Student Learning Outcomes					
A190 Learning Strategies in Nursing					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
Face to Face Course ***Online***	All students will complete course with a 73% passing grade.	Every summer session II	Final exam and final course grade	**2017** All 30 students passed course Exam score mean: 80% **2016** All 30 students passed the course Exam score means: Exam 1 85% Exam 2 78% **2015** All 34 students passed course Exam score means: Exam 1 87% Exam 2 84% **2014** 14 students passed course Exam Score means: Exam 1 78% Exam 2 90% Comprehensive Final 77% ***2017*** 40 students passed, 2 students failed Exam 1: 87%	**2017** As the exam policy requires that students must have a minimum exam average of 73% in order to pass the course, 3 exams were given to increase student chances of success. This is different from 2016, when only 2 exams were given. Teaching A190 has continues to be a challenge as the summer sessions are only 6 weeks in length. Much is covered in a very limited amount of time, I remain concerned how much information the students retain. **2016** Teaching A190 has become even more challenging as the summer sessions are shortened to six weeks. A concern is that the students are taught dimensional analysis for dosage calculation but they are not given opportunity to apply it during the fall semester. **2015** Consider making A190 a hybrid course. Subjects such as nursing history, professional practice, CHHS and SON policies, etc. could be covered with the online portion. Medical terminology and

				Exam 2 (final): 84% ***2016*** 35 students passed course 1 student failed, 1 student withdrew Exam score means: Exam 1 88% Final Exam 79% ***2015*** 29 student passed the course 1 student failed Exam score means: Exam 1 83% Final Exam 84.5% ***2014*** 39 students passed course 4 students failed course 2 students withdrew from course Exam score means: Exam 1 78.95% Exam 2 74.45% Exam 3 92.35% Exam 4 81.65%	dimensional analysis could be covered in the face-to-face portion. **2014** Consider changing the dosage calculation text to Math and Dosages for the Healthcare Profession by Booth and Whaley. The text has more resources than the Craig book. ***2017*** Meeting with each student in week 3 was helpful to address weaknesses in the online course. ***2016*** Meeting with each student in week 3 was very helpful to address weaknesses in the online course. Also require meeting with faculty after each failing quiz grade. ***2015*** Course materials moved to Canvas LMS. Additional content offered each week around the following: Test taking, Medical Terminology, Dimensional Analysis (content from new drug book was piloted), Stress management, Therapeutic Communication, Ethical/ Legal aspects of nursing. Content organized in easy-to-view modules with weekly online wrap-ups and recorded lecture, discussion questions, assignments, and quizzes. Met with each student in week 3 to discuss progress in course. Future delivery: Will require the new DA book. Will require a meeting (virtual or phone) with each student failing a quiz. Completed final exam

					blueprint, 2 exam questions needed revision based on exam statistics. ***2014*** Failures were related to students not completing timely work. Students, who withdrew, left nursing program. Student feedback included need for DA book, not just power points, and workbook. In 2015 will change scholarships so that all students pay for 1 credit hour and SON pays for additional 2 credit hours for students testing in to f2f course.

Student Learning Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
B230 Developmental Issues and Health	All students will complete course with a 73% passing grade.	Every fall beginning in Fall 2014/ Every Spring prior to 2014	1. Online Discussion Forums 2. Simulation (peer evaluation) --Cultural --End of Life 3. Community based service learning (SL) (peer and faculty evaluation) 4. Quizzes and Exams	**2017** 59 students passed the course. 3 students failed, 5 students withdrew Quiz avg:80% Exam avg:80% Avg course grade: 84% **2016** 64 students passed the course 4 students failed (2 due to the exam policy) and 2 students withdrew Simulation: 96% of Students completed the curriculum. Avg Score:	**2017** Continued use of a mandatory cognitive wrapper as a part of each exam review session. Incorporated more exam reviews with the wrapper where students reflected on time spent, and depth of preparation. Continued formal TBL/ PBL learning process where students received an individual quiz at the beginning of class (no more than 5 questions) based on assigned flipped course content for the week; then students engaged in PBL exercise with assigned teams. **2016** Improve the delivery of spirituality and cultural influence on EBP nursing care. Significantly increased the focus on the nursing process. Noted significant

			(includes Case Studies)	19.1/20 Community-based service learning: Avg Score 78.8/ 80 pts **2015** 55 students passed the course 2 students failed the course, 1 student withdrew from the course. Online Discussion Forums; All students participated in the online discussion forums. Average grade received -95% Simulation: 100% of students completed the curriculum and simulation Community based service learning: 66/70 average score. Quizzes and Exams: Avg. score for all quizzes and exams -75.2% **2014** 54 students passed course 3 students failed course	improvement in ability to address patient care scenarios as a team but students continued to struggle when independently using this process. Consider using electronic sources to supplement course delivery of content. Included a cognitive wrapper with each exam. Incorporated more exam reviews with the wrapper where students reflected on time spent, and depth of preparation. **2015** Require peer review of the discussion question postings. Clearly outline the participation requirement to students Offer bi-weekly test taking training sessions (to address the lower quiz and exam averages). Continue the hybrid design. Update learning team evaluation rubric to reflect changes to scoring **2014** Require peer review of the online discussion question postings. Improve delivery of cultural and EOL class simulation activities. Improve delivery of service learning project (clearer description of objectives and offering of faculty support) Improve introduction to the online environment. Offer bi-weekly test taking sessions. Online discussions included with more case studies for immediate application of learned concepts. Learning activities and in class simulation included to promote team-based learning.

				Insightful qualitative responses received. Avg. grade 98.5% 100% of students completed the learning simulation activity Mean score for SL activity 99% Mean quiz and exam grade 75.2%	

Student Learning Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
B234 Promoting Health Populations	All students will complete course with a 73% passing grade.	Every Fall (traditional option) /Summer (BA/BS-BSN option)	4 exams and presentations In summer 2015 4 week session, 2 exams, quizzes, and online presentation	**2017** 60 students passed the course Exam avg: 83% Health/Wellness Fair Mean Score= 94 Range= 92-99 **2016** 66 students passed the course Exam score means: Exam 1 84% Exam 2 82% Exam 3 84% Final Exam 87.5% Presentation Mean: 95%	**2017** Students requesting online format. Hybrid format continued. Will bulk up distance learning modules. **2016** Need a true assessment of overlap material. Students requesting online format. Consider hybrid format. **2015** First time offered in the summer, in a 4 week session, as a hybrid course. Consider making entirely online. Looking for book that is specific to vulnerable populations and nursing. **2014** More points allocated for examination purposes. Less focus on

			4 exams and Presentation	**2015** 14 students passed the course 1 student withdrew from course and program Exam score means Exam 1 86.8% Final Exam 79.6% Presentation Mean: 98% **2014** 55 students passed the course 1 student withdrew from the course Exam score means Exam 1 76.64% Exam 2 80.96% Exam 3 79.2% Final Exam 88.75% Presentation Mean: 97%	presentations. One presentation per semester.

Student Learning Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
B220 Professional Nursing and Health Care	All students will complete course with a 73% passing grade. All students will receive an excellent or good on the	Every fall (traditional) and Summer (BA/BS-BSN)	3 Exams and In-class quizzes Oral presentation	**2017** 64 students passed the course; 2 students withdrew. Exam avg: 78.75% Group Presentation avg: 91% ATI CTEA: Avg: 69.2% Mean: 68%	**2017** This semester a more purposeful attempt to link course outcomes to objectives and student assignments was made. For example a clear definition of critical thinking was adopted and student assignments were created to demonstrate acquisition of selected skills and habits of critical thinking through the use of "Preview Notes".

	Oral Presentation which also fulfills the General Education requirement. Students will all complete ATI Critical Thinking Entrance Exam (CTEA) as baseline			**2016** 33/34 students passed this course 1 student withdrew Exam 1 78% Exam 2 78% Exam 3 80% Exam 4 86% Oral Presentation: average 80% ATI CTEA Group composite score is 68.4%, Group composite score mean is 68%. **2015** 16/16 students passed course Exam 1 87% Exam 2 89.5% Exam 3 88% ATI CTEA Group composite score is 75.3%, Group composite score mean is 68%, Group Percentile Rank-National is 92. **2014** 55 students passed course 1 student failed course 1 student withdrew Exam score means Exam 1 81.43% Exam 2 77.83%	**2016** Eliminated IHI assignment and debriefing. Increased feedback and student opportunity to succeed in completing APA paper. Identify and embed skills and habits of critical thinking into course assignments and activities. **2015** This is the first time that this course has been offered in this format (i.e. a 4 week hybrid course as opposed to an 8 week face to face course). The summer version of B220 is only offered to students in the BA/BS to BSN program. Because these students do not take A190 or B230, they do not have exposure to the Dimensional Analysis and Cultural components of the aforementioned courses. These factors necessitated some adjustments to the course content, delivery method, and assignments. After consultation with faculty during a Curriculum Committee meeting and discussions with individual faculty members who are connected with this and related courses, the following changes were made. **2014** Included coverage of Dimensional Analysis using Chapters 1 - 3 of the Craig text (math review, conversions, and the formula for solving problems using dimensional analysis). Chapter 4 of Craig, which had been covered in B231 in the past, would be moved to B 248 – 249. Included content related to Cultural Competence through the use of the Office

				Final Exam 74.99% Oral Presentation 100% of the students scored either excellent or good on the rubric designed for grading the oral presentation ATI CTEA results Group composite score is 67.2%. Group mean nationally is 68.0%.	of Minority Health Online course, "Course Delivering Culturally Competent Nursing Care". This is a 6 module self-study course. Eliminated the research paper due to time constraints. Streamlined the delivery of certain content through the use of online course modules (e.g. the IHI Courses). Less team teaching. Add another student presentation. Increase number of examinations to four Increase points for quizzes. More strategic placement of quizzes. See course report and Dec 2014 minutes where course report is presented.

Student Learning Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
B221 Introductory Clinical Practicum Experience in Nursing	All students will complete clinical course with a passing grade.	Every fall (traditional) and Summer (BA/BS-BSN)	Clinical evaluation tool, in-clinical activities	**2017** All students passed **2016** All students passed **2015** All 16 students passed the course (First time taught in summer for second degree students) Students related increased comfort in the clinical setting,	**2017** No data **2016** Clinical experiences vary from hospital to hospital. Some hospitals provided a set schedule of departments and units that the students can go to, some hospitals the instructor must make contact with department managers to arrange the observation. **2015** Consider having an entire day clinical rather than ½ day; both facilities used a shadow experience for support areas and other healthcare professionals.

				interacting with family and staff **2014** 55 students passed course 2 students withdrew 100% of the students safely performed all nursing skills assigned to them in the clinical setting. 100% of the students completed all assigned "in-clinical" activities.	Consider taking a break from 1 facility or having fewer groups at this facility. **2014** Only 2 groups at any one facility at a time. Prior to being at the facility, a day learning/practicing patient transfers would be beneficial.

Student Learning Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
B261 Pathophysiology and Pharmacology for Nursing Practice	All students will complete course with a 73% passing grade. Students will complete the Content ATI exam for Pharmacology and group mean will be	Every Spring (traditional)/ Summer (BA/BS-BSN option)	Exams, Quizzes, in-class assignments Content ATI Exam results	**2017** 57 students passed the course. Exam avg: 80% ATI results: Level 2: 3.5% (2/58) Level 1 31.6% (18/58) >Level 1 64.9% (37/58) **2016** 54 students passed the course 1 student failed, 1 student withdrew Exam score means:	**2017** Team quizzing was introduced and students responded positively aside from complaints about students who came late to class and joined the team after the discussion already began. There were also complaints about lack of participation from specific group members who did not come prepared for quizzing. Methods to reduce lack of participation will be explored. Lecture recordings were offered to students to reduce classroom lecture time. This worked well and overall feedback was

	at least a level 1			Exam 1 72% Exam 2 67% Exam 3 68% Exam 4 70% Exam 5 80% ATI results: Level 2 7.1% (4) Level 1 39.3% (22) <Level 1 51.8% (29) Group mean 63.4% (Level 1) **2015** All 16 students passed course Exam score means: Exam 1 86% Exam 2 74% Exam 3 80% Exam 4 94% ATI results: Level 2 0 Level 1 37.5% (6) <Level 1 62.5% (10) Group mean 67.25% (Level 1) **2015** 96% of the traditional BSN students received a passing grade for the course. One student failed and 1 student withdrew. Exam score means: Exam 1 67%	positive. This allowed more time for classroom application of concepts **2016** A pathophysiology textbook will be chosen and followed closely. Pathophysiology will be introduced, with medications following immediately. Continue individual and team quizzing to introduce concepts and ensure reading of material before class. **2015** This course is content-saturated. The number of diseases, listed as exemplars, can be reduced to pure pathophysiology on the one disease that best represents the concept. Recommend for the summer 2016 four weeks of face to face pathophysiology, and 8 weeks of hybrid pharmacology. The faculty for B248 and B249 collaborated to try to focus on similar concepts at the same time. However due to the shorter schedule, the students seemed more confused by this approach. Students also provided ideas during the class which were integrated into the class. These ideas included: (a) starting class with NCLEX style questions, (b) providing more time for in-class activities, and (c) providing more direction to the discussions. **2015** ATI Content exam for pharmacology was added as part of the final grade. Final Exam was blueprinted to course objectives. Course was presented in progression meeting.

				Exam 2 64% Exam 3 67% Exam 4 81% Exam 5 81% Final Exam 59% ATI results: Level 2 9%(5) Level 1 33% (18) <Level 1 57%(31) Group mean 69.9% (Level 1)	

Student Learning Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
B248 Science and Technology of Nursing	All students will complete course with a 73% passing grade. Students will complete the Content ATI Exam for Fundamentals	Every Spring (traditional)/ Summer (BA/BS-BSN option)	Exams, Quizzes, In-class assignments ATI Content Exam	**2017** 19 2nd Degree students passed course Exam avg 81.5% OSCE avg 72% ATI results: Level 3 15% (3) Level 2 57% (11) Level 1 21% (4) **2016** 54 traditional BSN students passed course	**2017** The format that was used in the spring was continued, although 5 exams, plus a final in an 8 week period was challenging. It made covering the concepts and content difficult because students were not given enough time between exams to really learn the material. They basically studied for the test and not what nurses need to know. Two exams and the final were given online instead of on campus.

	and group mean will be at least level 1			Exam score means: Exam 1 75% Exam 2 78 % Exam 3 72% Exam 4 84% Final Exam 70% ATI results: Level 3 17%(10) Level 2 48% (28) Level 1 27.5% (16) <Level 1 5%(3) **2015** 51 traditional BSN students passed the course 1 student failed, 1 student withdrew Exam scores means: Exam 1 74% Exam 2 85% Exam 3 80% Exam 4 79% Final Exam 70% ATI results: Level 3 7.5% (4) Level 2 34%(18) Level 1 54.7% (29) <Level 1 3.8%(2) Group mean 69.2% (Level 2) **2014** 58 traditional BSN students passed Exam scores means: Exam 1 79% Exam 2 75% Exam 3 77%	**2016** Large class, often difficult to keep class under control. We frequently experienced multiple side-bar conversations while class was being conducted. The physical layout of the classroom added to some of the difficulties that was experienced. **2015** Consider changing textbooks. We currently use Nursing Fundamentals by Potter & Perry. Students did report that they would prefer to have the 4 hours of class in the morning before they have the 3 hour lab. They suggested 2 hours of class with a half hour to hour break and then resume class for the remaining 2 hours. They said that after the lab, they were too tired at the end of the day to concentrate on class or activities. **2014** Increased credit hours from 3 to 4. B248 now meets 2 times per week. More class activities, such as case studies were incorporated in effort to make the class more interactive. Team Testing was also done following Exam 2 and the Comprehensive Final. Students divided into teams of 2 or 3, depending on the number of students who brought laptop computers.

				Final Exam 83% ATI results: Level 2 60.3%(36) Level 1 32% (18) <Level 1 6.9%(4)	

Student Learning Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
B249 Science and Technology of Nursing: Practicum	All students will complete course with a passing grade.	Every Spring (traditional)/ Summer (BA/BS-BSN option)	Clinical evaluation tool, OSCE, Lasater, return demos, simulations, OSCE checklists for each of the main skills throughout, then 2 randomly drawn out of 5, one-on-one "test out" at final	**2017** 55 traditional students passed with 2 students withdrawing and 1 student failed. All students passed OSCE. **Spring 2016** Traditional BSN 57 students passed 1 student failed **Summer 2016** BA-BS/BSN students 16 students passed **Spring 2015** Traditional BSN-52 students passed 1 student failed **Summer 2015** BA-BS/BSN- 16 students passed (first summer implementation of 3 credit course)	**2017** The VCE, Shadow Health, has been beneficial in improving skills. The students receive immediate feedback from the program and areas of improvement and strengths were identified. Shadow Health conducts its own survey and shared the results. The post assessment test score counted as points for lecture. The skills test outs (OSCE) also had points that went for didactic, so the clinical and didactic were more cohesive and the importance of clinical was more apparent. **2016** Front loading the skills again, really helped. The students were more prepared emotionally and skill wise to go to the facilities. Moreover, two instructors who teach both lecture and clinical made a big difference, as we could directly link concepts and follow through with the application in the lab setting.

				Spring 2014 Traditional BSN-58 students passed 1 student withdrew **Summer 2014** BA-BS/BSN students- 19 passed the course	**2015** The majority of the students commented that they didn't feel ready to go to the facility on the fourth week of clinical. They would have preferred if they learned all of the skills first. However, they felt that it was nice to see actual patients and that it helped understand the concepts. We received especially good feedback regarding the simulations. The students were anxious, but excited about using simulations and how it enhanced their learning experience in the future! The students liked going to the acute care setting, which gave them another setting to see and more opportunities to perform skills. **2014** One student withdrew for personal reasons. There were many changes. The course is going to radically change, as Physical Assessment and the Science of Technology in Nursing are merging together in the revised curriculum.

Student Learning Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
R375 Nursing Research and Evidenced-Based Practice	All students will complete course with a 73% passing grade.	Every Fall/Spring/ Summer	Lecture, classroom activities and discussion, final exam, written	**2017** 26 students passed the course. 3 Critiques avg: 84%, 88% and 90% Final exam avg:83%	**2017** Will continue to offer class in hybrid format with various meetings throughout the semester. Will incorporate a new textbook that follows the content in the course more closely (Polit and Beck, 2018) will be incorporated. Hospital Poster

			critiques, synthesis paper, Evidence-Based Practice Poster Presentation	Synthesis paper avg: 88% EBP Presentation avg: 98% **2016** 23 students passed the course. 3 Critiques averages 88%, 90%, and 91%. Final Exam mean: 87% EBP Presentation mean: 98% **2015** All students passed course. 3 Critiques averages 88%, 93%, and 94%. Analysis paper average: 89%. Final Exam mean: 80% EBP Presentation mean: 98% **2014** All students passed course. 3 Critiques averages 85.52%, 90.24%, and 90.48%. Analysis paper average: 89%.	presentation will be put on hold this semester due to negative feedback from students about time commitment and work that went into the poster for very little presentation time and contact from hospital personnel. **2016** This course should be kept in a hybrid format. Continue using critiques and synthesis paper for evaluation of intensive writing university requirements. Instituted discussion groups and quizzes in weekly modules to evaluate meeting weekly objectives supporting course outcomes. Plan for Fall 2017, students to present a PICOT presentation with data at local area hospitals to support community engagement, presentation skills, and promotion of evidence-based practice. **2015** After delivering this course in true hybrid format, one day in class, one day online, this course can become a true on-line course to be piloted in the Fall 2015. This course can be delivered in this manner and due to the writing component, in-person online writing workshops can be offered to students who struggle with writing to offer a face-to-face opportunity that some students may need. Students tend to do well with writing assignments and worse on the exam. This led faculty to believe that more attention should be paid to making certain that students are completing reading assignments which can be reflected in online discussion modules.

					2014 Lesson objectives enhanced alignment with course learning objectives, and helped outline quiz and in-class assignment content. New text book was implemented to further augment the course materials, including a greater focus on evidence-based practice. A greater focus on EBP as the course changes to H375 (new curricular outcomes).

Student Learning Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
H350 Topics in Contemporary Nursing Practice	All students will complete course with a 73% passing grade.	Every Fall	Written assignments and discussion forums	**2017** 31 students passed course **2016** 42 students passed course **2015** 67 students passed course 1 student withdrew. Al students submitted written assignments, average was 80%	**2017** Students will benefit from more classroom meetings and discussion boards added for first time. **2016** Diversity of the Healthcare Team was completed in conjunction with medical students. Review of the ISBN meeting was enlightening for students. **2015** A cultural competence piece of inter -collaborative team will be added to the course.

Student Learning Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision

H380 Health Concepts across the Lifespan I	All students will complete course with a 73% passing grade.	Every Fall	Written examinations quizzes, case studies/in class activities and group assignments	**2017** 78 students passed course, 2 students failed Exam avg: 80% Quiz avg: 86% **2016** 67 students passed course Exam 1: 81% Exam 2: 78% Exam 3:78% Final exam: 79% Quizzes: 81% **2015** 65 students passed course 1 student failed, 1 student withdrew Exam score means: Exam 1: 79% Exam 2 84% Exam 3 76% Quizzes: 83.4% Paper: 93% **2014** One student failed course Exam score means: Exam 1 79.9% Exam 2 81.6% Exam 3 83.5% Final 77.3% Other assignment means: Quizzes 91%	**2017** Keep the mini-lecture/flip format. Continue to stress to students the need to read prior to coming to class. Include rubrics in CANVAS. Include more classroom debriefing. Make all quizzes due before class, i.e. pre-quizzes. Keep same number of exams. **2016** Emphasis was placed more on concepts instead of diseases which we believe helped the students on the final exam and the concept case scenario assignment. **2015** Did a modified flipped classroom; and this format included mini-lectures on the concept and a variety of class activities. Classroom debriefing and pre-quizzes allowed us to identify and clarify concepts/exemplars that the students were struggling with. Clarified either during class time or through the discussion board Concept case scenario assignment was useful in identifying which students were having a problem with recognizing concepts instead of diseases. Mid-course reflection helped the co-teachers to review what was taught and if the emphasis was placed on diseases rather than concepts. This review helped the teachers to focus more on the concepts and less on diseases which we believed helped the students on the final exam and the concept quiz. We did a modified flip classroom; and this format included mini-lectures on the concept and a variety of

				Med Mind Map 93.9% Diabetic Teaching tool 92.8% GI case study with Discussion 91 %	class activities which the students did like. Concept quiz was useful in identifying which students were having a problem with recognizing concepts instead of diseases. One of the scenarios on perfusion will be the introduction to H390. **2014** In the process of revising curriculum to concept-based. Will increase exams/quizzes to 85% of grade. Will continue use of case studies and SLS activities as a means to evaluate student's ability to critically reason and apply plans of care.

Student Learning Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
H381 Health Concepts across the Lifespan I:Practicum First time offered Fall 2015	All students will complete course with a passing grade.	Every Fall	Clinical evaluation tool, in-clinical activities, OSCA/OSCE	**2017** 78 students passed, 1 withdrew **2016** 69 students passed, 3 students withdrew **2015** All students passed **2014** All students passed course, OSCA added as part of simulation	**2017** Overall, skill improvement was noted among the students during their simulations, especially OSCA. The simulations were done on the first day, middle of the semester, OSCA on the final day. These were learning simulations and an OSCA. Many students reported that the simulation was a good learning experience. However, they felt rather put on the spot and nervous. We are still trying to teach the students the difference between a learning simulation, OSCA, and OSCE. Students will have to show competence with basic

					medication administration, comprehensive assessments, and confidence before going off of the unit for observation experiences. It is the discretion of the instructor to use time that would have been for observational experience for additional one-on-one experience on the unit. **2016** Short simulations was added this semester to help reinforce and review current lecture concepts that were just presented in the didactic portion. One simulation in the OSCE with a pediatric patient that required a skill and patient/family communication as objectives. **2015** It was apparent that some students did not prepare for the OSCA and consequently, failed at skills that the student had been passed on the prior semester. If the student had not performed the skill in clinical or practiced in the lab, the student did not perform well during the simulation. The recommendation is that the students on all levels need to practice so many hours per semester. The practice will be mandatory in the lab. **2014** The simulations were done on the first day, middle of the semester, and the final day. These were learning simulations and an OSCA. Many students reported that the simulation was

					a good learning experience. However, they felt rather put on the spot and nervous. Consequently, we are working on making the simulations less threatening by offering more of them at an earlier level throughout the program.

Student Learning Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
H372 Mental Health Concepts across the Lifespan	All students will complete course with a 73% passing grade. ATI content exam group mean at least level 2	Every Fall/Spring	Written examinations and quizzes, case studies/in class activities and group assignments	**2015/2016/2017** **2014** 43 students passed Exam score means: Exam 1 83% Exam 2 79% Exam 3 85% Final Exam 82% ATI results: Level 3 8.0% (4) Level 2 52.0% (26) Level 1 26.0% (13) <Level 1 14.0% (7) Group mean 69.6% (Level 2)	No data Routine updates of course content. Adopted the Giddens text and began organizing the content into concepts in preparation for the new curriculum. Students were using the Giddens text for another course, so this was not a separate purchase. Used the movie, "The Soloist" as a case study for people with schizophrenia and chronic mental illness. Students completed a study guide on schizophrenia as an entry ticket to the class. The Giddens text is not well suited for psych-mental health. Several chapters contain inaccurate and/or misleading information. Corrections for the text had to be included in the Power Points and highlighted in the lecture. Some significant content areas were not addressed at all (e.g. anorexia, bulimia, certain disorders of children and adolescents). This information was

					relayed to the publisher and editorial staff.

Student Learning Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
H373 Mental Health Concepts across the Lifespan: Practicum First time Fall 2015	All students will complete course with a passing grade.	Every Fall/Spring	Clinical evaluation tool, in-clinical activities	**2016/2015/2017** **2014** 44 students passed	No data An adjunct faculty member who had been teaching 2 sections of the course was not able to teach this year due to medical issues. In the spring we received notice that one of our clinical sites (Midwest Center for Youth and Families) would no longer accept students. Both of these occurrences happened with very short notice. In the spring, students from the closed clinical site were able to be added into the existing clinical groups resulting in most groups having 9 students.

Student Learning Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
H390 Health Concepts across the Lifespan II	All students will complete course with a	Every Spring	Written examinations and quizzes, case	**2017** 77 students passed Exam avg: 80%	**2017** Will continue to use publisher resources for out of course assignments. This approach increases exposure to

	73% passing grade.		studies/in class activities and group assignments	**2016** All students passed Exam score means: Exam 1 76% Exam 2 78% Exam 3 80% Exam 4 76% Exam 5 76% **2015** Four students failed course, 74 students passed course Exam score means: Exam 1 76% Exam 2 76% Exam 3 78% Exam 4 81% Final Exam 76% **2014** 3 students failed course, 55 students passed course Exam score means: Exam 1 77% Exam 2 76% Exam 3 80% Exam 4 77% Final Exam 74.5%	NCLEX style questions and promotes value of student purchased resources. Will continue to use Top Hat or other audience response system to increase student exposure to alternative format questions and formative evaluation data. This approach allows for immediate clarification and further clarification of concepts. **2016** Continue to modify based on student feedback **2015** No assignments following exams. SLS assignment for hip fracture – infection. Last time course offered, developing content for modified concept based approach in Spring 2016. **2014** Continue to offer case study format for in class splinting demonstration; allows kinesthetic learners to apply principles of safety, assessment and monitoring. Continue to assign VARK assessment as 1st assignment. Students complete assessment and formulate plan to study for semester.

Student Learning Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision

H391 Health Concepts across the Lifespan II: Practicum First time Spring 2016	All students will complete course with a passing grade.	Every Spring	Clinical evaluation tool, in-clinical activities, OSCE	**2017** All 77 students passed **2016** All 64 students passed the course **2015** All 77 students passed course **2014** All 58 students passed course	**2017** Most students' found that the OSCE evaluated their knowledge and skills learned in didactic and during clinical, felt less nervous than during previous SIMS and OSCEs, was well organized, found directions clear, liked 5 minutes in between each station. Some students appreciated unmanned/manned stations on various patient scenarios as way to evaluate what they have learned while others did not. **2016** All students had a reflective journal assignment due at the end of semester. The students who had pediatric clinical hours completed their reflective journal at the end of their pediatric rotation. Pediatric clinical instructor used NCP while all other instructors used the SOAPIE. Revised weekly journal to include an analysis question based on concept(s) covered in didactic. Learning Simulation stations, OSCE stations, and Lasater scenario was revised and based on concepts/exemplars covered in H390/391. **2015** Simulation day: Students charted actions they took during mannequin simulations in SLS. Health literacy video followed by discussion added to sim day. Clinical evaluation tool used by all sections. Clinical Instructors used a concept approach to each week for preparation and evaluation assignments, pre and post conference, and charting on clinical day.

					Continue process of having students' select patient day of clinical and prepare for care on the unit. It increases situational learning and ensures work is students' own. Allows discussion immediately prior to care. Eliminates preparation on patient who is no longer on the unit. **2014** Incorporation of QSEN domains into course competencies: questions from checklist relate to culture, "What's broke" exercise, and EHR orientation related informatics competencies. Full day in nursing lab with multiple simulation stations. Added communication and safety exercises as well as case studies and math problems.

Student Learning Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
H368 Childbearing Families	All students will complete course with a 73% passing grade. ATI content exam group mean at least level 2	Every Fall/Spring	Written examinations and quizzes, case studies/in class activities and group assignments. ATI content exam for OB.	**2017** All students passed Exam avg: 84% Quiz avg: 85% ATI: 32 students; 44% achieved benchmark of Level 2 and above **2016** 24 students passed, 1 student failed	**2017** ATI scores were lower this semester and represents a trend since Spring 2016 (Graduating classes Dec 16/ May 17). This semester I created ATI content specific exams to increase student connection to ATI book and practice exams. The 1st practice exam was offered as optional but received minimal student engagement. Therefore, I created a second practice exam and an in-class practice/proctored exam in preparation of an upcoming pregnancy/intrapartum and

				Exam score means: Exam 1- 77% Exam 2- 82% Exam 3- 76% Exam 4- 85% Final Exam- 79% ATI: Level 3: 9% Level 2: 50% Level 1: 37% Less than level 1: 4% **2015** All students passed course Exam score means: Exam 1: 79% Exam 2: 81% Exam 3: 75% Exam 4: 96.5% ATI: 2(32.4%) Level 3, 19 (51.3%) Level 2 5 (13.5%) Level 1 1 (0.02%) Level >1 **2014** All students passed course Exam avg: 80% ATI results: Level 3- 15% (7) Level 2- 41% (19) Level 1- 33% (15) <Level 1-11% (5) Group mean 66% (Level 1)	complications care exams. I made completion of the exam mandatory as a part of the course points). The avg. score of 1st time practice test takers were low (58-62%) and students were instructed to create focused reviews on the exam in support of study efforts for the corresponding upcoming exams. Although I required use of the practice exams and incorporated the ATI templates into the class learning activities, ATI use by the students (on their own) remained variable and resulting ATI scores were exceptionally low: **2016** Incorporated the VCE into the curriculum this fall. Student feedback was overall positive but students suggested they should be allowed to complete the VCE as an out of class assignment vs in class. Need to consider improved incorporation of content for student learning. **2015** New textbook used for this offering. Feedback was very positive. First time the course (in this format) was offered over 15 weeks vs. 7 weeks. Only 15 students completed ATI practice exams in preparation for the final. Although course average was very similar to 7 wk. delivery of the course, ATI scores were dramatically improved. **2014** The students integrated the ATI material with the case studies. Fall group

					is also the first group at junior level and has no medical –surgical experience. This lack of knowledge and experience hinders their understanding of how to apply med-surg concepts to an age-specific group of patients. This issue will be addressed with the new curriculum. Continued alterations and inclusion of a larger variety of case studies should be pursued. The group projects had value to the learning of a variety of subjects not directly included in course discussions; improvements of the group project need to be considered to increase the learning and impact of the subjects presented.

Student Learning Outcomes					
PLAN					IMPLEMENTATION
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
H369 Childbearing Families: Practicum	All students will complete course with a passing grade.	Every Fall/Spring	Clinical evaluation tool, in-clinical activities	**2017** All students passed **2016** All students passed **2015** All students passed **2014** All students passed	**2017** Continue incorporation of VCE into clinical experience to further enhance student exposure and knowledge. **2016** Spend the first day in orientation to the department as this gives the students an overview of the entire clinical. Improve computer access for faculty and students. Incorporate vSim into the clinical experience to facilitate student experiences and knowledge of the obstetrical setting.

					2015 Faculty experienced feelings of reduced interaction vs. supervision of students. Faculty plan to develop more interactive activities to engage with clinical group **2014** During the fall 2014 semester, included a sheet for calculating safe range and required students to do sheet before they gave each medication. In Fall 2015, the Pediatric rotation will be moving to senior year (S431) for traditional students and second semester junior year for BA/BS-BSN (H391) as the faculty felt that students would do better in Pediatric clinical after developing a sound background in adult medical-surgical concepts.

Student Learning Outcomes					
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Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
S472 A Multi-System Approach to the Health of the Community	All students will complete course with a 73% passing grade. ATI content exam group mean at least level 2	Every Fall/Spring (Traditional)/ Summer (BA-BS/BSN)	Written examinations and quizzes, Synthesis Paper	**2017 & 2016** No data **2015** All students passed course Exam score means: Exam 1 83% Exam 2 79.5% Exam 3 79% Final Exam 80.5% Synthesis paper mean 89%	**2017& 2016** No data **2015** The 6th edition of the textbook was utilized. There were many positive changes to this edition. PowerPoint presentations, quizzes, written assignments, in class activities, and exams were revised. Utilized chapter quizzes from Evolve website in class to reinforce material. ATI scores were the highest ever for the 2013 exam. Might have been due

				ATI results Level 3- 24% (16) Level 2- 45% (34) Level 1- 32% (24) Group mean 74.7% (Level 2) **2014** All students passed course Exam score means: Exam 1 80% Exam 2 81% Exam 3 78.5% Final Exam 81% Synthesis paper mean 95% ATI results Level 3- 8% (7) Level 2- 55% (43) Level 1- 28% (22) <Level 1-7% (6) Group mean 71.7% (Level 1)	to completing the third med-surg class and S485. **2014** Changed synthesis paper topics to *Healthy People 2020* leading health indicators instead of a health problem of the student's choice. Added American Red Cross disaster course—"Operation Shelter Care Tabletop Exercise." Added FEMA's "Active Shooter: What You Can Do" course. Decreased number of assignments to accommodate additional disaster courses.

Student Learning Outcomes					
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Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
S473 A Multi-System Approach to the Health of the	All students will complete course with a passing grade.	Every Fall/Spring (Traditional)/	Clinical evaluation tool, in-clinical	**2017 & 2016** No data **2015** 41 students passed	**2017 & 2016** No data **2015** For the first time, the second degree students participated in the disaster

Community: Practicum		Summer (BA-BS/BSN)	activities	**2014** 63 students passed	simulation. This course was decreased to 6 weeks for the first time this summer. To accommodate the decrease in hours, the home health/hospice days were increased to 7.5 hours. Students completed 3 days at a community site. They also completed the community assessment. The remaining hours were completed via Internet assignments (GWU, OMH, and FEMA). In addition, the University of Minnesota's "NIMS and ICS: A Primer for Volunteers" (1 hour) was added. St. Anthony Health Crown Point Infusion Center was utilized as a community site for the first time. It was a very positive experience for the students. **2014** Deleted teaching program, as community site days were decreased by one. Added health history back to home health rotation. Increased disaster simulation to an 8-hour day and incorporated the ARC tabletop exercise. Utilized "flat Stanley's and Stella's" for disaster simulation triage instead of live volunteers. Utilized revised clinical evaluation tool and preceptor evaluation tool. Four students were assigned to the health fair this year.

Student Learning Outcomes					
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S481 Nursing Management	All students will complete course with a 73% passing grade. ATI content exam group mean at least level 2	Every Fall/Spring	Written examinations and quizzes, case studies/in class activities and group assignments	**2017** All students passed ATI results Level 2 19.5% Level 1 68.5% **2016** All students passed ATI results Level 3 8.9% Level 2 75.6% Level 1 15.6% **2015** All students passed ATI results: Level 2 11.8% Level 1 64.7% Less than level 1 23% **2014** All students passed Exam score means: Exam 1 92% Exam 2 83% ATI results: Level 3 8% (9) Level 2 45% (47) Level 1 40% (42) <Level 1 4% (5) Group mean 73.85% (Level 1)	**2017** This class seemed to grasp problem-based learning better than previous groups. Hence the practice in class achieved the stated goal. Moving forward I will continue with the practice in class and class time activities that enhancing using a team approach within the spectrum of leadership and management. I am considering adding a mini-lecture prior to discussion however, that defeats the purpose of the student's coming to class prepared to participate. **2016** The class will be overhauled to the new competency based curriculum. It will include some form of flipped class, a pre-post assessment that will be voluntary. There will also be greater emphasis on documentation and management of patient care. The class will also include to problem based learning team activities. **2015** Upon review of the ATI scores it was evident that there is room for improvement in areas associated with management of patient care. So a bit more emphasis will be placed on management of patient care in lecture. **2014** Improve group assignments using the Canvas tool, refine the Forum Discussion rubric and questions.

Student Learning Outcomes

PLAN					IMPLEMENTATION
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
S482 Nursing Management: Practicum	All students will complete course with a passing grade.	Every Fall/Spring	Clinical evaluation tool, in-clinical activities, weekly journals	**2017** **2016** All students passed **2015** All students passed **2014** All students passed	**2017** **2016** Healthy Path is iffy in the Fall semester due to weather unpredictability. This Fall, students explored alternative sites where they might hold the event (mall, inside on campus, etc.). Consider alternative sites. Simulation QI project contributes to the overall evaluation of the Simulation Program and can perhaps continue into future semesters beyond Spring, or replicated for other things. Team Leading seems worthwhile and it would be good if it could be expanded to participation by more students, but this might not be feasible. Virtual World faculty in the process of storyboarding new scenario for spring TeamSTEPPS training. **2015** Students developing videos and presentations expressed concern about the number of hours dedicated to these activities, but at the end, most of these students appreciated the projects that they produced and the opportunities to learn about quality improvement that they had and realized that the number of hours were in keeping with those who had clinical management assignments. **2014** All journals satisfactory. All preceptor evaluations satisfactory. For

					project-based experiences need to formalize the process of selecting projects.

Student Learning Outcomes					
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Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
S430 HCAL III	All students will complete course with a 73% passing grade. ATI content exam group mean at least level 2	Every Fall/Spring Summer	Written examinations and quizzes, case studies/in class activities and group assignments	**2017** All students passed Exam avg: 81% ATI Med-surg: 42/52 (80%) scored at or above ELA Level 2 ATI Peds: 46/52 (88%) scored at or above ELA Level 2 **2016** 1 student failed 35 students passed Exam 1 77% Exam 2 69% Exam 3 75% Final Exam 68% ATI results: Level 3 28% (10) Level 2 65% (23) Level 1 0.02% (1)	**2017** Review Course learning objectives and edit to bring into alignment with course description, course outcomes, and program outcomes. Work with Course Designer in order to meet standards for quality. Remove practice of students taking team exams. Create/update assignments in order to improve student's ability to achieve stated learning objectives. **2016** Students were given more case studies this semester as well and a wider variety of in class activities. The case studies were more complicated. Students were allowed to work in groups. Case studies were reviewed and discussed in class. I included more formative evaluation in the non-credit surprise quizzes, muddiest point, and exit card. **2015** This year, three hours of clinical time were combined with three hours of didactic time to create Classroom Simulation. Due to NRLC availability, the Classroom Simulation were schedule

				2015 1 student failed course, 42 students passed course Exam score means: Exam 1 83.2% Exam 2 71.0% Exam 3 78.35% Final Exam 70.7% ATI results: Level 3 9.7% (4) Level 2 58.4% (25) Level 1 29.85% (12) <Level 1 2.05% (1) Group mean 70.8% (Level 2) **2014** 73 students passed course Exam score means: Exam 1 73% Exam 2 72.5% Exam 3 75.5% Final Exam 83.5% ATI results: Level 3 27.75% (24) Level 2 46.65% (39) Level 1 20.55% (17) <Level 1 5.0% (3) Group mean 72.5% (Level 2)	in the middle of classroom time (9:30 to 10:30). Scheduling the simulation in the middle of the classroom time proved to waste too much time. If implemented again, chair would schedule the simulation at toward the end of classroom time if possible. Also, we will continue with two classrooms simulations. Topics: ICU systematic assessment and a patient in septic shock. **2014** Health Literacy assignment included. After every exam students were given the opportunity to complete the exam as a group. This gave the students the opportunity to discuss possible answers and review content, proposing reasonable arguments for test questions. The students were then given points as a group 5 or less to apply to the exam score. It seems that the students either get 3, 4 or 5 on the group exam.

Student Learning Outcomes					
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S431 HCAL III: Practicum	All students will complete course with a passing grade.	Every Fall/Spring Summer	Clinical evaluation tool, in-clinical activities, OSCE, Lasater	**2017** All students passed **2016** All students passed clinical OSCE results: 82% passed with no remediation, 18 % passed with remediation **2015** All students passed clinical OSCE results: **Station 1:** 25%@ 100% 75% >73% **Station 2:** 27% Pass 37.8% Borderline, 35% Failed and remediated to Borderline (61 failed/posterior chest assessment, 65% failed IVP medication administration, 61.3% failed situational awareness/ECG, 43% Failed full SBAR, and 29% failed Recommendations)	**2017** Consider creating a portfolio rubric for students in order to improve evidence/measures that demonstrate students meeting course competencies. **2016** Include longer and more structured debriefings, clear instructions in the pre-briefings and in reports, learning objectives before the simulation, and stay within schedule. **2015** Revised the 9 OSCE stations. Revisions included changes in content for Stations 4 (focused on SBAR), 6 (neurological), and 8 (DA).This group participated in a Junior OSCA as well as a Junior OSCE so will be more comfortable with the OSCE format. OSCEs and Lasater Simulations were conducted in the evening as well as during the day. All students understood that the NLRC was full to accommodate the increased number of simulations. This year, three hours of clinical time were combined with three hours of didactic time to create Classroom Simulation. Due to NRLC availability, the Classroom Simulation were schedule in the middle of classroom time (9:30 to 10:30). Scheduling the simulation in the middle of the classroom time proved to waste too much time. If implemented

				Station 3: 73% Pass 27%@100% **Station 4:** 93.5% Pass, 3.2% Borderline, 3.2% Failed and remediated to borderline **Station 5**: 31% 100% and 69% >73% **Station 6**: 51% Pass 29% Borderline 12% Failed and remediated to borderline **Station 7:** 22.5% Pass, 32.2% Borderline, 45% Failed and remediated by return demonstration to borderline **Station 8:** 77.5% Passed, 22.5% Failed and remediated to borderline **Station 9:** 24%@ 100%; 76% >73% **2014** All students passed	again, chair would schedule the simulation at toward the end of classroom time if possible. **2014** Met with adjunct faculty prior to semester and discussed simulations techniques and expectations. Assisted all faculty members with simulations – six total simulation days between all three groups. Updated the instructor and student simulation pre-packet. Pretest and posttests indicated students improved, simulation evaluations positive.

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S483 Clinical Nursing Practice Capstone	All students will complete course with a passing grade.	Every Fall/Spring	Clinical evaluation tool, capstone preceptor evaluations, weekly journals, weekly quizzes	**2017** All students passed **2016** No data **2015** Spring: 33/33 passed **2014** Fall: 39/40 passed (1 W) Spring: 31/31 passed	**2017** Used ATI exams for quizzes and remediation. **2016** No data **2015** All journals satisfactory. All preceptor evaluations satisfactory. Students who did not achieve a 73% cumulative score for quizzes completed remediation. Revised preceptor evaluation form to include more objective behaviors versus outcomes. Changed credit hours to 4 versus 3 to more accurately reflect clinical hours completed. **2014** Looking to restructure course as preparing to develop new curriculum.

Student Learning Outcomes					
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S485 Professional Growth and Empowerment	All students will complete course with a 73% passing grade. Students will pass the ATI RN Compre-hensive Predictor exam with a	Every Fall/Spring	ATI content exams, completion of resume and NCLEX test plan and ATI RN Comprehensi ve Predictor exam	**2017** All students passed, 40/45 (88%) passed the RN comp on the first try **2016** 54 students passed, 1 student withdrew, 2 students received incompletes **2015** 55 students passed, 1 student	**2017** Students took all 2016 versions of ATI except for Leadership, which did not have a 2016 version available. I am eager to see how these students do on NCLEX, as this class had some of the highest ATI scores. After two quarters the pass rate for NCLEX was 100%. **2016** It is now recommended by NCSBN that all students do a NCLEX prep course after graduation. In 2016 with the change in test plan the number of SATA (select all

	95% predictability of passing NCLEX.			received an incomplete **2014** 72 students successfully completed the course, 7 students received incompletes for failure to reach ATI benchmark and remediated to remove the incomplete, two students repeated the following semester.	that apply) questions has increased to almost ½ of the questions on the exam. Will continue to develop resources for assistance in successfully completing SATA. **2015** Continue to encourage students to sign up for NCLEX prep courses after graduation, as the pass rate dropped. OnCourse was migrated to Canvas, which inherently provides more data for the student and the instructor related to learning mastery and level of achievement. **2014** Students who do not receive 95% predictability on the RN Comprehensive predictor are given an incomplete and required to remediate with the instructor before the incomplete will be removed. Added pharmacology content to lecture. Students receive a percentage of the points awarded for receiving the 95 % predictability on the 2nd attempt on the RN Comprehensive predictor.