

## Program Name & CIP Code Nursing 51.1601 Level: Baccalaureate

Example of Linkage between Expanded Statement of Institutional Purpose,  
 Departmental/Program Intended Outcomes/Objectives, Assessment Criteria and Procedures,  
 Results, and Use of Results at our University

Expanded Statement of Institutional Purpose	Departmental/Program Intended Outcomes/objectives	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p>UCF is a metropolitan university committed to providing the finest undergraduate education in Florida, achieving international prominence in key graduate educational and research programs, promoting a global perspective, fostering inclusiveness and diversity, and becoming America's leading partnership university.</p> <p>To be a model of professional excellence and innovation in programs that prepare graduates for general and advanced practice.</p>	<p>1. Graduates of the School of Nursing will demonstrate professional competencies in:</p> <p>1) Written and oral communication</p> <p>2) Critical thinking</p>	<p>1a. Ninety percent of students will demonstrate written and oral communication as clear, concise, grammatically correct, and appropriate to context.</p> <p><u>Procedure 1a.1</u> Two faculty analyzed 3 oral presentations by students concurrently. Two on-campus and one off-campus RN to BSN students were analyzed. Areas evaluated were use of resources, clarity, use of references and ability to stimulate discussion.</p> <p>1a.2. Written Communication - Two faculty simultaneously analyzed eight written papers by students in their final course on six criteria related to clarity of presentation, style, and grammar.</p> <p>1b. Ninety percent of students will demonstrate critical analysis of clinical and disciplinary problems in the process of reasoning, analysis, and decision-making.</p> <p><u>Procedure 1b.</u> Two faculty each analyzed the following documents: final clinical paper, practicum clinical logs, and preceptor evaluations.</p>	<p>1a. Oral Communication - Concurrent faculty analyses were correlated at 1.00. Students were ranked as met on 9 criteria by two faculty for one hundred percent.</p> <p>Overall, interreliability was established at <math>r = 1.00</math>. Seventy-five percent of papers rated as clear, concise, and grammatically correct. Incorrect citations and APA format errors were most frequently noted.</p> <p><i>Final clinical paper.</i> Clinical papers were rated as eighty-eight percent satisfactory related to recommendations about presentations of disciplinary issues. <i>Practicum logs.</i> Logs were reflective of course objectives and revealed self-analysis at one hundred percent.</p> <p><i>Preceptor Evaluations</i> - Evaluations were at one hundred percent for students meeting all course objectives including use of resources, advantage of learning opportunities, and use of concepts.</p>	<p>1a. Target met. Shared with faculty. Continue to monitor.</p> <p>Target not met. Shared data with faculty and curriculum chair. Faculty will address in early course in curriculum. Plans to be developed in August. Include community advisory panel in plans.</p> <p>Target met. Results shared with faculty and curriculum chair. Continue to monitor.</p>

Department: Nursing  
 Chair: E. Stullenbarger  
 Participating Faculty: Wink, Sole, Kiehl,  
Peterson, Crigger, Ramey, Stullenbarger.

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	<p>2. Graduates of the School of Nursing will demonstrate professional competencies in planning, implementing, and evaluating therapeutic nursing interventions.</p> <p>3. Graduates of the School of Nursing will be prepared to practice in a variety of settings.</p>	<p>2a. One hundred percent of students will demonstrate the ability to perform theory-based nursing interventions including psychomotor and psychological therapeutics for individuals and aggregates.</p> <p>Procedure - Two faculty analyzed four clinical practicum logs and eight preceptor evaluations according to predetermined criteria:  <i>Logs</i>- Self analysis of learning, growth in role, reflection on experiences  <i>Preceptor Evaluations</i> - demonstration and use of nursing skills, applications of concepts to nursing practice.</p> <p>2b. Pass rate on NCLEX for graduates will meet or exceed pass rate of other SUS baccalaureate programs.</p> <p>3a. Seventy percent of graduates will be employed in acute care, long-term care, community based care, and home health as reported on Alumni Surveys at one year after graduation.</p> <p>Procedure 3a. Alumni surveys were sent to 68 graduates from class of May, 1995 in March, 1997. Returned surveys (twenty percent) were analyzed in May.</p>	<p>2a. <i>Practicum Logs</i>. Students were assessed at one hundred percent on criteria related to self-analysis, growth in role and ability to reflect on experiences.  <i>Preceptor Evaluations</i>. Students were assessed at one hundred percent on demonstration and use of nursing skills and eighty-eight percent application of concepts.</p> <p>2b. Pass rates reported for 1996 setting for NCLEX were ninety-three percent for UCF. SUS system results were eighty-nine percent of students on first setting.</p> <p>3a. Ninety-two percent of the graduates were employed in acute, long-term care, or community settings. The remainder were in graduate school. One hundred percent stated they would recommend this program to others.</p>	<p>2a. Target not met. Shared results with all faculty. Plan to include preceptor representatives in future discussion.</p> <p>2b. Target met. Continue to monitor each year.</p> <p>3a. Target met. Shared findings with faculty. Discussed methods to gain information most efficiently in light of low response rate.</p>

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		<p>3b. Eighty percent of employers will indicate satisfaction with performance of newly hired graduates in relation to communication, critical thinking and therapeutic nursing interventions one year post graduation on an Employers Survey.</p> <p>Procedure 3b: Employer Surveys were enclosed with Alumni Surveys with instructions to give to immediate supervisor. Self-addressed post paid envelopes were included. Questions on employer survey were constructed to elicit information, critical thinking, and therapeutic nursing interventions.</p>	<p>3b. Employee evaluations were received from six agencies including three major hospital employers of graduates. One hundred percent of employers were satisfied with critical thinking skills of graduates. Eighty-three percent of employers were satisfied with communication skills of graduates. Eighty-three percent of employers were satisfied with the application of therapeutic nursing interventions to client care.</p> <ul style="list-style-type: none"> <li>- Critical thinking met</li> <li>- Communication met</li> <li>- Therapeutic nursing met</li> </ul>	<p>3b. Target met. Shared findings with faculty. Continue to monitor.</p>