430, Leadership and Management for the Professional Nurse III, 2 hrs TOTAL HOURS = 16</p>	<p>Second Semester Senior (Spring) Nu 459 Theory and Research I (3 hrs) Nu 465 Professional Perspectives: Dimensions of Community Nursing Practice (6 hrs) NU 467 Professional Perspectives: Leadership and Management in the Health Care System (6 hrs) TOTAL HOURS = 15</p>		

	<p style="text-align: center;">Second Semester Senior (Spring)</p> NU 449, Theory and Research II, 2 hrs NU 454, Nursing Therapeutic Interventions: Care of Individuals Experiencing Complex Health Alterations, 4 hrs (JC) NU 455, Clinical Practicum for NU 454, 3 hrs NU 456, NCLEX, 1 hr NU 457, Skills for Professional Nursing Transition: Preceptorship, 4 hrs. TOTAL HOURS = 14	<p style="text-align: center;">Third Semester Senior (Summer)</p> Nu 464 Theory and Research II (3 hrs) Nu 469 Professional Perspectives: Complex Health Alterations or Threats to Health (6 hrs) Nu 471 Advanced Nursing Concepts (6 hrs.) TOTAL HOURS = 15	
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Dual Enrollment

**Beginning Spring 2015	Fall	Spring	Summer
ADN - year 1	ADN courses	ADN courses + NU 360	NU 361 (NU 360) and/or patho
ADN - year 2	ADN courses + NU 362	ADN courses + NU 363	Obtain RN license and Patho if not taken
RN to BSN	Ist semester senior yr	2 nd semester senior yr = BSN	

BSN Prerequisite Check List:
Minimum grade of C required in each course

<p>Written and Oral Communication (9 hours required)</p> <p>___ EN 101 English Composition (3)</p> <p>___ EN 102 or EN 300 Advanced Composition (3)</p> <p>___ COM 101 Oral Communication (3)</p>	<p>Critical Thinking (3 hours required)</p> <p>___ any Philosophy (non-Religion) course</p> <p>___ PHL 301 Ancient and Medieval Philosophy (3)</p> <p>___ PHL 302 Modern Philosophy (3)</p> <p>___ Logic</p> <p>___ Ethics</p>
<p>Natural Sciences (with lab, 15 hours required)</p> <p>___ A & P I or Anatomy (4) *</p> <p>___ A & P II or Physiology (4) *</p> <p>___ Microbiology (4) *</p> <p>___ Human Pathophysiology (3) *</p>	<p>Health-Related (3 hour required)</p> <p>___ Nutrition (3) *</p>
<p>Humanities and Fine Arts (12 hours required)</p> <p>History Survey (3-6)</p> <p>___ HIS 101 History of Civilization I (3)</p> <p>___ HIS 102 History of Civilization II (3)</p> <p>___ HIS 209 History of the United States I (3)</p> <p>___ HIS 210 History of the United States II (3)</p> <p>Literature Survey (3-6)</p> <p>___ EN 201 Survey of English Literature I (3)</p> <p>___ EN 202 Survey of English Literature II (3)</p> <p>___ EN 203 Survey of American Literature I (3)</p> <p>___ EN 204 Survey of American Literature II (3)</p> <p>___ EN 231 Survey of World Literature I (3)</p> <p>___ EN 232 Survey of World Literature II (3)</p> <p>___ FLF 311 Survey of French Literature I (3)</p> <p>___ FLF 312 Survey of French Literature II (3)</p> <p>___ FLS 311 Survey of Spanish Literature I (3)</p> <p>___ FLS 312 Survey of Spanish Literature II (3)</p> <p>Fine Arts History / Appreciation (3-6)</p> <p>___ ART 102 Art Appreciation (3)</p> <p>___ ART 211 Art History Survey I (3)</p> <p>___ ART 212 Art History Survey II (3)</p> <p>___ DAN 110 Dance Appreciation (3)</p> <p>___ MUS 100 Music Appreciation (3)</p> <p>___ MUS 105 Introduction to Music Literature (3)</p> <p>___ MUS 301 History of Music (3)</p> <p>___ MUS 302 History of Music (3)</p> <p>___ TH 175 Theatre Appreciation (3)</p> <p>___ TH 457 History of the Theatre I (3)</p> <p>___ TH 458 History of the Theatre II (3)</p> <p>Revised 2010; Revised 5/2018</p>	<p>Quantifying Skills (6 hours required)</p> <p>##One class must be pure mathematics at the 113 level or higher##</p> <p>___ MA 113 College Algebra or above*</p> <p>___ MA 123 Statistics**</p> <p>___ Computer application or programing class (Computer in Healthcare or MIS Info systems)</p> <p>* Recommended for prelicensure students.</p> <p>**Recommended for students wishing to pursue grad studies</p> <hr/> <p>Social Science (3 hours required)</p> <p>___ Psychology (3) *</p> <hr/> <p>General Core Electives (11 hours)</p> <p>_____ (3 hours)</p> <p>_____ (3 hours)</p> <p>_____ (3 hours)</p> <p>_____ (2 hours)</p>

9. Student Core Knowledge

- 100% BSN Courses utilize Program Outcome 1 as a Course Outcome

**ESSENTIAL I. Integration of Liberal Education into Baccalaureate Education for Generalist Nursing Practice
PROGRAM OUTCOME 1. Synthesize knowledge from the humanities, social and natural sciences as a basis for nursing decisions**

Yes No

- Does the program still define Student Core Knowledge as critical thinking/clinical reasoning, communication skills, knowledge acquisition, and ascribe to *The Essentials of Baccalaureate Education for Professional Nursing Practice*, ANA Scope and Standards of Nursing Practice, ANA Nursing's Social Policy Statement, ANA Code of Ethics for Nurses, and Mississippi Competency Model?
Yes No
- Is the MUW BSN Portfolio still an effective tool for the End of Program measurement of Student Core Knowledge? Yes No
- Comments

9. MET

NOT MET

Key Element III-G

10. Are the following curriculum teaching/learning maps for the Generic and APO Option

- Current as mapped.
- Listed on End of Course Report
- Listed on each Course Overview according to the Teaching/Learning Mapping
- Reflects a variety of current teaching learning methods

Yes No

Highlight in yellow the courses that were audited from Teaching/ Learning Mapping for the APO and Generic Programs Teaching/Learning practices are evaluated yearly for both the Generic/APO and reflect a variety of methods used. Teaching/Learning mapping is audited from Generic/APO to make sure a variety of methods are used.

APO Teaching/Learning Mapping

.....All Courses implemented in Learning Management System (LMS)	NU 360	NU 361	NU 362	NU 363	NU 459	NU 465	NU 467	NU 464	NU 469	NU 471
Asynchronous Online Discussions (LMS)	x	x	x		x	x	x	X	x	x
Care Planning						x			x	
Case Studies		x				x	x		x	x
Classroom Discussion*		x			x	x	x	X	x	x
Critical Thinking/Reasoning Activities		x	x		x	x	x	X	x	x
Computer Assisted Instruction (CAI)	x	x	x		x	x	x	X	x	x
Formal Paperwork	x		x		x	x		X	x	
Group Work			x		x	x	x	X	x	x
Interviews						x	x			x
MUW BSN Portfolio		x					x			x
Online Lecture Notes	x	x	x		x	x	x	X	x	x
Reflective Journaling							x			x
Service Learning					x	x	x	X	x	x
Article Reviews		x	x		x	x	x	X	x	x
Student Presentations*		x	x			x			x	
Synchronous Online Discussions (Blackboard Chat, Skype, Face time)			x		x	x	x	X	x	
Video Streaming		x	x							

- Indicates a method utilized if the student selects to attend class

CAI's consist of: Learning Management System (LMS), Article Review Criteria, Information Management Tutorials, Evidenced Based Practice Tutorial, Fant Memorial Library Tutorial, APA Tutorial, Quality/Safety Tutorial, Microsoft Word Online Help, Creating Power Point Tutorials, Writing Guide Online Tutorial and LMS Survival Guide

10. MET
NOT MET

Generic Teaching/Learning Mapping

.....	301	325	300	328	329	330	350	351	352	357	355	425	426	428	429	430	449	454	455	456	457	
Assignments/Quizzes		X	X																			
Asynchronous /Synchronous Online Discussions (LMS, Discussion Board, E-mail)	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X			X	X
Audio/Visual Aids	X	X	X	X	X	X		X		X			X	X		X	X	X				
Care Plans															X			X	X			
Case Studies	X		X							X						X	X					
Classroom Discussion/Lecture	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X			X
“Clickers”	X	X			X		X		X					X				X				
Clinical Activities	X					X		X							X					X		
Computer Assisted Instruction (CAI)	X	X	X	X	X	X	X		X	X		X		X	X	X	X	X			X	X
Demonstration/Documentation				X		X		X						X	X					X		
Evidence Based Practice Tutorials	X	X			X							X				X	X					
Field Trips	X																					
Formal papers	X	X		X		X					X	X				X	X					X
Group Work/Discussion	X	X	X	X		X			X	X	X	X	X			X	X	X	X			
Guest Speakers	X				X		X		X	X		X	X	X		X	X	X				X
Interviews											X											
Laboratory Activities	X			X	X	X		X	X				X							X		
Online Learning Activities/Notes	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X				
Reflective Journaling	X																					X
Role Play	X												X							X		
Seminars/Professional meetings						X		X	X	X						X		X	X	X		
Service Learning																						
Simulations (Sim Man)	X							X					X	X	X				X			
Skills Lab/Practice				X				X	X											X		
Student Presentations		X		X		X			X	X	X	X	X			X	X					
Videos/Video Streaming	X			X					X				X	X					X			
Learning Management Systems	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Learning Management Systems - Courses that are enhanced by the use of Learning Management System (LMS). Example is generic option.

11. 90% of teaching-learning practices and environments are evaluated as supporting the achievement of unit and course outcomes.

- Effective as evaluated by students
- Effective as evaluated by faculty
- These are evaluated on the End of Course Report.

12. Textbooks are evaluated yearly by students and faculty and are deemed 90% appropriate.

- Effective as evaluated by students
- Effective as evaluated by faculty
- Faculty evaluate twice a year see minutes from
- Students (APO/Generic) evaluate textbooks in the Spring only
- ❖ Attach Textbook Evaluations to worksheet. Textbook Evaluations are found only in Nu 457 and NU 471

Highlight in Yellow the End of Course Reports Audited. Are the following present: (Audit 1 from each option)

- Student Course Evaluations from Learning Management System indicate that teaching/learning practices were effective.
- Faculty Evaluation of T/L Practices as written on End of Course Report was deemed effective.

Generic

Summer Jr.	Fall Jr.	Spring Jr.	Fall Sr.	Spring Sr.
Nu 301	Nu 300	Nu 350	Nu 425	Nu 449
Nu 325	Nu 328	Nu 351	Nu 426	Nu 454
	Nu 329	Nu 352	Nu 428	Nu 455
	Nu 330	NU 355	Nu 429	Nu 456
	Nu 110	Nu 357	Nu 430	Nu 457

APO

Summer	Fall	Spring
Nu 464	Nu 360	Nu 459
Nu 469	Nu 361	Nu 465
Nu 471	Nu 362	Nu 467
	Nu 363	

11. MET

NOT MET

Comment here if any audited End of Course Reports was deemed actionable.

12. MET

NOT MET

Key Element III-G

13. 100% of the courses consider the needs and expectations of the community of interest.

List any special practices that occurred as a result of a special circumstance (disability of student, second language student, use of distance technology, simulation, etc)
List any input utilized as a result from input from Communities of Interests. See MPE Introduction for definitions.

<p>The community of interests is defined as:</p> <ul style="list-style-type: none">• Internal Customers<ul style="list-style-type: none">○ BSN Students○ BSN Faculty/Staff○ Other university divisions/services/staff○ University Administration	<ul style="list-style-type: none">• External Customers<ul style="list-style-type: none">○ Potential Students<ul style="list-style-type: none">▪ High School Students, Pre-Nursing Students (generic)▪ ASN Programs, RN's (RN/BSN Option)○ Health Care Agencies○ Employers of graduates○ Alumni○ Community Colleges○ Community at Large
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13.MET NOT MET

Key Element III-II

14. 90% of clinical practices and environments are evaluated as supporting the achievement of unit and course outcomes. Clinical practice experiences enable students to integrate new knowledge and demonstrate attainment of program outcome; foster interprofessional collaborative practice; and are evaluated by faculty.

Effective as evaluated by students

- Effective as evaluated by faculty
- These are evaluated on the End of Course Report.

- Clinical evaluation tools have written directions and criteria for the satisfactory student evaluations
- Laboratory evaluation tools have written directions and check-off criteria for the satisfactory completion. (Skills Check Off)

Highlight in Yellow the End of Course Reports Audited. Are the following present: (Audit all clinical courses from each semester)

- Student Course Evaluations from Learning Management System indicate that clinical practices were effective.
- Faculty Evaluation of Clinical Practices as written on End of Course Report was deemed effective.

Generic

Summer Jr.	Fall Jr.	Spring Jr.	Fall Sr.	Spring Sr.
Nu 301	Nu 330	Nu 351	Nu 429	Nu 455

APO

Summer	Fall	Spring
NU 469	NU 361	NU 465

APO Clinical Mapping

	361	465	469
Asynchronous /Synchronous Online Discussions (Blackboard Discussion Board, E-mail)	X	X	X
Case Studies	X	X	X
Community Assessment		X	
Community Implementation		X	
Demonstration/Documentation	X	X	X
Family Assessment		X	
Physical Assessment	X		

14. MET

NOT MET

Comment here if any audited End of Course Reports was deemed actionable.

Generic Clinical Mapping

	301	330	351	429	455
ATI exam/Modules	x	x	x		x
Clinical Discussion		x			
Clinical/Evaluation Tool		x	x	x	x
Clinical Assessment Tool					
Cohort Checkoffs	x				
Community/Eco Assessment				x	
Critiques					
Disaster Management Activity				x	
Ecomap/Genogram				x	
Exams/Quiz	x	x	x	x	x
Formal Paper					
Health Assessment Exam/Video					
Health Promotion Activity				x	
Home Care Activity				x	
Home visit/Family Assessment				x	
Interview/Discussion				x	
Journal			x		
Laboratory Skills Checkoff	x	x	x		
Online Learning Activities/Testing	x				
Portfolio					
Presentation/Project		x		x	
Professional Meetings		x			
Service Learning	x	x			

Key Element III-I

15. 100% student performance is evaluated by faculty and reflects achievements of expected individual student learning outcomes.

- Current
- Listed on the End of Course Report
- Consistent
- Listed on each Course Overview according to the Evaluation Mapping
- Reflect a variety of ongoing best practice evaluation methods

APO Evaluation Mapping.....

Note: Anytime a student is given a grade, an evaluation tool must be listed on the Course Overview

.....	NU 360	NU 361	NU 362	NU 363	NU 459	NU 465	NU 467	NU 464	NU 469	NU 471
.....										
Note: All are submitted in Learning Management System										
Case Management Assignment*							x			x
Clinical Activities *		x				x	x		x	x
Critical Thinking /Reasoning Activities	x		x		x	x	x	x	x	x
Community Assessment*						x				
Family Assessment*						x				
Formal Papers	x				x	x		x	x	

15. MET NOT MET

Key Element III-J

16. Evaluation practices are evaluated:

- 100% of the students are given the opportunity to effectively evaluate the courses
- 100% of the faculty is given the opportunity to effectively evaluate the courses.

17. 100% of the Evaluation tools are defined and consistently applied:

- Didactic tools have written directions and criteria for the satisfactory completion for every evaluation in the course? (Rubrics, Grading Criteria, Checklist, etc)
- Clinical evaluation tools have written directions and criteria for the satisfactory student evaluations?
- Laboratory evaluation tools have written directions and check-off criteria for the satisfactory completion. (Skills Check Off)

18. 100% BSN Program didactic and clinical/laboratory courses:

- List the grading scale on the course overview.
- Utilize the same grading scale according to policy.

19. Clinical sites are evaluated according to the Master Calendar of Evaluation. All contracts and affiliation

15. Student evaluations are attached to the End of Course Report

- ❖ Student Evaluations from Learning Management System are present Yes
No
- ❖ Write in the number of Student Evaluations obtained. Does the faculty believe the response rate is valid or does action need to be taken?
- ❖ Faculty Evaluation of T/L Practices are written on End of Course Report Yes
No
- ❖ Faculty evaluates each course at the end of each semester.
- ❖ Sample Evaluation Tools have written directions and criteria and are audited.
- ❖ Additional Audit Comments:

Yearly the following must be audited:

- 1 theory course designated by a T
- 1 clinical course designated by a C
- 1 laboratory course designated by a L

The following courses in **RED** have been audited for **Summer, Fall, Spring**

Generic

Summer ' Jr.	Fall ' Jr.	Spring ' Jr.	Fall ' Sr.	Spring ' Sr.
Nu 301	Nu 300	Nu 350	Nu 425	Nu 449
Nu 325	Nu 328	Nu 351	Nu 426	Nu 454
	Nu 329	Nu 352	Nu 428	Nu 455
	Nu 330	Nu 355	Nu 429	Nu 456
	Nu 110	Nu 357	Nu 430	Nu 457

APO

Summer	Fall	Spring
NU 464	NU 360	NU 459
NU 469	NU 361	NU 465
NU 471	NU 362	NU 467
	NU 363	

Comment on any evaluation tools changed during this evaluation cycle:

16.

MET

NOT MET

Course coordinator to validate information for end of course documentation in LMS.

17.

MET

NOT MET

18.

MET

NOT MET

19.

MET

<p>agreements with clinical agencies are in place and up to date.</p> <p>Yes No</p> <p>Clinical sites are evaluated in August, May, and January of each year.</p>			NOT MET
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**PROGRAM QUALITY: CURRICULUM/TEACHING-LEARNING
COMMITTEE WORKSHEET
SCORE CARD RESULTS**

SCORE CARD RESULTS: Number of benchmarks met _____ out of 20 total benchmarks = %

Action Plan to Correct Unmet Benchmarks

UNIVERSITY, DIVISIONAL AND PROGRAM GOALS	KEY ELEMENT	INT/EXT& PROCESS EVALUATION BENCHMARKS	ANALYSIS OF BENCHMARKS FROM WORK- SHEET INFORMATION	COMMENTS & ACTIONS TO BE TAKEN	Resp. Party Group/ Ind.	FOLLOW-UP ACTIONS REQUIRED	TARGET DATE FOR COMPLETION/ Evaluation

Note: This data will be transferred to next year's Worksheet Cover Page to provide follow-up documentation (closing the loop).

Date: _____

Signatures of Faculty assisting with completion of worksheet: (Typed names will serve as signatures.)

Signature of Department Chair (Typed in name will serve as signature)

Reviewed: October 04; Reviewed: October 0; Reviewed: October 07, Revised 11/07, Reviewed 11/08, Revised 4/6/09, 08/27/12, 05/12/14; Revised 5/2017; Revised 5/2018, Revised 1/2019; Reviewed 5/2019; Reviewed 5/2020; Reviewed 5/2021; Reviewed 5/2022