

# SYSTEMATIC EVALUATION AND ASSESSMENT PROGRAM (SEAP)

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AMERICAN UNIVERSITY OF HEALTH SCIENCES

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## 1. UNIVERSITY MISSION AND OBJECTIVES

### 1.1 Mission and Objectives

The **Mission** of the American University of Health Sciences, a private Christian-based minority-serving university of higher education, is to *welcome students of diverse backgrounds and to prepare them to make a positive impact on society through the provision of exceptional quality patient-centered care within the context of a global perspective of the human condition.* This mission is accomplished through the creation of a strong and caring academic environment where excellence, diversity, and the development of the entire person—mind, body and spirit—is addressed and where teaching/learning, research, service and scholarship is valued and supported. To achieve our mission, we are dedicated to five Institutional learning outcomes (Appendix W):

1. *Academic Excellence/ Research/ Scholarship*

Graduates will demonstrate social, philosophical knowledge of their profession/career pathway.

2. *Cultural Competence*

Graduates will deliver culturally competent, sensitive caring that is evidence-based in the appropriate health career service area.

3. *Social Responsibility (Service)*

Graduates will develop social and personal responsibility for ongoing professional growth and development including higher education in the appropriate health career profession.

4. *Christian Values*

Students should be able to affect positive clients-patient outcomes by sharing their Christian Values of love, caring, justice and respect, as an advocate client-patient needs and rights.

5. *Critical Thinking*

Graduates will apply critical thinking as the theoretical and scientific underpinnings to the appropriate health career occupation to build a solid foundation to drive the profession forward.

AUHS recognizes its critical role in community development and social health service through our Christian Values. As a university, we acknowledge that institutional success is defined in large part by what students give back to society, and how students make a difference beyond the four walls of the classroom. As a University, we impress upon all graduates the need for a higher mission based on our Christian Values that encompasses the noble privilege of community service and the need for improving the quality of healthcare in our society through both provision of care and scholarly study of the impact of that care.

## **1.2 History of the University**

The **American University of Health Sciences** (AUHS) was founded in 1994 as a postsecondary training institution to educate and equip students for lifelong careers in the field of health education and to produce quality health care professionals. AUHS is the first, private for-profit, minority-owned, minority-serving, Christian-based university in the history of California offering a Bachelor of Science in Nursing degree. AUHS is unique in its purpose in that it exists to educate students from ethnic and culturally diverse backgrounds to make a positive impact on the health care needs of vulnerable populations through the provision of evidenced-based practice. The university's core values are inspired by the Christian attributes of love, caring for humankind, justice and respect. The university takes a holistic approach to education, service to others, and a commitment to life-long learning.

AUHS was granted initial accreditation by the WASC Senior College and University Commission (WSCUC) in 2017. Since receiving initial accreditation, AUHS has continued to thrive and student inquiries and interest continue to increase. The following represents major accomplishments in the last five years.

### **2022**

- On January 12, 2022, TRACS acknowledged the addition of the MD program to AUHS's scope of recognition with TRACS.
- On April 1, 2022, the AUHS School of Medicine submitted its updated Data Collection Instrument (DCI) and Self-Study.
- On April 26-31, 2022, AUHS hosted a virtual site visit by the Accreditation Council for Pharmacy Education (ACPE). AUHS was informed that all standards were in compliance.
- EBSCO HOST was adopted by the AUHS Library to expand and facilitate the research activities of the students.

### **2021**

- Sigma Theta Tau Honor Society Board of Directors approved AUHS a Sigma Chapter known as Alpha Alpha Sigma Chapter Number 592.
- Concourse Syllabus Management System was added to facilitate the publication of syllabi for all programs.
- On November 18, 2021, the Doctor of Medicine degree was approved by the WASC Senior College and University Commission (WSCUC).
- On June 18, 2021, the Accreditation Council for Pharmacy Education (ACPE) granted Candidate accreditation status to the Doctor of Pharmacy program.
- The following non-degree certificate programs were approved by WSCUC and added:
- Post Graduate Advanced Practice Registered Nurse (APRN) Certificate
- ESL for the Healthcare Professions Certificate
- Nurse Assistant Training Program
- CCNE Accreditation for the MSN degree and the APRN Certificate was received on 11/15/21.
- CNA Certificate (CDPH 276S) application was approved 11/2/2021 by the Training Program Review Unit (TPRU) Healthcare Workforce Branch, Center for Health Care Quality, California Department of Public Health.

- On April 23, 2021, The SOP hosted its inaugural Interprofessional Education Simulation event in the new Simulation Center on the third floor of building 3. Two medical students joined us along with AUHS' PharmD, BSN, and MSN students. There were 247 participants (on-site, and via zoom).
- The DCI (Data Collection Instrument for Preliminary Accreditation Surveys) and Self-Study was submitted on April 1, 2021, to LCME - Liaison Committee on Medical Education for our new Medical Doctor (MD) degree program
- Campus renovations of Building 3 were completed.

## **2020**

- A letter from WSCUC was received on February 26, 2020, approving the findings of the Special Visit.
- An application was submitted to LCME - Liaison Committee on Medical Education on July 15, 2020, for our new Medical Doctor (MD) degree program.
- AUHS hosted a virtual Behavioral Health & Post-Acute Care Symposium in partnership with College Hospital on October 29, 2020.
- AUHS fully transitioned to the Canvas Learning Management System
- Despite widespread clinical cancellations due to the Covid-19 pandemic, AUHS is one of the very few nursing programs able to arrange for **all** clinical rotations for our students, in large part, due to the solid relationships with local hospitals.
- SON received its 4<sup>th</sup> SONG-BROWN Capitation RN Grant.
- Nursing Degree Search awarded American University of Health Sciences as one of the Best Nursing Schools in 2021 Ranking.

## **2019**

- On May 23, 2019, WASC Senior College and University Commission granted approval of the Master of Science in Nursing Program and the Post Graduate Advanced Practice Registered Nurse (APRN) Certificate
- On June 22, 2019, the Accreditation Council for Pharmacy Education (ACPE) granted Precandidate status to the Doctor of Pharmacy program
- On April 15, 2019, approval of the PharmD was granted by TRACS
- Campus renovations of Building 2 were completed.
- A Special Visit was conducted by WSCUC on October 1-3, 2019.
- SON received its 3<sup>rd</sup> SONG-BROWN Capitation RN Grant.

## **2018**

- Unanimous approval from the Board of Registered Nurses was received to continue offering the BSN.
- The Pharm Tech and Clinical Research Certificates were approved by WSCUC.
- A memorandum of understanding was signed with Charles Drew University on 8/18/18 for interprofessional education and research collaboration

## **Facilities**

Meeting and serving the needs of the AUHS' educational programs, student support services, and other mission related activities, AUHS ensures that facilities and equipment are adequate and appropriate for the use of chapel, classrooms, smartboards, skills laboratory, conference room, students' lounge, and library. Meeting and serving the needs of the AUHS' educational programs, student support services, and other mission related activities, AUHS ensures that facilities and equipment are adequate and appropriate for the use of chapel, classrooms, smartboards, skills laboratory, conference room, students' lounge, and library.

Building 1 comprises 28,000 square feet. There are three classrooms adequate to accommodate 42-60 students per group. These classrooms are smart classrooms containing a smart board, a monitor projector, a computer with Internet access, a TV/DVD/VHS player, and wireless capabilities. Building 1 houses a spacious library (described below), a student break room, a student lounge, a center for academic success, and a chapel. Building 1 also has two conference rooms, two nursing skills laboratories, a front reception, and an office for the Student Nurses Association (SNA). The current Nursing Skills Laboratory 1-has seven (7) hospital beds, as well as other state of the art science skills equipment, such as Vita Simulators (adults and infant), Laerdal IV simulation arms, Kangaroo Feeding Pump, etc. Nursing Skills Laboratory 2 - has three (3) hospital beds, and one (1) crash/medication cart. There is one (1) observation room for simulation debriefing. There is one (1) interview room in which prospective students are advised and counseled during the admission's interview process. Building 1 further contains 19 academic offices, 8 administrative offices, 6 staff offices, and a computer server room. Large academic offices house the Chief Academic Officer/Provost, SON Dean, the SON Associate Dean. Part-time faculty members share a common office and full-time nursing faculty members have private individual offices. Additional offices house the founders of AUHS, the President; Chief Financial Officer (CFO), Executive Director of Student Services, Director of Student Financial Aid, Human Resources, and Financial Aid. Other offices are designated for administrative personnel and IT. There are three areas where large scale printers are located as well as various other office machines. Inside the conference room, there is a copy/print/scan machine and a large shredder. A third copy/print/scan machine is also located near the office of the Dean and/or faculty offices.

Remediation Laboratory and Auxiliary Simulation Space in Building 1

### Remediation Laboratory and Auxiliary Simulation Space in Building 1

There is a smaller area in Building 1 that is used a Remediation Laboratory or Auxiliary space for simulation or skills practice. This space includes 3 patient care areas with hospital beds, and a separate room for Medication Room. Each patient care area is complete with curtains and a wall mounted monitor for displaying patient vitals. This space is not equipped for audio-video recording but can be used for simulation or skills sessions where instructors can work with smaller groups.

Building 2, comprising 10,000 square feet, accommodates 14 additional offices, two (2) large

classrooms, three (3) conference rooms, a kitchen area, and three (3) breakout/study spaces and lounge.

Building 3 comprises 33,000 square feet and has been recently renovated. It provides four (4) large classroom spaces (accommodating 80-120 students), one (1) large student laboratory accommodating 70 students, research faculty laboratory, office space for 31 faculty and administrators, one (1) conference room, student and faculty lounges, debriefing space and student study space with break-out rooms. The largest component is the debriefing space that includes seating for 48 students, a Smart Board interactive whiteboard, audio-video equipment including wireless microphone for the presenter, and cameras for recording sessions. Additionally, there is room for group seating. Along the West wall, we have 6 patient care areas with hospital beds, curtains, and low fidelity manikins. On the East Wall we have 3 Simulation rooms. Each of these simulation rooms represents dedicated space for Adult Medicine, Obstetrics, and Pediatrics.

#### High Fidelity Manikins

AUHS uses exclusively high-fidelity manikins made by Laerdal. All of the manikins are operated by using a single unified software platform named LLEAP (Laerdal, 2021). The audio-video system has been designed to capture audio-video from the simulation/skills areas, but also capture patient vitals displayed on screens in the patient care area. Each of the simulators is operated by either the Director of Simulation, Simulation Technicians, or trained content experts. The simulators used have specific features that provide learning outcomes specific to the programs served by the Simulation Program.

SimMan 3G is a high-fidelity adult simulator with advanced features including drug recognition, pupillary response, and other physiological responses (Laerdal, 2021). SimMan 3G has a system of RFID stickers that can be applied to syringes, IV tubes, medication cups, etc. that will signal the manikin to the presence of medication. The manikin can then detect and identify the medication, and if given IV fluids, measure the amount of liquid infused into the manikin. With this drug recognition system, SimMan 3G can be programmed to respond to specific medications and dosages (Laerdal, 2021). The physiological responses include sweating, crying, bleeding from the nose, mouth, and ears, and foaming at the mouth. Additionally, SimMan 3G's pupils can respond independently to light, or be programmed to respond abnormally. These pupillary features combined with the other physiological responses can help to simulate neurological conditions and side effects of medication.

SimMom, SimJunior, and SimNewB are similar in that they have realistic chest rise and fall, and realistic heart, lung, and bowel sounds. These manikins lack the advanced physiological features of SimMan 3G but can be used to simulate a specific patient. SimMom can physically deliver a baby and simulate complications such as breech delivery, shoulder dystocia, and post-partum hemorrhage (Laerdal, 2021). SimJunior and SimNewB represent pediatric patients of 5-6 years of age and newborn, respectively.

The SON has a defined process to determine currency, availability, accessibility, and adequacy of resources for clinical simulation, laboratory, computing, supplies, and clinical sites), and modifications are made as appropriate. The process includes a review of the School of Nursing program curricula,

clinical objectives, and clinical facility sites to determine the needs of the BSN program based on quarterly clinical facility evaluations and input/recommendations.

#### Debriefing and Classroom Spaces

The Simulation Lab on the third floor of Building 3 includes space for debriefing and/or classroom space. There are cameras, speakers, and microphones spread throughout the room that would allow for the audio-video recording and playback of sessions in any of the areas, including the group tables by the entrance of the lab. There are two large monitors mounted on the walls that allow students to see either the presentation material, patient vitals, or multimedia content shared by the presenter.

At present the teaching and research laboratories on the first floor are serviceable for their intended purpose. The teaching laboratory is fully equipped with audio-visual equipment and can accommodate 66 students with individual bench-level exhaust stations. The teaching laboratory also provides an additional 9 bench positions without exhaust, such that the teaching laboratory can accommodate up to 75 students at the same time for laboratory exercises that do not involve volatile reagents or for in-class demonstrations. The audio-visual system in the teaching laboratory can provide an audio-visual recording of all lectures and demonstrations and/or distance learning.

The learning spaces including the classrooms and teaching laboratory at Building 2 and 3 and are equipped with latest teleconferencing, audio-visual equipment, and remote learning tools (Appendix 21.1). The audio-visual equipment support in-class recording of all lectures and class activities and/or provide for distance learning via Zoom. The Simulation Laboratory are equipped with high fidelity simulation manikins. The high-fidelity mannequin has the capability to generate Zoom meeting rooms where students can enter and view the case. Students are also able to view the live changes of the vitals and other monitoring parameters of the mannequin as they make changes or provide recommendations.

The AUHS physical facilities fully comply with federal, state, and local ordinances and regulations, including requirements for fire safety, building safety, handicapped access, and health. The building is served by its own cleaning and maintenance staff. Access to the building requires a keycard. The keycard access provides safety and security to both faculty and students. Guests are asked to enter the building through the front entrance of Building 1. Security systems are in place during the evenings and on weekends to ensure the safety and security of occupants.

#### Classrooms

On the second floor of Building 3, there are three large classrooms that can easily accommodate up to 80 students each and two smaller classrooms that can accommodate up to 20 students. There are two classrooms in building 2 and three classrooms in Building 1 which can be shared especially for smaller classes (e.g., didactic elective courses). Classrooms in building 2 and 3 are equipped with digital projectors, Smart Boards, latest teleconferencing, audio-visual equipment, and remote learning tools. Rolling chairs include tilting backs to permit maximum mobility during the learning experience. All classrooms are equipped with integrated systems of instructional technology, including a multimedia

center containing a PC, interactive whiteboards, and a projection system with large screen displays and built-in speakers. All lecture rooms are designed with modern ergonomic principles at the forefront of planning. Power stations for student laptops and wireless network access are also standard features in all lecture rooms.

#### Teaching laboratory

The teaching laboratory in the first floor of building 3 is comprised of 2,500 ft<sup>2</sup> of space and can accommodate 66 students with individual bench-level exhaust stations. This arrangement fosters collaboration, interaction, and teamwork between students. The teaching laboratory also provides an additional 9 bench positions without exhaust, such that the teaching laboratory can accommodate up to 75 students at the same time for laboratory exercises that do not involve volatile reagents or for in-class demonstrations. The non-sterile laboratory includes bench space with a dedicated drawer, a Smart Board-enabled podium along with a screen and projector, and a white board. The audio-visual system in the teaching laboratory can provide an audio-visual recording of all lectures and demonstrations and/or distance learning.

#### Mock Pharmacy

The third floor of Building 3 houses a mock pharmacy which includes a sterile compounding laboratory section and a retail pharmacy set-up. The sterile compounding lab includes horizontal laminar flow hoods, a biosafety cabinet, incubators, refrigerated storage cabinet, and bench space for students. An adjacent ante room provides space for simulated sterile gowning procedures. This laboratory is used for teaching and practicing aseptic technique and sterile compounding. The retail pharmacy set-up includes cabinets and pharmacy shelves, workstation, prescription drop off and pick up windows, and a waiting area. The pharmacy is capable of audio-visual recording of students simulated skill demonstrations and practice sessions.

#### Research Laboratory

The building 3 first floor Research Laboratory features an open lab design with separate rooms for cell cultures and hoods, a common equipment room, and technician cubicles. The research laboratory and equipment fully comply with federal, state, and local ordinances and regulations, including requirements for fire safety, building safety, handicapped access, and health. As evidence of the University's commitment to the SOP's research agenda, the lab has been resourced with the necessary equipment to support chemical synthesis (fume hoods, rotary evaporator, tabletop NMR), cell culture (CO<sub>2</sub> incubator and laminar flow hood), and biochemistry/analytical chemistry/pharmaceutical chemistry (iD3 plate reader with absorbance, fluorescence, and chemiluminescence modes and open-bench scanning spectrophotometer).

AUHS faculty are currently doing research in collaboration with Charles R. Drew University of Medicine and Science (CDU), where they have been allotted bench space. CDU is very supportive of research collaborations with the University. The equipment available at this joint facility includes a Schrödinger molecular modeling system, LC-MS/MS system, Next Generation DNA sequencing, several HPLC systems, cell culture and storage equipment, and an extensive collection of equipment for molecular biology.

## 2. AUHS SYSTEMATIC EVALUATION AND ASSESSMENT

### 2.1 AUHS Quality Assurance and Continuous Improvement

AUHS is committed to ongoing quality assurance policies and processes to accomplish its mission and educational objectives. AUHS' quality assurance processes for all degrees are multi-layered, sustained, learner-centered, data-driven, and inclusive of internal and external stakeholders. It follows a triangular model of closing the loop:



**Figure 2.1.a** AUHS Quality Assurance Model

As shown in Figure 2.1.a and Figure 2.1.b the quality assurance model of AUHS is inclusive of academic and non-academic areas, with institutional improvement as the goal. AUHS is committed to high standards of quality, which are reflected in Learning Outcomes, including Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), and Co-Curricular Learning Outcomes (CCLOs). AUHS utilizes appropriate evidence to inform the improvement of teaching, learning, and overall institutional effectiveness based on a Systematic Evaluation and Assessment Program (SEAP). Valid and reliable evidence is collected, analyzed, and interpreted to assess student achievement, satisfaction, and success. Finally, short-term and long-term strategic planning is conducted to fulfill current commitments and adapt to changing conditions. In summary, the quality assurance processes of AUHS are comprehensive, learning-centered, and evidence-based.



**Figure 2.1.b AUHS Quality Assurance**

## 2.2 AUHS Systematic Evaluation and Assessment Program (SEAP)

As described in the triangular quality assurance model, assessment at AUHS is based on a comprehensive, ongoing, and data-driven Systematic Evaluation and Assessment Program (SEAP) directed by the Office of Institutional Research and Assessment. The SEAP is the framework through which the university tracks progress and measures effectiveness in academic and non-academic areas. The SEAP supports the university's continuous quality improvement efforts by designating data collection activities and time frames. Appropriate university personnel identified in the plan are engaged in collecting, analyzing, reporting, and responding to data pertinent to their assigned duties and responsibilities. The Office of Institutional Research and Assessment supports these efforts by assisting with data collection, data analyses and communication of findings. In addition, the Office monitors the implementation of evidence-based improvement plans and tracks the results of such initiatives.

Table 2.2.a presents a detailed account of these measures, including designated assessment instruments, standards, responsible parties, and schedules for data collection. While the first 15 measures apply to all institutional programs, the last 8 are program-specific to School of Nursing (SON). Both quantitative and qualitative data from internal and external stakeholders such as students, faculty, alumni, employers and clinical facilities, are collected and analyzed regularly and provide evidence of program and institutional effectiveness.

As indicated in Table 2.2.b the SEAP provides a framework to assess how effectively the institution fulfills the university mission, including all elements of its operations: learning outcomes, student enrollment and progression, graduation rates, licensing exam pass rates, graduate employment, and other indicators of program quality, student satisfaction, and program effectiveness. In addition, progress on strategic plan goals is monitored through the SEAP. The AUHS quality assurance model includes offices, committees, and individuals across the university.

**Table 2.2.a AUHS Systematic Evaluation and Assessment Program (SEAP) Key Indicators**

Program	Key Indicator	Assessment Instrument	Bench -mark	Data Collection Accountability	Timeline			
					Winter	Spring	Summer	Fall
<b>BSN BSPS MSCR MSN</b>	1	Student Enrollment	Student Information Database	N/A	Registrar	x	x	x
	2	Retention Rate	Student Information Database	80%	Registrar	x	x	x
	3	Graduation Rate	Student Information Database	65%	Registrar		x	x
	4	Employment Rate	Student Information Database	70%	Placement Officer	x		x
	5	Graduate Satisfaction	Alumni Survey	M=3.5	Student Services & IT	x	x	x
	6	Employer Satisfaction	Employer Survey	M=3.5	Placement Officer & IT	x	x	x
	7	Current Student Satisfaction (Student Satisfaction of the University)	Student Satisfaction Inventory	M=3.0	Student Services & IT	x	x	x
	8	Student Exit Satisfaction	Student Exit Survey	M=3.0	Placement Officer & IT		x	x
	9	Course & Instructor Effectiveness (Student Satisfaction of Courses and Instructors)	Course and Instructor Evaluation Survey	M=3.5	Student Services & IT	2x	2x	2x
	10	Curricular Alignment with Core Competencies, PLOs & ILOs	Curricular Assessment Wheel Model	Multiple	Deans & Faculty	x	x	x
	11	Co- Curricular Alignment with Core Competencies, CCLOs & ILOs	Co-Curricular Assessment Wheel Model	Multiple	Student Services	x	x	x
	12	Information Literacy Competency	Information Literacy Development & Assessment Program	Multiple	Librarian & Faculty	x	x	x
	13	GPA	Student Information Database	3.0	Registrar	x	x	x
	14	Faculty Tripartite Outcomes	Faculty Tripartite Outcome Assessment Model	Multiple	Deans & Faculty			x
	15	Cohort Default Rate	Federal Student Aid Database	N/A	Financial Aid			x
<b>BSN</b>	1	NCLEX_RN Passing Rate	Student Information Database	75%	Dean & Student Services	x	x	x
	2	ATI RN Comp Predictor	ATI Web Database	76%	Dean & Faculty	x		x

Program	Key Indicator	Assessment Instrument	Bench -mark	Data Collection Accountability	Timeline			
					Winter	Spring	Summer	Fall
<b>BSN</b>	3	Student Clinical Skills	Evaluation of Student Mastery of BSN Program Outcomes	70%	Dean & IR	x	x	x
	4	Student Clinical Performance	Clinical Site Evaluation of Students Survey	M=3.5	Clinical Coordinator & IT	x	x	x
	5	Faculty Clinical Performance	Clinical Site Evaluation of Faculty Survey	M=3.5	Clinical Coordinator & IT	x	x	x
	6	Preceptor Effectiveness	Student Evaluation of Preceptor Survey	M=3.5	Student Services & IT	x	x	x
	7	Clinical Effectiveness (Evaluated by Faculty)	Faculty Evaluation of Clinical Site Survey	M=3.5	Clinical Coordinator & IT	x	x	x
	8	Clinical Effectiveness (Evaluated by Student)	Student Evaluation of Clinical Site Survey	M=3.5	Clinical Coordinator & IT	x	x	x
	1	Clinical Effectiveness (Evaluated by Student)	Student Evaluation of Clinical Site Survey	M=3.5	Clinical Coordinator & IT	term		
	2	Clinical Effectiveness (Evaluated by Faculty)	Faculty Evaluation of Clinical Site Survey	M=3.5	Clinical Coordinator & IT	x	x	x
<b>MSN</b>	3	APRN Passing Rate	Student Information Database	75%	Dean & Student Services	x	x	x
	4	Faculty Aggregate Outcomes				x	x	x
	5	Faculty Quadripartite Outcomes	Faculty Quadripartite Outcome Assessment Model	Multiple	Deans & Faculty	annually		

## **2.3 Assessment of Learning Outcomes and Academic Program Review**

At the institutional level, AUHS has established a set of five institutional learning outcomes (ILOs) which specify what all students should know and be able to do when upon graduation from the university, regardless of degree program. AUHS' ILOs also specify the values and dispositions that all AUHS graduates are expected to hold and embody.

Evidence of student learning is systematically collected for review and analysis according to a timetable. After thoughtful reflection on the assessment results, intentional actions are then taken to improve programs in order to heighten the likelihood of increasing student achievement.

The schedule below describes the assessment timetable of AUHS' five university learning outcomes over a period of five years. Each year, one institutional learning outcome is systematically assessed.

Table 2.3.1 Schedule of Institutional Learning Outcome Assessment

INSTITUTIONAL LEARNING OUTCOME	ASSESSMENT TIMELINE
Christian Values	2019
Critical Thinking	2020
Cultural Competence	2021
Social Responsibility (Service)	2022
Academic Excellence / Research / Scholarship	2023

### **Program Assessment Planning Process**

For each academic degree program, a set of Program Learning Outcomes (PLOs) is formulated and assessed.

Starting at the beginning of 2020 academic year, each existing academic degree program will review its programmatic mission to ensure that it is properly aligned with AUHS' mission.

For each course, a set of Course Learning Outcomes (CLOs) is formulated in alignment with learning outcomes at higher levels. Each AUHS course syllabus specifies the course learning outcomes and methods of assessment for each outcome. Where applicable, instructors indicate analytic rubrics that are used to score student work.

Co-Curricular Learning Outcomes (CCLOs) have been established to denote the intended student learning that occurs alongside learning in the classroom and in clinic. Moreover, AUHS monitors achievement of the Five Core Competencies. In addition to SEAP, three processes are in place to monitor the quality of the program outcomes. First, the AUHS Program Review Process is implemented on a regular cycle. Second, the Curriculum Assessment Wheel details which courses will undergo an in-depth review each year regarding student achievement of the five core competencies and the progress towards the institutional learning outcomes. Third, the Co-Curricular Assessment Wheel details the review process for co-curricular activities and how co-curricular activities are related to the core competencies and the institutional learning outcomes. (Refer to Section 3, 3.10 Key Indicator 10 for AUHS Curricular Assessment Wheel Model and Curriculum Mapping by program and Section 3, 3.11 Key Indicator 11 for Co-Curricular Assessment Wheel and Co-Curricular Mapping).

The *AUHS Program Review* process provides guidance whereby all aspects of the programs are evaluated every 5 years. The Academic Program review is informed by the ongoing assessment process which feeds into the longer-term program review. Systematic assessment of learning outcomes at multiple levels allows AUHS to make evidence-based improvements to curriculum and instruction within academic programs. This comprehensive academic program review process allows programs to reflect on the overall achievement of programmatic mission and goals. Guidelines for conducting AUHS Academic Program Review are provided by the Provost's Office. The *WSCUC Program Review Rubric* was consulted in the design of the program review guidelines to ensure the process followed best practices (**See Appendix R**). Program review includes, but is not limited to, the following indicators of program performance:

- a. Achievement of program learning outcomes
- b. Programmatic enrollment, retention, and graduation rates; employment data;
- c. Student, Alumni, Employer and facility/clinic evaluations of student performance and achievement;
- d. In-depth analyses of courses as outlined in the Curricular Assessment Wheel and the Information Literacy Development and Assessment Program (ILDAP)
- e. Additional program-specific measures, such as licensing examination (RN-NCLEX) pass rates and 3-level clinical outcomes
- f. Faculty Quality

Learning outcomes and other program outcomes are assessed using a range of assessment strategies.

1. Faculty employ a wide variety of formative and summative assessment strategies to gauge student achievement of desired learning outcomes. For example, instructors in the didactic classroom may use case-based assignments, team projects, audience response systems (e.g., Kahoot), quizzes, classroom discussion, think-pair-share activities, and one-minute papers. Other methods of assessment include objective structured clinical examinations (OSCEs- PharmD Courses), reflection papers scored with assessment rubrics, multiple choice exams, essay items, clinical lab assignments, and experiential assignments. Curriculum maps for each academic program specify the learning outcomes at heightening levels of expected mastery along with the courses in which those outcomes are assessed. The academic assessment plan for each program specifies the program learning outcomes, the range of assessment strategies that are utilized to assess each program learning outcome. The curriculum maps for some academic programs also indicate the level of learning complexity according to Bloom's Taxonomy or other systems of hierarchy to display the progressive development of learning outcomes in programs at heightening levels of required mastery.
2. Self, peer, faculty, and clinical evaluations are utilized to provide students with meaningful feedback from different perspectives to promote integration of supportive and corrective assessments of student performance within the program;
3. Analytics including retention rates, graduation rates, pass rates on licensure and certification examinations, and employment data are collected, analyzed, and shared as indicators of programmatic and institutional effectiveness.
4. Indirect methods of assessment including course and instructor evaluations, student satisfaction surveys, and exit surveys are administered quarterly in all programs to continuously monitor student perceptions of the quality of their educational programs as well as the quality of academic support units. These data are reviewed at the institutional-level and program-level on a regular basis.

5. Program Learning Outcomes (PLOs assessment should reveal alignment of the School Mission with the University mission

Student learning outcomes are a primary indicator of university effectiveness. As part of the SEAP, a process for in-depth review of specific courses has been developed for each ILO and Core Competency. The *Curriculum Alignment Wheel* is an effective visual representation of the process used to conduct in-depth periodic reviews of courses in relation to the core competencies and institutional learning outcomes. This process is illustrated with a Curriculum Assessment Wheel for each program. The wheel identifies how Core Competencies (at the center of wheel) are progressively assessed throughout the program (rings of the wheel) and result in students' attainment of Institutional Learning Outcomes (outer ring). The curriculum assessment wheel identifies courses that undergo an in-depth review on a designated cycle. This process ensures that the WSCUC core competencies and AUHS institutional learning outcomes are assessed as students' progress through the curriculum. The course reporting process ensures that a direct method of assessment (e.g. case-study, presentation, portfolio) will be included in each report.

Co-Curricular Learning Outcomes (CCLOs) are assessed for a number of activities related to students' successful engagement with and completion of programs. The *Co-Curricular Assessment Wheel* functions in a similar manner to the Curricular Wheel, but with co-curricular activities. Measures have been developed for the following co-curricular aspects of programs:

- a. Student Support
- b. Student Activities
- c. Professional Development
- d. Community Service

Appendix I.1-5 contain the instruments used to assess co-curricular learning outcomes. Also see Appendix Z for Co-curricular assessment.

The School of Pharmacy Comprehensive Assessment Plan is found in Appendix X. The School of Nursing Comprehensive Assessment Plan is found in Appendix Y. Both comprehensive plans augment the SEAP.

## **2.4 AUHS Assessment of Faculty, Student Academic Support Services, and University Resources**

### **Faculty**

Our assessment of faculty performance is based on a *Faculty Quadripartite Assessment Model* of Teaching, Research, Service, and Practice. The following measures are used for each component of faculty performance:

- a. *Teaching: Assessed on quarterly basis*
  - Student Evaluation of Courses and Instructors;
  - Student Evaluation of Preceptors;
  - Clinical Site Evaluation of Faculty Performance; and
  - Student Satisfaction Survey.
- b. *Research: Assessed on yearly basis*
  - Quantity of research products and output: publications, conference papers, grants, etc.,
- c. *Service: Assessed on quarterly basis*
  - Quantity of participation in community service activities,

*d. Practice*

- Quantity of hours to maintain currency in profession.

### **Student Academic Support Services**

The Center for Academic Success / Center of Academic Success Intervention and Assessment Program (CAS IAP) provides tremendous support for our students. Data analyses over a 5-year period provided evidence that our continuous high retention rates (above 90%) were related to AUHS's unique student-centered and individually tailored academic interventions, such as writing workshops, study skills management, and National Council for Licensure Examination for Registered Nurse (NCLEX-RN) prep tracking/review. AUHS first reallocated resources to create a *Center for Academic Success* (CAS) in Fall 2016 by integrating past successful practices with new innovations. The Center provides systematic and sustained academic assistance to provide students with varying packages of interventions based on their academic performance. GPAs are tracked during the program and, if GPA falls below 2.5 at midterm, CAS assistance is required. The effectiveness of the interventions is assessed periodically by a comprehensive and systematic CAS Intervention and Assessment Program (CAS IAP).

The CAS IAP has five (5) components: 1) workshops; 2) tutoring; 3) NCLEX-RN review, 4) National Certifying Organizations for Advanced Practice Registered Nurse (APRN), 5) North American Pharmacist Licensure Exam (NAPLEX). While the first two components apply to all programs (BSN, BSPS, MSCR, MSN, and PharmD), the last 3 are program specific for licensure/certification examinations. Each intervention component entails specific activities, the efficacy of which is assessed based on different measures and instruments.

Workshops cover topics of writing, study skills, information literacy and career services. Efficacy of writing workshops is assessed by student writing assignment/paper based on the rubrics developed (e.g. VALUE Rubrics). The efficacy of study skill workshops is assessed by a quiz with scenarios of time management. The effectiveness of information literacy workshops in fostering information literacy is evaluated using multiple measures: a) pre- and post- test performance for librarian-instructed modules b) assessment of student sampled work (using e.g. Information Literacy VALUE Rubrics), and c) survey of student evaluation of IL workshop effectiveness. Career services workshops are assessed by pre- and post- test.

Tutoring includes services for General Education and program-specific courses, as well as for Accuplacer and TEAS tests. The effectiveness of interventions is assessed by the course grades and test scores.

NCLEX Review for the BSN program includes RN Pre-Licensure Certification, Saunders test, Kaplan test, ATI test, and Nelson Denny Reading Test. The RN Pre-Licensure Certification Process is offered to BSN students during Senior Orientation and available at all times on Moodle in order to explain and simplify the requirements for this process to students. The process consists of each requirement before they are ready to take NCLEX examination. The Student Success Coordinator tracks students' progression on meeting those requirements. The effectiveness of each specific activity of NCLEX review process is then evaluated formatively by Senior Student Orientation Quiz (on knowledge of the process), scores of Saunders test, Kaplan test, ATI test, and Nelson Denny Reading Test. Finally, the effectiveness is evaluated by summative measure of NCLEX passing rate.

## **Assessment of University Resources**

Our assessment of institutional resources focuses on but is not limited to the followings:

- a. *Facilities*: Faculty Evaluation of Clinics, Student Evaluation of Clinics
- b. *University services*: Student Satisfaction Survey; Student Exit Survey
- c. *Library services*: Student Satisfaction Survey; Information Literacy Development & Assessment Program (ILDAP)

## **2.5 AUHS Quality Improvement: Improvement Plans and Strategic Planning**

The ultimate goal of the Systematic Evaluation and Assessment Plan (SEAP) is to guide the systematic collection of valid evidence of student learning and success, and to develop improvement plans based on the interpretation of that evidence. The assessment process described in SEAP is designed to inform the Strategic Plan such that it drives resource allocation and evidence-based improvements to academic programs and administrative units.

AUHS' quality assurance processes are structured around a team concept whereby leaders and academic departments collaborate to foster student achievement and gauge success. This involves the collection, analysis, and review of SEAP data and closing the assessment loop by developing, implementing and monitoring improvement plans. In cooperation with The Office of Institutional Research and Assessment, the Systematic Evaluation and Assessment Committee (SEAC) oversees assessment processes.

The achievement of AUHS' mission and goals of is assessed continuously through the gathering of SEAP data, analysis of results, and the development and implementation of improvement plans. This process allows AUHS to develop a sustainable and effective infrastructure that engages constituents at all levels to identify meaningful improvement opportunities.

**Approval and Implementation of improvement plans:** The improvement plans are submitted to the President's Executive Council for final approval, and then shared with all faculty and staff, campus advisory committee members, and other relevant stakeholders. All improvement plans are linked to the university Strategic Plan. Resources required for the implementation and completion of improvement plans for those action items are identified through the budgeting process for those action items. The SEAC meets at the end of each quarter to review periodic progression on the implementation of improvement plans approved and implemented. AUHS completes an annual comprehensive Facility and Equipment Assessment of all major campus facilities, technology, and equipment. The primary objective of this assessment is to identify the maintenance and capital renewal expenditures necessary to improve the condition of campus facilities and infrastructure in order to better serve students and develop budgetary options (Appendix U).

**Sharing of Assessment Results:** AUHS holds a university wide meeting (University Update "U2") to provide updates and disseminate information to students on a quarterly basis. This event is held on the 3rd and/or 4th week of every quarter. Any announcements regarding Accreditation Status, Program Updates, or any upcoming events and/or changes within the University or Department is delivered at that time. The results of student exit satisfaction surveys, course and instructor evaluations, and campus-wide satisfaction surveys are shared with students in summary form. In Spring 2019 university update, students were introduced to the concept of signature assignments and analytic rubrics

**SEAP Dissemination:** SEAP Data are disseminated by The Director of Institutional Research & Assessment, School Deans, and Department Heads at the end of each quarter. Internal stakeholders include the President's Council, school deans, faculty, staff, and students. External stakeholders include: alumni, employers, clinical facilities, Board of Trustees, Advisory Board, accreditation agencies, Board of Registered Nurse (BRN), and Bureau for Private Postsecondary Education (BPPE). Each academic year, AUHS SEAC reviews its policies and publications to ensure the timeliness and relevance of the information published to all the institution's constituencies (Appendix T).

**Table 2.5.a** AUHS Systematic Evaluation and Assessment Program (SEAP) Analytics of Student Success Key Indicators.

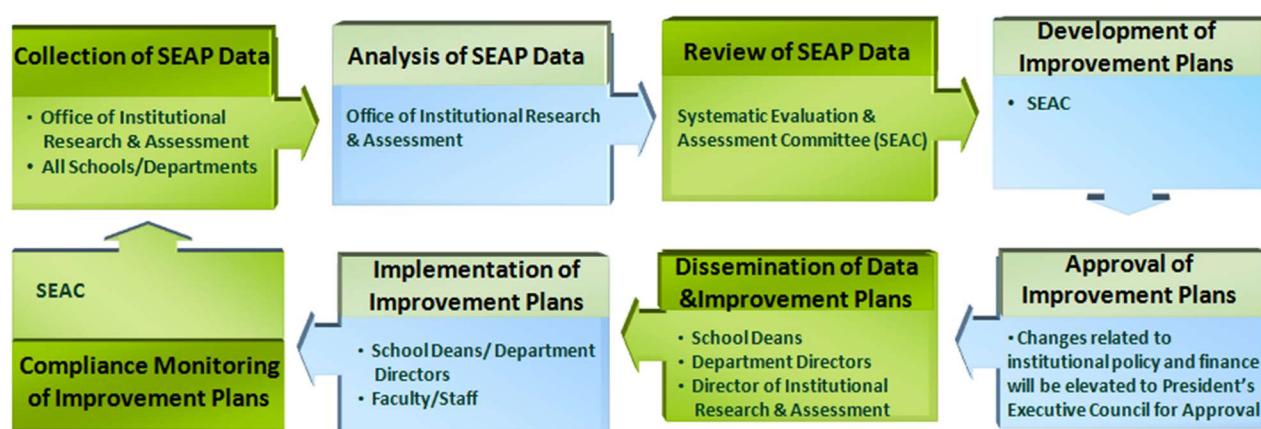
Program	Key Indicator	Assessment Instrument	Bench -mark	Data Collection Accountabilit y	Timeline			
					Winter	Spring	Summer	Fall
UNIVERSITY	1	Student Enrollment	Student Information Database	N/A	Registrar	×	×	×
	2	Retention Rate	Student Information Database	80%	Registrar	×	×	×
	3	Graduation Rate	Student Information Database	65%	Registrar		×	×
	4	Employment Rate	Student Information Database	70%	Placement Officer	×		×
	5	Graduate Satisfaction	Alumni Survey	M=3.5	Student Services & IT	×	×	×
	6	Employer Satisfaction	Employer Survey	M=3.5	Placement Officer & IT	×	×	×
	7	Current Student Satisfaction (Student Satisfaction of the University)	Student Satisfaction Inventory	M=3.0	Student Services & IT	×	×	×
	8	Student Exit Satisfaction	Student Exit Survey	M=3.0	Placement Officer & IT		×	×
	9	Course & Instructor Effectiveness (Student Satisfaction of Courses and Instructors)	Course and Instructor Evaluation Survey	M=3.5	Student Services & IT	2x	2x	2x
	10	Curricular Alignment with Core Competencies	Curricular Assessment Wheel Model	Multiple	Deans & Faculty	×	×	×

Program	Key Indicator	Assessment Instrument	Bench -mark	Data Collection Accountability	Timeline			
					Winter	Spring	Summer	Fall
	, PLOs & ILOs							
	11 Co-Curricular Alignment with Core Competencies , CCLOs & ILOs	Co-Curricular Assessment Wheel Model	Multiple	Student Services	x	x	x	x
	12 Information Literacy Competency	Information Literacy Development & Assessment Program	Multiple	Librarian & Faculty	x	x	x	x
	13 GPA	Student Information Database	3.0	Registrar	x	x	x	x
	14 Faculty Tripartite Outcomes	Faculty Tripartite Outcome Assessment Model	Multiple	Deans & Faculty				x
	15 Cohort Default Rate	Federal Student Aid Database	N/A	Financial Aid				x

## 2.6 AUHS Quality Assurance Policies and Procedures

Figure 2.5-a below illustrates the continuous assessment and evaluation of the SEAP and the closure of the assessment loop through continuous institutional, programmatic, curricular and co-curricular improvement via the development and implementation of action plans. The ongoing AUHS quality assurance process ensures that continuous improvements are made to systematically enhance academic and administrative effectiveness.

Table 2.6-b shows the policy and schedule for the SEAP, which includes the specific task, timeline, and accountability for data collection, analysis, as well as development, implementation and monitoring of action plans.



**Figure 2.6.a** AUHS Quality Assurance Process

- 1. Collection of SEAP data:** Table 2.1 presents the detailed responsibilities and timeline for collecting data. All administrative departments, faculty, and schools participate in the data collection process. Broad stakeholder involvement helps to foster a culture of assessment.
- 2. Analysis of SEAP data:** The Office of Institutional Research and Assessment is responsible for analyzing the SEAP data based on their data collection schedules. A total of 23 key measures in the SEAP. The Office tracks data results over five years and uses comparative data from external sources such as accreditation agencies (WSCUC, CCNE, TRACS, ACPE, BRN) and national and regional standards such as BPPE, IPEDS and IFAP.
- 3. Review of SEAP data by the SEAC:** The Systematic Evaluation and Assessment Council (SEAC) is responsible for guiding the implementation of the university wide systematic evaluation and assessment plan (SEAP), providing support to faculty programmatic assessment committees. Additionally, The SEAC reviews common assessment tools to support the assessment of institutional learning outcomes. The SEAC consists of faculty from each School, the Director of Institutional Research and Assessment (Chair), the university Provost (ex-officio), and Academic Deans. The SEAC reviews assessment reports that are prepared at the program level. The SEAC also collaboratively supports the preparation of an annual institutional assessment report. Once finalized, the annual comprehensive assessment report is disseminated to constituents.

- 4. Development of improvement plans:** As discussed above, institutional review, planning, and decision-making are based on analysis of SEAP data. Based on the SEAP data results, plans are developed for improving structures, services, processes, curricula, and pedagogy. The director of institutional research and assessment works closely with the SEAC and faculty and staff to draft recommended improvement plans.
- 5. Approval of improvement plans:** The improvement plans are submitted to the President's Executive Council for final approval if changes are related to institutional policy and finance, and then shared with all faculty and staff, campus advisory committee members, and other relevant stakeholders. All improvement plans are linked to the Strategic Plan. Resources required for the implementation and completion of improvement plans are identified through the budgeting process for those action items.
- 6. Dissemination of SEAP data results and improvement plans to all relevant stakeholders.** SEAP Data are disseminated in a timely manner. The internal stakeholders include the President's Executive Council, school deans, faculty, staff, and students. External stakeholders include alumni, employers, clinical facilities, Board of Trustees, Advisory Board, accreditation agencies, Board of Registered Nurse (BRN), and Bureau for Private Postsecondary Education (BPPE).
- 7. Implementation of improvement plans:** The Program Assessment and Evaluation Committee meets at the end of each quarter to review periodic progression on the implementation of improvement plans approved and implemented and reports to the SEAC.
- 8. Finally, the loop closes by Compliance monitoring of improvement plans.** In order to fully evaluate the effectiveness of the plan, compliance monitoring is a critical part of the SEAP. The SEAC works as a team to develop, communicate, and implement policies to ensure that each school and department complies with the policies and procedures, as well as the plans that have been implemented.

Changes made as a result of implementing the improvement plans are evaluated and assessed in the next assessment cycle, thereby ensuring that changes have a positive impact. Thus, the next assessment cycle is the time for us to conduct reviews of the effectiveness of the improvement plans, the usefulness of the data generated, and the institutional research function and the suitability. SEAC is responsible for the review of the efficacy of improvement plans, assessment policies, procedures, and instruments, models, as well as statistical validity and reliability of data results (e.g. validity tests, correlations, factor analysis, etc.). Program Review is the mechanism through which each program plan's success and progress is evaluated. Conducting program review yields the development and implementation of action plans needed to address areas of needed improvement. The development and refinement of strategic plans will emerge from the process of Program Review.

**Table 2.6.a AUHS Systematic Evaluation and Assessment Program (SEAP) Data Collection Procedure and Policy**

Procedure	Time	Activity	Accountability
Prior to Evaluation	4th and 9th Week	IR office sends an email notification to all university members regarding the evaluation timeline and procedure.  Deans send a reminder to faculty members and students regarding class arrangements for assessment. No Mid-or Final-Exams on Evaluation Weeks.	IR  Deans
		IR office holds a meeting with Student Services and IT in terms of preparations for data collection.	IR, SS, and IT
		Student Services Office develops a list of courses, class size, and calendar for data collection and submits it to IR office	SS
Data Collection	5th and 10th Week	Student Services Office distributes surveys and collects data  IT office checks for accuracy and completeness of data (including student qualitative comments)	SS  IT
		IT office submits raw data in Excel format to IR office	SS
Data Analysis	6th and 11th Week	Beginning Summer 2019 Course & Instructor Evaluations are in Evaluation Kit by Watermark. Previous to Summer 2019 raw course evaluation data are stored in a dedicated folder for analysis.  Raw data are cleaned and merged  Validity is tested by relevant statistical modeling  Descriptive statistics are generated  Accuracy of data results is checked	IR  IR  IR  IR  IR
Release of Data Results	6th and 11th Week	IR office submits the aggregate data results to VP, Provost and Deans  IR office holds a meeting with the Systematic Evaluation and Assessment Committee (SEAC) discussing about the results of evaluations.  IR office sends a notification email to all university members regarding the progression of data collection, result analysis, and action plans.	IR, VP, Provost, Deans  SEAC  IR
Action Plans	7th and 12th Week	Deans develop action plans and submit them to Provost for review.	Deans, Provost
		Deans provide evidence on the faithful implementation of action plans and submits to Provost	Deans, Provost
Assessment of Improvement	Next-Cyclical Assessment	Improvement will be assessed by next-cyclical data collection and analysis	IR, SS, IT, and SEAC

## **2.7 AUHS Institutional Research Capacity**

AUHS demonstrates an institutional research capacity which is: a) professional, cooperative and participatory; and b) consistent with institutional purposes and characteristics in order to successfully practice the quality assurance procedures discussed above.

*First, AUHS develops a Systematic Evaluation and Assessment Program (SEAP), which is directed and monitored by a trained assessment professional and revolves around teamwork.* AUHS first developed its Systematic Evaluation and Assessment Plan in 2016. AUHS assessment planning efforts ensured that learning outcomes were formulated for all programs, and that student success indicators were continuously monitored at multiple levels.

At AUHS, continuous improvement processes are designed to ensure that assessment is a collective responsibility of faculty. For example, based on student feedback they receive, faculty can tailor assessment strategies and revise assignments to appropriately measure the achievement of course learning outcomes. As another example, faculty who have diverse disciplinary expertise can participate in teams to collaboratively develop key assignments, and to calibrate assessment rubrics.

### **Internal Data Dissemination**

As one example of rapid internal data dissemination, twice each quarter (following midterm and finals), The Director of IR and Assessment analyzes the results of course and instructor evaluation surveys and circulates them to the Deans and to the Provost. The Deans and the Provost review the individual course and instructor evaluation reports, then meet with faculty individually to review the evaluation results. This allows for instructors to incorporate student feedback in a current quarter, and for changes to be made to course curricula and instructional strategies for the subsequent quarter.

### *Collaboration*

The electronic administration of course evaluation surveys, graduating student exit surveys, and student satisfaction surveys is a collaborative process between the Director of IR and Assessment and the Director of Marketing and Publications. As needed, Campus Services lends staff assistance with data entry or data transfer to support the process.

At AUHS, assessment is viewed as a collective responsibility and a team effort. Individual faculty members in each program are entrusted with determining the most appropriate instructional approaches, as well as tools and strategies for assessing learning in their classrooms. To ensure inclusivity in the assessment process, each academic program at AUHS has a Programmatic Evaluation and Assessment Committee. Program faculty are invited to participate in the development of assessment rubrics. Additionally, program faculty are invited to participate in the development of signature assignments to measure progress towards achievement of program learning outcomes.

*Also, the practice of the SEAP and improvement plans is cooperative and participatory.* The AUHS quality assurance procedure is led by The Office of Institutional Research and Assessment centrally monitored by the SEAC, decision-made by President's Advisory Council, lastly goes to the Board of Trustees for final approval/disapproval and distributed to both internal and external stakeholders with data results.

*Lastly, the institutional capacity is consistent with institutional purposes and characteristics.* The SEAP is institutional specific and program specific. AUHS is committed to assessing the achievement of its mission and goals to determine institutional effectiveness. For example, two important characteristics of AUHS is Christian-based and minority-serving. Cultural Diversity, Christian Values, and Community Services are three unique university missions. The assessment of these three missions include not only student academic achievements such as student enrollment, retention, graduation and employment data, but also students', alumni' and employers' satisfaction surveys. More importantly, we developed both curricular and co-curricular assessment/review programs to assess the achievement of these three unique university missions. Also, one important feature of AUHS is the offer of student-centered and individual-tailored education based on a comparatively small community we serve. AUHS created a Center for Academic Success (CAS) which provides systematic and sustained academic interventions (i.e. writing workshops, study skills management, and NCLEX-RN prep tracking/review). Interventions with varying levels of intensity are offered to students based on the evaluation of their academic performance. Data on students' academic achievement of students are collected and tracked from their entering into the program to their graduation in order to best evaluate the interventions needed. The effectiveness of the interventions is assessed periodically by a comprehensive and systematic CAS Intervention and Assessment Program (CAS IAP).

#### **DISAGGREGATION OF DATA**

AUHS is able to obtain disaggregated data on student achievement through...

- *Student Information Systems* -Registrar's Office furnishes disaggregated student success data gathered via Student information Systems to the Director of Institutional Research and Assessment. The data are disaggregated by ethnicity, gender, and degree program of enrollment.
- *Use of analytic rubrics.* Beginning in 2019, efforts were made to embed analytic rubrics to measure performance on key assignments. Filter performance by rubric criteria and student demographic.

Faculty can use disaggregated student performance data to identify areas of student weakness, and modify instruction appropriately, or refer the student to remedial services or tutoring.

## **2.8 AUHS Roles and Responsibilities**

AUHS upholds a culture and climate of analytical self-reflection and assessment embraced by the entire university. Therefore, staff and faculty across the university participate in the assessment processes described in this plan. Specifically, the following roles support assessment:

**Table 2.8.a AUHS Roles and Responsibilities in Quality Assurance**

Role	Responsibility
President	<p>In support of assessment, the role of the President is to:</p> <ul style="list-style-type: none"><li>• Advocate for assessment as an institutional priority to all university constituents</li><li>• Determine institutional priorities based on data-driven findings</li><li>• Ensure that necessary resources are provided to sustain and enhance assessment efforts</li><li>• Apprise the Board of Trustees on developments, issues, and results of assessment and Academic Program Review.</li></ul>
Provost	<p>In support of assessment, the role of the Provost is to:</p> <ul style="list-style-type: none"><li>• Use assessment results and findings for program improvement and increased student learning</li><li>• Approve program review reports from all academic programs</li><li>• Incorporate recommendations into planning and budgeting processes</li><li>• Oversee implementation of all recommended improvements to academic programs.</li></ul>
Director of the Institutional Research & Assessment	<p>In support of assessment, the role of the Director of Institutional Research and Assessment is to:</p> <ul style="list-style-type: none"><li>• Lead institutional-level assessment and reporting processes.</li><li>• Provides administrative oversight for all assessment efforts</li><li>• Develops timelines for the assessment of learning outcomes</li><li>• Completes a quality review of program reviews prior to final submission</li><li>• Conduct professional development for faculty in outcomes assessment and program review</li><li>• Support faculty in analysis of assessment data</li><li>• Communicates assessment findings and continuous improvement efforts to the university community at large</li><li>• Supports all departments by providing data and related analyses</li><li>• Prepares official institutional reports summarizing assessment data and findings</li><li>• Facilitate the integration of assessment results into institutional planning and budgeting processes</li><li>• Maintain the Institutional Effectiveness Plan</li></ul>

Role	Responsibility
	<p>Develop reports on assessment of ILOs across all programs</p> <ul style="list-style-type: none"> <li>• Collaborate with the Information Technology department to create and manage systems, protocols and architecture to store and manage key data elements for the university.</li> </ul>
The Systematic Evaluation and Assessment Committee (SEAC)	<p>In support of assessment, the role of the SEAC is to:</p> <ul style="list-style-type: none"> <li>• Review, revise, implement and monitor SEAP data</li> <li>• Assist in the collection and interpretation of assessment data</li> <li>• Help to ensure a faculty-driven approach to educational effectiveness</li> <li>• Recommend improvements to assessment processes based on data analysis and best-practices.</li> </ul>
Faculty Senate	<p>In support of assessment, the role of the faculty senate is to:</p> <ul style="list-style-type: none"> <li>• Aid in the development and modification of curricula based on available data</li> <li>• Review and approve program review self-study reports submitted following the program review process</li> <li>• Provide feedback and recommendations for curricular improvement as appropriate</li> </ul>
Strategic Planning Council	<p>The Strategic Planning Council is responsible for strategic planning, goal setting, and developing and implementing action plans based on assessment results. In support of assessment, the role of the Strategic Planning Council:</p> <ul style="list-style-type: none"> <li>• Uses the results of assessment to facilitate data-driven decision making for the university, including both fiscal and academic planning</li> <li>• Ensure resources and needs to support assessment activities are incorporated in the budget</li> <li>• Ensures that each administrative unit of the university identifies key performance indicators of effectiveness</li> </ul>
Program Deans	<p>In support of assessment, the role of the deans is to:</p> <ul style="list-style-type: none"> <li>• Lead assessment activities within their respective programs</li> <li>• Use assessment results and findings for program improvement and increased student learning</li> <li>• Assist Faculty with understanding and using learning assessment tools and data</li> </ul>
Faculty	<p>In support of assessment, the role of the faculty is to:</p> <ul style="list-style-type: none"> <li>• Provide a learner-centered experience for students</li> <li>• Assess student learning outcomes in courses</li> <li>• Utilize a variety of direct and indirect assessment tools to collect valid evidence of learning</li> <li>• Reflect on assessment data to make improvements to teaching strategies</li> </ul>

Role	Responsibility
	<ul style="list-style-type: none"> <li>• Participate in activities to ensure reliability of assessment tools (e.g. rubrics) at the program-level</li> <li>• Contribute to academic program review process</li> <li>• </li> </ul>
Department Heads	<p>AUHS has designated departments (defined in the Organizational Chart) that provide operational/support service directly reflective of the SEAP and the identified strategic goals. In support of assessment, the role of the department heads is to:</p> <ul style="list-style-type: none"> <li>• Lead assessment activities within the respective department and units</li> <li>• Support ongoing and campus-wide data collection processes and assessment activities</li> <li>• Use assessment results and findings for improved practices and services</li> <li>• Identify appropriate assessment data to analyze</li> </ul>

## 2.9 AUHS Stakeholder Involvement

AUHS is committed to a systematic, data-driven, and participatory quality assurance processes that includes direct involvement of faculty, staff, administration, students, alumni, advisory board and external constituents.

1. **Faculty are involved in the evaluation of teaching and learning process** on a regular basis by participating in the assessment and evaluation committee and the curriculum committee. Faculty participate directly in the assessment processes of the university. The organizational structure for governance, committee assignments, and faculty roles and responsibilities are included in the Faculty Handbook. Faculty involvement includes:
  - a. New faculty are required to attend New Faculty Orientation sessions where the Director of Institutional Research and Assessment presents a PowerPoint of the SEAP overview in order to introduce the SEAP measures, assessment methodologies, and the faculty's role in the SEAP procedures.
  - b. Faculty periodically review course syllabi to be current and accurate and recommend to the Curriculum Committee any necessary modifications.
  - c. Faculty play an important role in identifying students who need improvement in academic performance by developing a "Learning Enhancement Plan" that determines the specific area of assistance. In collaboration with the Center for Academic Success, the student progression is monitored by Student Success Coordinator.
  - d. Curricular assessment data provide evidence for students' achievement of the CLOs and PLOs. Faculty use the data to make improvements in teaching methodologies and assessment tools (e.g. exams, assignment, student work and presentations) in order to enhance student learning.
  - e. Based on student evaluation of courses and instructors, faculty whose scores are below the benchmark are required to draft a self-improvement plan with the guidance of the dean. The dean monitors the implementation and progression of the teaching improvement plan.
  - f. Faculty participate in the evaluation process of adjunct faculty and conduct peer evaluations of other faculty.
  - g. Faculty utilize classroom assessment techniques to gather meaningful information on student progress and to provide formative feedback to students.

**2. Student Involvement:** Student involvement in the assessment of teaching, learning and institutional effectiveness is manifested in the following ways:

- a. Student Satisfaction Inventory of University and Services: Data on student satisfaction of the university and services are collected using Student Satisfaction Survey (SSS) in Spring and Fall quarters (See Appendix C, for Revised Student Satisfaction Survey). The collection of the data process has evolved over time. In the Spring 2016 a new SSS was developed in order to align better with the ILOs and Five Core Competencies. After piloting the survey for reliability tests, further modification of the survey was conducted to include more reliable items.
- b. An suggestion box allows students to drop their comments and opinions in the box about teaching methods, accessibility and competency of faculty and staff and university services.
- c. Student Evaluation of Courses and Instructors: Data on student evaluation of course and teacher effectiveness are collected for every course at every quarter (See Appendix E, for Course and Instructor Evaluation Survey).
- d. Student Evaluation of Preceptors: Preceptor Surveys are collected and analyzed in every course where preceptors are used in the clinical setting (See Appendix G, for Student Evaluation of Preceptor Survey).
- e. Student Evaluation of Information Literacy Development and Assessment Program (ILDAP) and librarian services: After students receive information literacy instruction from the university librarian and take the ILDAP assessment for selected courses, they complete a survey indicating their perceived level of effectiveness of the ILDAP instruction and the services provided by the librarian.
- f. Student evaluation of clinical effectiveness (for BSN Program only): The survey is conducted for every clinical course.

AUHS began implementing Evaluation Kit by Watermark Insights in Summer 2019 as a way to more seamlessly administer course evaluations electronically. Evaluation Kit is used to collect data, and to create reports. For sessions previous to Summer 2019, student responses on course evaluations and other survey instruments were collected utilizing online Google forms. The links to the surveys were uploaded on each student's Moodle account. In collaboration with the Director of Institutional Research and Assessment, Student Affairs staff visits each class during the data collection period, providing instructions to students on how to complete the surveys.

3. **Alumni Involvement:** AUHS uses an Alumni Survey to track and monitor graduates in order to continuously improve overall programmatic operations. (See Appendix A, for Alumni Survey). The SEAP data and alumni satisfaction are disseminated annually.
4. **Employer Involvement:** AUHS solicits employer input. The director of career services and affiliations conducts regular site visits that further assist in the evaluation process. These site visits help the university better understand employer's needs that eventually translate into program content changes. AUHS also utilizes an Employer Survey to seek employers' feedback on graduates. Similar to the Alumni Survey, Employer Survey are distributed through online Google forms. Data results are disseminated annually.

- 5. Facility Involvement (BSN and PharmD only):** The university has affiliations with more than 75 facilities. AUHS solicits the evaluation of faculty and student performance in clinics through the use of surveys (See Appendix M and Appendix N, for Student Evaluation of Clinical Site Survey and Faculty Evaluation of Clinical Site Survey). Data on student and faculty evaluation of clinical sites are collected quarterly.
- 6. Advisory-Board Involvement:** The advisory board consists of employers, clinical facility representatives, community representatives, and alumni who provide valuable input and direction of AUHS programs. One change suggested by the advisory board was combining basic and advanced leadership and management in nursing clinical studies. AUHS made this change in the curriculum (Quarter 10, Year 3). AUHS preceptors and colleagues at clinical sites also provide valuable feedback. Expert advisors are also solicited for feedback.
- 7. External-Agency Involvement:** External agencies are involved in the programmatic and institutional reviews/reaccreditations of AUHS.

Based upon the results analysis of the data collected, a plan was developed involving faculty, administration, advisory board, and external constituencies. The following improvements were made in our programs:

*Bachelor of Science in Nursing (BSN):* Overall NCLEX-RN Passage Rates for AUHS are as follows: 2015/2016 91.94%, 2016-2017 87.34%, and 2017/2018 94.6%

AUHS develops its strategic plan based upon input from multiple constituencies. Current and anticipated trends in the healthcare system, changes in healthcare professions, and new scientific developments in various fields are all considered. To manage this process, the Strategic Planning Committee convenes at least quarterly to focus on the planning and resource allocation determined by order of priority, and structural and financial necessities. Current activity is monitored at this meeting as well.

## **2.10 Assessment Plan Review and Sustainability**

The following summary outlines the process and current results for the periodic review and revision of the Assessment Plan as well as the continual Implementation and Effectiveness of the Assessment Processes. The review includes a review of sustainability to provide a structure for positively navigating changes in institutional personnel, resources, and priorities.

### **A. Annual Review of the Assessment Plan**

#### **1. Assessment Instruments and Processes**

- Review of instruments or processes used to measure specific outcomes, institutional goals, or key performance indicators.
  - a. Review and revisions were made to update the Systematic Evaluation and Assessment Plan (SEAP) annual assessment schedule.
  - b. Additional key indicators were developed for the Pharmacy Program.
  - c. Development of student outcomes, monitoring PCOA (pharmacy curriculum outcomes assessment), as well as indicators of program effectiveness were

- Identified as per ACPE standards.
- d. Curriculum map developed and updated for the Pharmacy Program.
- Additional instruments or processes needed to improve data collection, analysis, or implementation.
  - e. Development of Pharmacy Program Comprehensive Assessment Plan (ACPE).
  - f. Review of Curriculum mapping to include additional aligned direct and indirect assessments for the Pharmacy program. Rubrics have been developed for analysis of direct assessments.
  - h. Revised SEAP Section 2.3 to more clearly address and include direct assessment of ILOs and PLOs.
  - i. Revised Table 2.5.b Analytics of AUHS Student Success to include direct assessment of ILOs and PLOs.
  - j. Inclusion of a section 2.10 in the SEAP indicating more clearly the periodic assessment plan review and sustainability process.
  - k. Implement new annual Program Review process for the 2019-2020 assessment cycle.
  - l. Planned adoption of Watermark Insights Technology.
- Identified areas of unnecessary or un-aligned data collection.
  - m. Removed data findings from the SEAP. Starting with the Fall 2019 academic year and reporting cycle, data analysis, summary reports, and changes made based on assessment findings will be prepared, distributed, and utilized separately according to the assessment reporting schedule.
- Adjustments that need to be made to the assessment schedule.
  - n. The data collection, summary reporting, and utilization of assessment findings is being adjusted to improve timely year-round review and revision of institutional and educational effectiveness.
  - o. Include implementation of Program Review process.

## **2. Application, Analysis and Reporting**

- The institution's SEAP along with the Pharmacy Comprehensive Assessment Plan (ACPE) is focused on best practices in higher education along with addressing the requirements of external accreditors, auditors and agencies.
- Summary reporting in the 2019-2020 assessment cycle will include additional recommendations for review and consideration based on the analysis of collected data that reflect accepted best practices.
- Additional steps will be taken in the 2019-2020 assessment cycle to ensure that assessment findings will be presented in an understandable and clear way to primary stakeholders.
- Findings were reviewed by the department heads with regard to performance evaluation based on current strategic planning objectives, metrics, and timelines as reflected in planning and committee meetings.

## **B. Annual Review and Implementation of Assessment**

- Assessment findings and recommendations are actively reviewed by key administrators and faculty. The administration ensures that IR and Assessment functions are included in the university strategic planning process, and that data is presented by IR at university updates
- Both Faculty and key administrators were involved in recommendations for modifications, adjustments, revisions, and other changes in programs and curriculum based on assessment findings as reflected in committee meetings.
  - a. Additional work is needed to actively engage in activities to meaningfully align learning activities on signature assignments with Program Learning Outcomes
  - b. A program assessment planning process will ensure that valid and reliable evidence of learning is gathered
  - c. Continue to work towards a goal of linking well-defined indicators of performance on signature assignments to mastery of Program Learning Outcomes at specified points in the curriculum (e.g. Introduced, Reinforced, Mastered). To demonstrate use of findings, focus on producing at least one rich example of how assessment data has been used to drive recent decisions in strategic planning and budgeting.
  - d. Consider developing a common set of co-curricular outcomes for the institution consistent with its mission and core values. If feasible, consider analyzing a small sample of self-reflective essays as evidence of co-curricular effectiveness.
  - e. Prime existing committees to continue to share their success stories about assessment of student learning. At the same time, committees should be prepared to discuss in greater depth with a Site Visit Team how innovations in teaching are rewarded by the institution, and the extent to which assessment data are used to change pedagogy and curricula.
- Improvements will be made in documenting identified institutional, programmatic, and curricular changes implemented.
- Assessment findings and implemented changes were linked to Strategic Planning and Budgeting based on committee and planning meetings.
- On-going support was provided for the participants and consumers of the institutional assessment process.

## **C. Sustainability of Institutional Assessment**

- Institutional structure and leadership are in place to ensure the continuity, management, implementation, and on-going effectiveness of the Assessment Plan and process.
  - a. The SEAP is currently being revised and streamlined in order to provide clearer steps for management of the annual cycle of assessment to provide more timely and sustainable data collection, analysis, utilization and implementation.

- b. The reporting of assessment findings is being revised for clarity and understandability to improve stakeholder review.
  - c. Additional departmental coordination is being structured in order to improve and facilitate timely reporting and dissemination of assessment findings.
- Faculty are positively and fruitfully engaged in the assessment process.
  - a. Additional faculty development, collaboration, and support has been implemented in order to improve faculty involvement and facilitate a growing and sustainable culture of assessment.

### 3. SYSTEMATIC EVALUATION AND ASSESSMENT PLAN (SEAP) KEY COMPONENTS

The Systematic Evaluation and Assessment Program (SEAP) includes 23 key indicators of institutional effectiveness. These include: Student Enrollment, Retention Rate, Graduation Rate, Employment Rate, Graduate Satisfaction, Employer Satisfaction, Current Student Satisfaction, Student Exit Satisfaction, Course & Instructor Effectiveness, Preceptor Effectiveness, Curricular Effectiveness, Co-Curricular Effectiveness, Information Literacy Competency, Student Clinical Skill, Clinical Effectiveness (by Student), Clinical Effectiveness (by Faculty), Student Clinical Performance, Faculty Clinical Performance, student GPA, ATI RN Comp Predictor, NCLEX-RN Passing Rate and Faculty Tripartite Outcomes. In this section, we provide a detailed discussion of the 23 indicators for institutional effectiveness, respectively.

#### 3.1 Key Indicator 1: Enrollment Rate

Key Indicator	Assessment Instrument	Benchmark	Accountability for Data Collection	Timeline			
				Winter	Spring	Summer	Fall
1 Student Enrollment	Student Information Database	Multicultural, Minority-Serving	Registrar	x	x	x	x

Data on overall student demographics of AUHS students are collected and analyzed.

Disaggregated student demographic characteristics by program, gender and ethnicity should reflect alignment with our University mission that we are multicultural and minority-serving.

#### 3.2 Key Indicator 2: Retention Rate

Key Indicator	Assessment Instrument	Benchmark	Accountability for Data Collection	Timeline			
				Winter	Spring	Summer	Fall
2 Retention Rate	Student Information Database	80%	Registrar	x	x	x	x

Student retention rates are reported in AUHS' Annual Institutional Reports (AIR) and Campus Accountability Reports (CAR) by fiscal year. The university measures retention rate using the ACICS CAR formula: *Retention Percentage Rate = (A-B)/A, where A = the Beginning Enrollment + Reentries + New Starts; and B = Withdrawals.* We selected a benchmark of 75% for retention rate initially in order to keep up with national standard and accrediting bodies that we are responsive to. **However, we moved in fall 2012 to 80% due to the continuously higher retention rates than the national standard.**

#### 3.3 Key Indicator 3: Graduation Rate

Key Indicator	Assessment Instrument	Benchmark	Accountability for Data Collection	Timeline			
				Winter	Spring	Summer	Fall
3 Graduation Rate	Student Information Database	75%	Registrar	x		x	

### 3.4 Key Indicator 4: Employment Rate

Key Indicator	Assessment Instrument	Benchmark	Accountability for Data Collection	Timeline			
				Winter	Spring	Summer	Fall
4 Employment Rate	Student Information Database	70%	Placement Officer & IT	x		x	

The mission of AUHS is to prepare students of diverse backgrounds to provide exceptional quality patient-centered care in order to positively impact society. Thus, employment of students in the healthcare environment is an important avenue for them to serve the community and benefit society.

The program measures employment/placement using the following formula:

**Placement Percentage Rate = (Placed by job title + Placed by skills + Placed by benefit of training) / [(Completers + Graduates) – (Exemption\*)]**, where the Exemptions are those that are unavailable for placement, including those that are in the military, medical reasons, continue education, death, foreign student or who did not intend to be placed for employment

**Benchmark: 70%**

### 3.5 Key Indicator 5: Alumni Satisfaction

Key Indicator	Assessment Instrument	Benchmark	Accountability for Data Collection	Timeline			
				Winter	Spring	Summer	Fall
5 Alumni Satisfaction	Alumni Survey	M=3.5	Student Services Office	x		x	

AUHS uses an Alumni Survey (also referred to as Graduates Survey Report) to track and monitor our graduates in order to continuously improve overall programmatic operations (See Appendix A.1 for the Alumni Survey). An Alumni Survey was first implemented in Fall 2016 (See Appendix A.2, for the current Alumni Survey instrument).

Alumni Surveys are scheduled to be conducted at the first, third and fifth year after graduation. The Placement officer conducts alumni survey through a series of procedure under the auspices of the Provost. These surveys are sent through the US mail, email, and are followed by a phone call then through a face-to-face interview (as set by appointment).

There is a total of ten questions on the Alumni Survey. On questions 1 through 9, graduates are asked to rate on a 5-point Likert-type scale (0=Not satisfied to 5= Very satisfied) regarding the overall knowledge, skills and ability the university has prepared them for the current job. Examples questions include: "How are you satisfied with your overall preparedness for job responsibilities?", "How are you satisfied with the training you received to prepare you for your current job?" The final question is a Yes or No

question asking whether the AUHS alumnus would recommend the university to a family member or friend (see Appendix A for the Alumni Survey).

### 3.6 Key Indicator 6: Employer Satisfaction

Key Indicator	Assessment Instrument	Benchmark	Accountability for Data Collection	Timeline			
				Winter	Spring	Summer	Fall
6 Employer Satisfaction	Employer Survey	M=3.5	Placement Officer & IT				x

Employment trends are a part of the follow-up to our graduates. AUHS conducts various surveys to keep us abreast with the needs of the industry and trends with our graduates. The University solicits employer input. The University's Placement officer conducts regular site audits that further assist in the evaluation of employer work sites. These site visits help the university better understand employer's needs that eventually translate into program content changes.

There is a total of eleven questions on the Employer Survey (See Appendix B, for the Employer Survey). On questions 1 through 10, employers are asked to rate on a 5-point Likert-type scale (0=Not satisfied to 5= Very satisfied) AUHS graduates' level of preparation as reflected in employees' overall knowledge, skills and abilities. Sample questions on the Employer Survey include, "How are you satisfied with the employee's job know how, application of technical knowledge & skill?", "How are you satisfied with the employee's ability to use job site equipment?" The final question is a Yes or No question asking whether the employer would hire any more AUHS graduates? Similar to the Alumni survey, Employer Surveys are scheduled to be conducted at the first, third and fifth year after students' graduation. Employers cite privacy and confidentiality issues with their employees (AUHS alumni) as reasons for not responding to the survey. Some of our graduates have also expressed their reluctance in having AUHS contact their employers.

**Benchmark: items 1 through 10 is set at M = 3.5. The benchmark for item 11 is set at 70%.**

### 3.7 Key Indicator 7: Current Student Satisfaction

Key Indicator	Assessment Instrument	Benchmark	Accountability for Data Collection	Timeline			
				Winter	Spring	Summer	Fall
7 Current Student Satisfaction	Student Satisfaction Inventory	M=3.5	Student Services & IT	x	x	x	x

Student satisfaction with the university and its services are assessed by Student Satisfaction Inventory (SSI). Data on current Student Satisfaction Inventory used to be collected on Spring and Fall quarters (See Appendix C, for the SSI). Since Winter 2016, data have been collected every quarter.

The Student Satisfaction Inventory (SSI) elicits feedback from students indicating their overall satisfaction with university policies, procedures, and services provided. Respondents indicate their level of agreement with statements such as *“I am satisfied with my overall experience at AUHS”*, *“The university provides adequate community service/volunteering opportunities/activities related to health care”*, and *“I am satisfied with the services provided by student services office”*. Response options are set to a Likert-like scale from 1 to 5 lowest to highest, with 1 being “strongly disagree”, and 5 being “strongly agree”.

### 3.8 Key Indicator 8: Student Exit Satisfaction

Key Indicator	Assessment Instrument	Benchmark	Accountability for Data Collection	Timeline			
				Winter	Spring	Summer	Fall
8 Student Exit Satisfaction	Student Exit Survey	M=3.0	Placement Officer & IT	x		x	

Data on student satisfaction at time of their graduation are collected via electronic survey at the end of quarters in which graduation occurs (i.e. Winter and Summer). The Student Exit Satisfaction instrument measures self-reported level of learning to apply best practices when caring for patients/clients. Also, it measures how well the program prepared the student to understand the importance of spirituality in patients'/clients' lives and its impact on illness/wellness; to be committed to the values and ethics of the profession. The instrument measures students' perceived ability to read/review and research the literature, contribute new knowledge in their field, and whether their education has enhanced their intellectual, analytical and critical thinking abilities. Additionally, the survey measures whether the student would recommend AUHS to others interested in health sciences education.

There is a total of sixteen items on the Student Exit Satisfaction Survey (See Appendix D, for the Student Exit Survey). Responses for level of agreement are set on a Likert-like scale from lowest to highest on a scale of 1-5 where 1 is “strongly disagree”, and 5 is “strongly agree”. Staff administer the survey in classrooms with a link posted. Students are sent an e-mail invitation to participate in the survey.

### 3.9 Key Indicator 9: Course and Instructor Effectiveness

Key Indicator	Assessment Instrument	Benchmark	Accountability for Data Collection	Timeline			
				Winter	Spring	Summer	Fall
9 Course & Instructor Effectiveness	Course and Instructor Evaluation Survey	M=3.5	Student Services & IT	x	x	x	x

Data on student evaluation of course and instructor effectiveness are collected twice each quarter each course, at midterm and at final (See Appendix E, for the Course and Instructor Evaluation Survey). Of fourteen total questions on the Course and Instructor Evaluation form, the first eight items measure students' perceptions of course effectiveness. Students rate their level agreement with the following statements about the course:

1. Overall this course contributed to my knowledge
2. Overall the learning resources (textbook, references, materials, library) were adequate to support my learning needs.
3. Overall I would recommend this course to another student.
4. The course objectives helped me understand what I was expected to learn in this course.
5. The audiovisuals used by the faculty helped me learn the content (Power Points slides, videos, etc.)
6. The syllabus clearly specifies the work required of me in this course.
7. Exams, quizzes and other evaluation activities (papers, projects, presentations) met the learning objectives of this class.
8. The assignments in this course were relevant to meeting the course objectives.

The final six items focus on student evaluation of the instructor's effectiveness.

Responses are set to a Likert-like scale of from 1 to 5, where a 1 is strongly disagree, and 5 is strongly agree.

9. Overall the instructor demonstrated current knowledge in the course content.
10. Overall the instructor member was prepared to teach, organized and utilized teaching techniques appropriate for meeting the course objectives.
11. I would recommend this instructor to other students.
12. The instructor demonstrated a professional rapport with students and encouraged students to ask questions in order to facilitate active learning.
13. The instructor was available during posted office hours or other agreed upon times.
14. The instructor made the classes interesting and understandable.

**Benchmark: M = 3.5.**

### 3.10 Key Indicator 10: Information Literacy Competency/ILDAP

Key Indicator	Assessment Instrument	Benchmark	Accountability for Data	Timeline			
				Winter	Spring	Summer	Fall

					Collection				
12	Information Literacy	Information Literacy Development & Competency	Multiple Assessment Program	Librarian & Faculty	x	x	x	x	

## Information Literacy (IL)

Information Literacy (IL) is classically defined as the ability of individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 1989). Students are expected to locate and process information in an effective manner that is conducive to academic and lifelong personal and professional success.

### Mission and Vision of the AUHS IL Development and Assessment Program (ILDAP)

In Summer 2016, the AUHS developed an Information Literacy Development and Assessment Program (ILDAP) which intends to develop and assess students' information literacy competency. The mission of the ILDAP program is to facilitate acquisition and assessment of information literacy skills, which allow students to develop into critical thinkers, problem-solvers, effective information seekers, and effective contributors in their communities. The vision is to implement and continuously improve the information literacy framework so that it continues to facilitate the development and assessment of information literacy skills and that those competencies are threaded across the curricula. This framework will guide the implementation and assessment of IL across university curricula and will be revised as needed in order to remain effective.

### Integrating Information Literacy into the Curriculum in AUHS ILDAP

Program faculty work with the Librarian to develop instruments and assess students' IL skills including specific IL outcomes, and the effectiveness of interventions. Information literacy integration into curriculums must also be program specific in order to be relevant to the professional pursuits of each student.

The courses assessed will be categorized into three levels. Following the identification of information literacy levels, courses will be tiered as: *introductory*, *mid-program*, or *capstone* courses. Each course tier builds upon the previous one in order to develop information literacy mastery required in a capstone course. The overarching goal is to introduce, reinforce, and develop mastery of each skill. Courses flagged for information literacy should note which level it develops.

In order to have successful information literacy integration in program curriculum, key courses and assignments must be identified as incorporating student work that develops information literacy. Not all courses are designed as information literacy courses. The courses that will be evaluated must be designed to develop information literacy skills in some way and should be flagged as such and should show which level of information literacy it focuses on. These skills should be developed through class assignments, activities, in addition to library instruction. To be considered information literacy courses, assessment of information literacy skills should be worth at least 10% percent of a student's total grade and emphasized in course syllabi as to which competencies and outcomes the course and/or assignment aligns to.

In order to be flagged for information literacy, the course has to fulfill the following criteria:

- 1.1 Incorporate student work and activities that develop information literacy skills.
- 1.2 Specify in the syllabus what outcomes course and assignment(s) align with established IL and university learning outcomes.
- 1.3 Instructor must dedicate a portion of time discussing and explaining IL expectations and importance; possibly in relation to program/career.
- 1.4 IL Assignment and/or activity is worth **10%** percent of a total course grade.
- 1.5 IL Assignment and/or activity must be graded with a rubric that assesses IL competency.

### **Overview of AUHS' Information Literacy Development and Assessment Program (ILDAP)**

Table 3.12a below presents an overview of AUHS' Information Literacy competency Development and Assessment Program. It includes three different levels of IL competencies, their respective goals, AUHS interventions, assessment methodologies/tools, accountability, and timeline/schedule.

***Three IL Competency Levels:*** As shown in Table 3.12a, at launch the program is divided into three competency levels that aim to show a progression of IL competency, from simple to complex skill acquisition and mastery. The levels and types of instruction are intended to be user-centered, containing content that is relevant for application beyond the classroom. The instruction is intended to be as interactive as possible to promote active student engagement in competency development. The university librarian in collaboration with faculty works to develop and assess students' IL competencies at three different levels after the IL interventions.

***Interventions:*** The AUHS ILDAP includes the following inventions to develop students' IL competencies:

1. *Library Orientation*

During library orientation incoming students receive an overview of the library services, resources, and instructional opportunities available. This session also includes introduction information literacy and its importance to their academic, professional and personal success as well as to basic search strategies that will be employed in completing course assignments. A pre-assessment will be conducted, and students will be given a task that demonstrates student understanding of basic search strategies.

2. *Library Workshops*

Librarian will conduct workshops that students attend on their own time or as part of a course. These workshops, called "Lunch & Learn", will focus on a particular topic (APA format, search strategies, developing a research topic, etc.) and typically be targeted towards a specific group of students such as those needing beginning or advanced training. These workshops will also be assessed with pre- and post- quizzes.

3. *Library Online Tutorials*

Library staff will develop online tutorials and learning objects such as lib guides to support information literacy competency and student learning. Tutorials can be viewed by students voluntarily or as part of a course assignment. These tutorials will be brief and relevant to subjects' students are studying.

4. *Library Course Support*

The library manages information resources that support student and faculty learning. Librarian is available to support and collaborate with faculty on courses and assignments that develop and assess information literacy skills.

5. *Library By-request Instruction*

Librarian and library staff are available at the request of instructors and students for instructional sessions. Sessions are focused on individual and/or course assignments and needs. These sessions are ideal for capstone assignments like literature reviews and major research projects.

**Assessment Methodology /Tool:** The AUHS ILDAP include the following assessment tools for IL competency:

- a. Pre- and Post- Quizzes: Between 5-20 questions depending on the assignment, activity or workshop. Quizzes will be tailored to fit what is being measured (See Appendix J.2, for the quiz).
- b. IL Value Rubrics: Selected student assignments will be evaluated by the Information Literacy Value Rubric. Each rubric measures a specific set of information literacy standards and is divided into 3 performance levels (See Appendix J.3, for Value Rubric for Information Literacy).

*Exampled course assignments:*

- Search Strategy Worksheet/Concept map
  - Evaluation of Sources Assignment
  - Research Journal/Blog: Reflection of research process
  - Debates & speeches
  - Follow the Citation Assignment
  - Research Process Assignment
  - Annotated Bibliography
  - Literature Review
  - Research paper
  - Presentation
  - Group Project
  - Scenario/Problem-based Learning assignment
  - Portfolio
  - Community Research Assignment
- c. Evaluation Surveys: Evaluation surveys are necessary to gauge student satisfaction and opinion in order to gain insight and evaluate the course, assignment, and program. Evaluation surveys will use open-ended questions and a Likert scale for scaled evaluation:
    - a. Library Effectiveness Survey. The survey contains a combination of scaled (1-7) responses, open-response questions, and a comment box (See Appendix J.4, for the Library Effectiveness Survey).
    - b. Student Satisfaction Survey (See Appendix C, for the newly developed Student Satisfaction Inventory). Four question on the survey seek for students' satisfaction of the library service, as detailed below
      - The Library Staff was friendly and addressed my concerns promptly
      - Library policies and procedures were explained to me and clear.
      - I am satisfied with the level of competence with which my questions were answered by Library Staff
      - I was offered a library orientation.
      - The University Library provides sufficient support for my academic journey.

**Table 3.10.a** Overview of AUHS Information Literacy Competency Development and Assessment Program (ILDAP)

IL Level	Goal	Intervention	Assessment Methodology	Accountability	Timeline/Schedule		
<b>Level 1</b>	1.1 Determine an information need in order to form an approach to finding appropriate sources that will fulfill information need. 1.2 Broaden or narrow a topic/question so that it is more manageable. 1.3 Construct and modify keyword searches in order to effectively search and retrieve information. 1.4 Select appropriate information sources (i.e., primary, secondary or tertiary sources) and determine their relevance for the current information need	Library Orientation  Library Online Tutorials  Library Course Support  Library By-request Instruction	IL Pre and Post-Assessment Quiz	Librarian			
			IL Competency Value Rubric (Evaluation of Student Course Assignments)	Librarian and Faculty			
			Library Effectiveness Survey & Student Satisfaction Survey				
<b>Level 2</b>	2.1 Students will be able to use more complex search strategies such as Boolean logic, limit function, etc., and use appropriate tools for research in a particular topic. 2.2 Students will be able to critically evaluate information sources to determine relevancy to information need in order to apply it to fulfilling information need or using it to revise strategy to gather additional information. 2.3 Students will be able to summarize, organize, and synthesize information found in order to apply the information, draw conclusions, and develop new insights on a topic. 2.4 Students will understand the ethical and legal principles to the use of information in all formats and contexts, and access information ethically and legally.	Library Workshops  Library Online Tutorials  Library Course Support  Library By-request Instruction	IL Competency Value Rubric (Evaluation of Student Course Assignments)	Librarian and Faculty			
			Library Effectiveness Survey & Student Satisfaction Survey	Librarian and Office of Institutional Research and Assessment			
<b>Level 3</b>	1.1 Students will be able to demonstrate information literacy competency skills by performing research for practical purposes. 1.2 Students will be able to skillfully incorporate information in their writing and continue to develop more perfect writing skills. 1.3 Students will be able effectively express information both in writing and orally using standards and methods appropriate to the intended audience. Students will be able to apply information literacy skills to real-world situations in order to be effective contributors.	Library Workshops  Library Online Tutorials  Library Course Support  Library By-request Instruction	IL Competency Value Rubric (Evaluation of Student Course Assignments)	Librarian and Faculty			
			Library Effectiveness Survey & Student Satisfaction Survey	Librarian and Office of Institutional Research and Assessment			

### 3.11 Key Indicator 11: Grade Point Average (GPA)

Key Indicator	Assessment Instrument	Benchmark	Accountability for Data Collection	Timeline			
				Winter	Spring	Summer	Fall
13 GPA	Student Information Database	3.0	Registrar	x	x	x	x

For quarterly GPA overall, our **benchmark is 3.0 regardless of the program**. If our benchmark is not achieved, we would set in place a remedial or tutorial program to assist students in their progression towards graduation and ultimately to be successful if a certification or licensing examination.

### 3.13 Key Indicator 13: Faculty Quadripartite Outcomes

Key Indicator	Assessment Instrument	Benchmark	Accountability for Data Collection	Timeline			
				Winter	Spring	Summer	Fall
13 Faculty Quadripartite Outcomes	Faculty Quadripartite Outcome Assessment Model	Multiple	Deans & Faculty				x

Individual and aggregate faculty outcomes are consistent with and contribute to the overall achievement of the SON's mission, goals, and demonstrate program effectiveness. All full-time faculty are assessed on the tripartite mission of the AUHS: *teaching, research/scholarship, service, and professional practice*. (See Table 3.14a below). Faculty achievement in teaching, scholarship, practice, and service is reviewed and evaluated routinely at various levels through several multi-faceted processes.

The AUHS faculty must meet criteria set forth by the University as well as the various professional credentialing and regulatory bodies to which it reports. For continued employment at AUHS, all full-time faculty must meet the objectives of the quadripartite role in teaching, research/scholarship, and service in order to be retained on faculty on what is called an "extended contract" after three years of continuous employment. AUHS continues to evaluate and review full-time faculty yearly.

**Table 3.13a** Faculty Quadripartite Outcome Assessment Items

Area	Aggregate Faculty Outcome	Assessment	Standard	Term
<b>Research/Scholarship</b>	BSN faculty complete a scholarly presentation, professional publication, or grant application.	Quadripartite Form	90% of faculty	Tri-Annually
<b>Service</b>	BSN faculty contribute to the profession through participation in service activities of professional organizations.	Quadripartite Form	>90% of faculty	Annually
<b>Service</b>	BSN faculty participate in University committees.	Quadripartite Form	>90% of faculty	Annually
<b>Teaching</b>	BSN faculty maintain a level of teaching performance necessary to deliver quality instruction	Course and instructor evaluation Survey	M=3.5 >3 on each item	Annually (collected each term)
<b>Teaching</b>	BSN faculty engage in professional development activities.	Quadripartite Form	>90% of faculty	Annually
<b>Professional Practice</b>	BSN faculty are current in professional practices.	Quadripartite Form	100% of faculty	Annually

### 3.14 Key Indicator 14: Cohort Default Rates

Key Indicator	Assessment Instrument	Benchmark	Accountability for Data Collection	Timeline			
				Winter	Spring	Summer	Fall
14 Cohort Default Rate	Federal Student Aid Database	N/A	Financial Aid				x

The cohort default rate, or CDR, is one measure of how well a school prepares its students for student loan repayment. At the federal level, this is reported as a three-year CDR and is calculated as the percentage of borrowers in the cohort who default on certain federal student loans during the first three years of repayment.

Low CDRs indicate that schools are counseling their students to borrow as needed, stay aware of their repayment obligations, and understand the consequences of default. High CDRs may indicate that schools need to better support their borrowers with repayment information and resources.

### **3.15: Outcome Assessment Models and Maps**

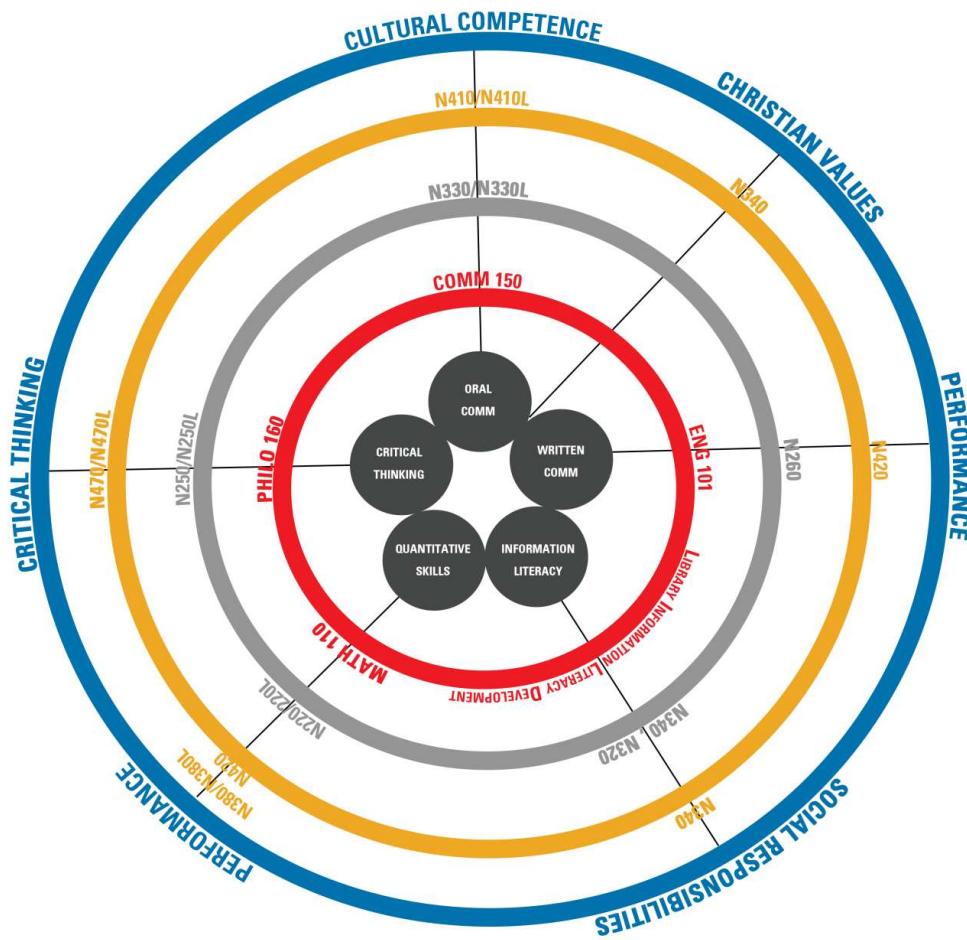
AUHS utilizes curricular maps and Alignment wheels to communicate the alignment of assessment and instruction. The Wheel shows how each school and program aligns the ILO's with the curriculum sequence. The BSN wheel also shows the alignment of instruction and curricular with the WASC Core Competencies.

The Curricular Map show how the curriculum of each program aligns with each outcome. The map show where the individual program outcomes are taught and to what level of mastery. These show how the scope and sequence of courses will meet the desired outcomes of each program.

#### **General Education Alignment**

CURRICULUM MAP		INTRODUCED					REINFORCED					MASTERED						
		GENERAL EDUCATION COURSES																
<b>General Education</b>		English 98: Fundamental	English 101: College Composition I	Communication 150: Communication and Public Speaking	English 207: Creative Writing	Mathematics 098: Fundamental	Mathematics 110: Quantitative Reasoning	Statistics 415: Statistics	History 101: American History & The Constitution	Political Science 101: American Political Institutions	Philosophy 160: Critical Thinking	Sociology 100: Sociology	Anthropology 250: Cultural Anthropology	Psychology 100: Psychology	Philosophy 104: Ethics	ART 200: Medical Illustration I	ART 300: Medical Illustration II	
<b>(ILO) INSTITUTION LEARNING OUTCOMES:</b>		1. PERFORMANCE		2. CULTURAL COMPETENCE		3. SOCIAL RESPONSIBILITY		4. CRITICAL THINKING		5. CHRISTIAN VALUES								
<b>PROGRAM LEARNING OUTCOMES -&gt;</b>		ILO																
WRITTEN COMMUNICATION Demonstrate the ability to communicate with others using written communication clearly and appropriately in writing for a range of social, academic, and professional contexts and audiences.		1	I	I	M	R	R	R	M	R	M	R	M	R	M	R	M	
ORAL COMMUNICATION Demonstrate competence in utilizing oral communication skills appropriately to a variety of social, academic, and professional audiences.			I	I	R	R	R	R	M	R	M	R	M	R	M	R	M	
CRITICAL THINKING Employ critical thinking and reasoning skills to a broad understanding of creative problem-solving techniques to define their own perspectives and positions and evaluate the implications and consequences of their conclusions..		3		I	I	R	R	R	M	R	R	R	R	R	M	R	M	
INFORMATION LITERACY Demonstrate the ability to locate, interpret, determine the credibility of, and use information effectively to ethically and responsibly use information.				I	I	R	M	R	M	R	R	R	R	R	M	M	M	
QUANTITATIVE REASONING Exhibit analytical thought and informed judgment to analyze problems and identify solutions supported by quantitative evidence; and clearly communicate those arguments in a variety of formats.		1			I	I	M	R	R	R	R	R	R	R	R	I	M	
ETHICAL AND SOCIAL RESPONSIBILITY Demonstrate personal and professional ethical and social responsibility in the application of best practices to situations.				I		R	R	R	M	M	M	M	M	M	M	M	M	
HUMANITIES AND THE ARTS Gain greater awareness, by being able to apply theory to an understanding of how social, cultural, linguistic, artistic, religious, philosophical, and historical contexts have shaped the thoughts and actions of people worldwide.		4			R	I	I	R	R	M	R	R	R	R	M	M	M	
LIFE SCIENCES Apply the knowledge of life sciences to understand basic concepts of living things, the nature of scientific knowledge, and relevance of biological knowledge to human affairs.					I	R	R	I	R	M	R	R	R	R	I	M	M	
<b>INSTITUTION LEARNING OUTCOMES</b>																		
1. Performance. (Academic Excellence/ Research/ Scholarship). Graduates will demonstrate academic, practical, social, and philosophical knowledge of their profession/career pathway.																		
2. Cultural Competence (Diversity). Graduates will deliver culturally competent, sensitive care that is evidence-based in the appropriate health career service area.																		
3. Critical Thinking (Academic Preparation or Excellence/ Education). Graduates will apply critical thinking as the theoretical and scientific underpinnings to the appropriate health career profession to build a solid foundation to drive the profession forward.																		
4. Social Responsibility (Service). Graduates will develop social and personal responsibility for ongoing professional growth and development including higher education in the appropriate health career profession.																		
5. Christian Values. Graduates will be able to affect positive patient outcomes by sharing their Christian Values of love, caring, justice and respect, as an advocate patient needs and rights.																		

**Figure 0.a** BSN Curriculum Assessment Wheel Model



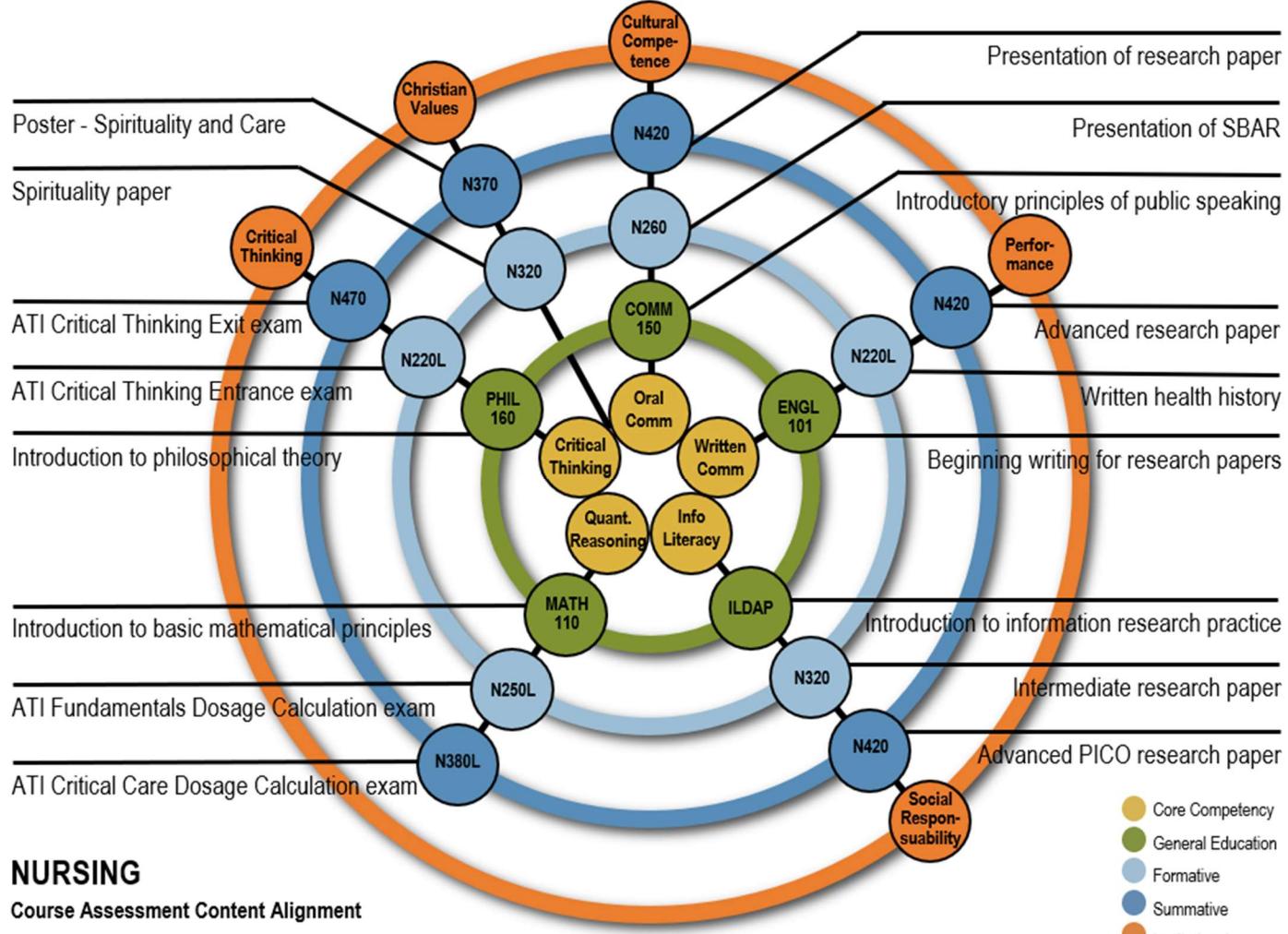
**INSTITUTIONAL LEARNING ALIGNMENT**  
**BACHELOR OF SCIENCE IN NURSING**

ASSESSMENT POINTS	YEAR ASSESSED
<b>BENCHMARK 1   INTRODUCTORY KNOWLEDGE</b>	
N220	2017
BIO 230	2018
N260	2019
<b>MILESTONE 1   FORMATIVE KNOWLEDGE</b>	
N250/N250L	2017
N220/N220L	2018
N320	2019
<b>MILESTONE 2   FORMATIVE PRACTICED KNOWLEDGE</b>	
N340	2017
N410/N410L	2018
N380/N380L	2019
<b>CAPSTONE 1   SUMMATIVE KNOWLEDGE</b>	
N470/N470L	2017
N420	2018
N460	2019

Legend:

- Core Competencies (Black circle)
- Programmatic Learning Integration (Yellow circle)
- General Education (Red circle)
- Institutional Learning Integration (Blue circle)

## BSN Assessment Wheel with signature assignments

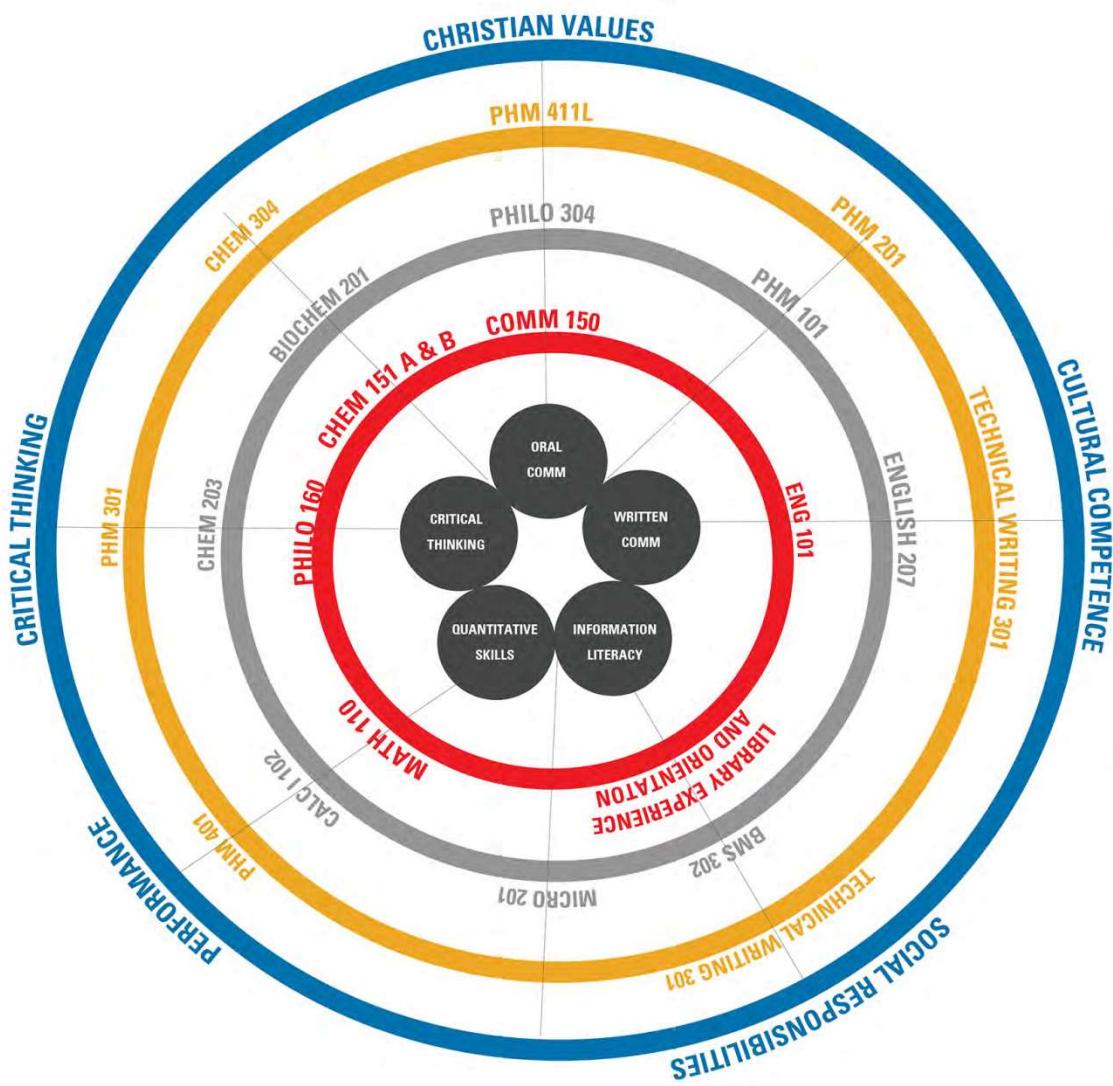


## BSN Curriculum Mapping

CURRICULUM MAP		INTRODUCED			REINFORCED			MASTERED			
		Nursing 220: Physical Assessment	Nursing 220L: Physical Assessment Laboratory	BIO 220: Pathophysiology	Nursing 250: Introduction to Nursing Healthcare Clinical Studies	Nursing 260: Healthcare Communication	Nursing 300: Older Adult Health Nursing Care	Nursing 300 L: Older Adult Health Nursing Care Clinical Studies	Nursing 310: Human Life Cycle	Nursing 320: Psychosocial Aspects of Healthcare	Nursing 320L: Intermediate Nursing Health Care
<b>BACHELOR OF SCIENCE IN NURSING</b>											
(ILO) INSTITUTION LEARNING OUTCOMES:											
PROGRAM LEARNING OUTCOMES ->		ILO	YEAR 1		YEAR 2			YEAR 3			
Apply the theoretical and scientific underpinnings of nursing, biological and behavioral sciences and humanities to the professional practice of nursing within the Christian-based belief and tradition.		5				R		M			
Synthesize and utilize scientific processes, evidence-based practice, critical thinking, health promotion and professional judgment and the nursing process as integral parts of all decision making to ensure culturally appropriate, high quality and safe patient		4	-	-		R		R			
Integrate effective communication, collaboration and information management and technology to deliver and enhance high-quality and safe patient care.		1	-	-	R		R	R		M	
Demonstrate basic competence in a) nursing research; b) leadership and management; c) quality improvement; d) target population healthcare strategies and e) healthcare policy consistent with and in response to an increasingly diverse and complex healthcare		1			R		R	M	M		
Develop and assume personal responsibility for involvement in professional organizations, ongoing professional growth, and development for current and future advancement in nursing practice.		3		-		R		M	M	M	

CURRICULUM MAP									
<h2>BACHELOR OF SCIENCE IN NURSING</h2>									
<b>(ILO) INSTITUTION LEARNING OUTCOMES:</b>									
<b>PROGRAM LEARNING OUTCOMES -&gt;</b>					<b>YEAR 1</b>				
PROGRAM LEARNING OUTCOMES ->	ILO	YEAR 1	YEAR 2	YEAR 3	INTRODUCED	REINFORCED	MASTERED		
Demonstrate competent decision making in nursing practice within the constructs of ethical, legal and moral frameworks of professional and regulatory standards.	2							R	M
<b>INSTITUTION LEARNING OUTCOMES</b>									
1. Performance. (Academic Excellence/ Research/ Scholarship). Graduates will demonstrate academic, practical, social, and philosophical knowledge of their profession/career pathway.									
2. Cultural Competence (Diversity). Graduates will deliver culturally competent, sensitive care that is evidence-based in the appropriate health career service area.									
3. Critical Thinking (Academic Preparation or Excellence/ Education). Graduates will apply critical thinking as the theoretical and scientific underpinnings to the appropriate health career profession to build a solid foundation to drive the profession forward.									
4. Social Responsibility (Service). Graduates will develop social and personal responsibility for ongoing professional growth and development including higher education in the appropriate health career profession.									
5. Christian Values. Graduates will be able to affect positive patient outcomes by sharing their Christian Values of love, caring, justice and respect, as an advocate patient needs and rights.									

### **Figure 0.b** BSPS Curriculum Alignment Wheel Model



## **INSTITUTIONAL LEARNING ALIGNMENT BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES**

<b>ASSESSMENT POINTS</b>	<b>YEAR ASSESSED</b>
<b>BENCHMARK 1   INTRODUCTORY KNOWLEDGE</b>	
ENGLISH 207	2017
PHM 101 ; MICRO 201	2018
BIOCHEM 201	2019
<b>MILESTONE 1   FORMATIVE KNOWLEDGE</b>	
PHM 304	2017
CHEM 203	2018
CALC I 102; BMS 203	2019
<b>MILESTONE 2   FORMATIVE PRACTICED KNOWLEDGE</b>	
TECHNICAL WRITING 301	2017
PHM 201	2018
PHM 411L	2019
CHEM 304	
<b>CAPSTONE 1   SUMMATIVE KNOWLEDGE</b>	
PHM 301	2017
PHM 401	2018
TECHNICAL WRITING 301	2019

## CORE COMPETENCIES

GENERAL EDUCATION

## PROGRAMMATIC LEARNING INTEGRATION

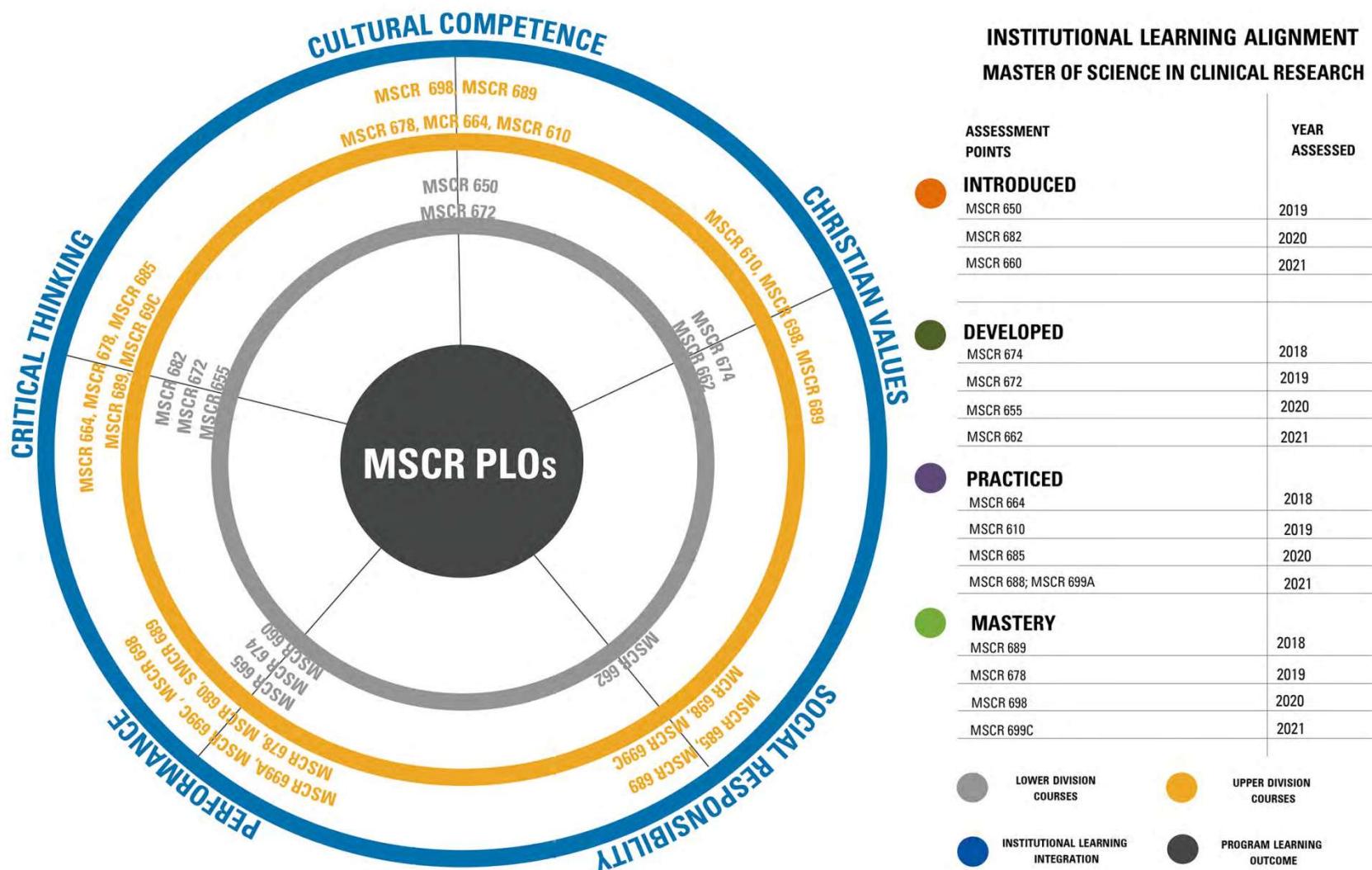
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INSTITUTIONAL LEARNING

**Figure 0.c** BSPS Curriculum Mapping

CURRICULUM MAP																														
Bachelor of Science in Pharmaceutical Sciences																														
INTRODUCED DEVELOPED PRACTICED MASTERED																														
UNIVERSITY PILLARS WASC CORE COMPETENCIES																														
MAJOR COURSES	1	Performance		2	Cultural Competence					3	Social Responsibility					4	Critical Thinking													
UNIVERSITY PILLARS	A	Written Communication		B	Oral Communication					D	Information Literacy					D	Quantitative Reasoning													
<b>Assuring Academic Quality in Bachelor of Science in Pharmaceutical Sciences (BSPS)</b>																														
<b>LEARNING OUTCOME</b>																														
UNIVERSITY PILLARS	1,3 2	1,3,4 1,4	1,3 4	1,3 4	1,4 1,4	1,4 1,4	3,4 3,4	1,4 1,4	1 1	1,3 1,3	1,4 1,4	1,4 1,4	1,2 1,2	1,2,4 1,2,4	24 24	1,4 1,4	1,4 1,4	1,4 1,4												
WASC CORE COMPETENCIES	A A	E E	A,C,D A,B,C	A,B A,B	A,C A,C	A,B A,B	A,C A,C	A,B A,B	A,C A,C	C,D A,D	A,B A,B	A,B A,B	A A	A,C,D A,C,D	A,C A,C	A A	A,C,D A,C,D	A A	A A											
Demonstrate the ability to communicate effectively with others and to be understood in both the spoken and written word.																														
Use critical thinking skills to identify, analyze, and solve pharmaceutical science problems.																														
Use logic to solve problems and draw valid conclusions by interpreting mathematical formulas, tables, and graphs.																														
Recognize and assess the interdependence of social and cultural systems and evaluate their impact on achieving unity and harmony in everyday life.																														
Demonstrate Christian values in serving others.																														
Retrieve, assess, and use information effectively to improve outcomes of academic and personal endeavors.																														
Apply the chemical and biological principles that govern the function of the human body to assess health related problems.																														
Integrate principles of chemistry, biochemistry, biology, and mathematics in drug development and in the design of drug delivery systems.																														

**Figure 0.d** MSCR Curriculum Alignment Wheel Model



**Figure 0.e MSCR Curricular Mapping**

## CURRICULUM MAP

MASTER OF SCIENCE IN CLINICAL RESEARCH

		INTRODUCED		DEVELOPED				PRACTICED				MASTERED																		
UNIVERSITY PILLARS		1	Performance			2	Cultural Competence			3	Social Responsibility			4	Critical Thinking			5	Christian Values											
MAJOR COURSES	UNIVERSITY PILLARS	MSCR 664: ADVANCED REGULATORY ISSUES	MSCR 610: MEDICAL LAW AND ETHICS	MSCR 624: CLINICAL STUDY ADMIN 1	MSCR 665: MEDICAL DEVICE	MSCR 650: EPIDEMIOLOGY	MSCR 682: Clinical Trial Materials	MSCR 683: AUDITS & INSPECTIONS	MSCR 676: CLINICAL STUDY ADMIN 2	MSCR 682: GOOD CLINICAL PRACTICE	MSCR 658: SPECIAL TOPICS IN ONCOLOGY	MSCR 659: HEALTHCARE FINANCIAL MANAGEMENT	MSCR 660: INTRODUCTION TO DRUG DEVELOPMENT	MSCR 672: DESIGN AND CONDUCT OF CLINICAL TRIALS	MSCR 670: BIOSTATISTICS	MSCR 690: MEDICAL/TECHNICAL WRITING	MSCR 620: INTRODUCTION TO PHARMACOLOGY	MSCR 691: GRANT WRITING	MSCR 686: CLINICAL TRIAL BUSINESS DEVELOPMENT	MSCR 655: PHYSICAL DIAGNOSIS	MSCR 680: SPECIAL ISSUES IN CLINICAL RESEARCH	MSCR 680: MULTIPLE PROJECT MANAGEMENT SKILLS	MSCR 678: ADVANCED TOPICS IN CLINICAL STUDY MGT.	MSCR 657: TOXICOLOGY	MSCR 662: REGULATORY AND COMPLIANCE ISSUES	MSCR 697: PREEFORSHIP PRACTICUM 1	MSCR 698: PREEFORSHIP PRACTICUM 2	MSCR 699 A: THESIS PROJECT	MSCR 699 B: THESIS PROJECT	MSCR 699 C: THESIS PROJECT
LEARNING OUTCOME	UNIVERSITY PILLARS	2	2,5	1,2,4	1	1,2	1	1	1,4	1,3,4,5	1	1,4	1	1,4,5	1	1	1,2,3,4	2,3,5	1	2	1	3,5	1	1,2,3,5	1	1,4	1,3			
PROGRAM LEARNING OUTCOME	UNIVERSITY PILLARS	1. Describe basic research strategies, settings, methods and goals of clinical research including all aspects of the preclinical and clinical phases of clinical trials.																												
PROGRAM LEARNING OUTCOME	UNIVERSITY PILLARS	2. Critique the advantages and disadvantages of various study protocol designs as related to the test product and anticipated endpoints of the clinical research process.																												
PROGRAM LEARNING OUTCOME	UNIVERSITY PILLARS	3. Critically appraise published clinical research and interpretation of new research in the context of existing knowledge and global trends/ issues.																												
PROGRAM LEARNING OUTCOME	UNIVERSITY PILLARS	4. Demonstrate an understanding of the interdependence of the different roles in the clinical research team including the alliance of subjects, regulatory agencies, sponsors and sites.																												
PROGRAM LEARNING OUTCOME	UNIVERSITY PILLARS	5. Identify ethical, legal, regulatory and financial considerations that impact clinical trials.																												

# CURRICULUM MAP

## MASTER OF SCIENCE IN CLINICAL RESEARCH

UNIVERSITY PILLARS		INTRODUCED		DEVELOPED				PRACTICED				MASTERED				
MAJOR COURSES	UNIVERSITY PILLARS	1	Performance	2	Cultural Competence			3	Social Responsibility		4	Critical Thinking		5	Christian Values	
<b>Assuring Academic Quality in Masters of Clinical Research Program (MSCR)</b>			MSCR 654: ADVANCED REGULATORY ISSUES													
			MSCR 610: MEDICAL LAW AND ETHICS													
			MSCR 674: CLINICAL STUDY ADMIN1													
			MSCR 665: MEDICAL DEVICE													
			MSCR 650: EPIDEMIOLOGY													
			MSCR 697: clinical trial materials													
			MSCR 685: AUDITS & INSPECTIONS													
			MSCR 676: CLINICAL STUDY ADMIN 2													
			MSCR 682: GOOD CLINICAL PRACTICE													
			MSCR 688: SPECIAL TOPICS IN ONCOLOGY													
			MSCR 659: HEALTHCARE FINANCIAL MANAGEMENT													
			MSCR 660: INTRODUCTION TO DRUG DEVELOPMENT													
			MSCR 672: DESIGN AND CONDUCT OF CLINICAL TRIALS													
			MSCR 670: BIOSTATISTICS													
			MSCR 690: MEDIA/TECHNICAL WRITING													
			MSCR 620: INTRODUCTION TO PHARMACOLOGY													
			MSCR 691: GRANT WRITING													
			MSCR 686: CLINICAL TRIAL BUSINESS DEVELOPMENT													
			MSCR 655: PHYSICAL DIAGNOSIS													
			MSCR 689: SPECIAL ISSUES IN CLINICAL RESEARCH													
			MSCR 680: MULTIPLE PROJECT MANAGEMENT SKILLS													
			MSCR 678: ADVANCED TOPICS IN CLINICAL STUDY MGT.													
			MSCR 657: TOXICOLOGY													
			MSCR 662: REGULATORY AND COMPLIANCE ISSUES													
			MSCR 697: PRECEPTORSHIP PRACTICUM 1													
			MSCR 698: PRECEPTORSHIP PRACTICUM 2													
			MSCR 699 A : THESIS PROJECT													
			MSCR 699 B: THESIS PROJECT													
			MSCR 699 C: THESIS PROJECT													
<b>LEARNING OUTCOME</b>	<b>UNIVERSITY PILLARS</b>	2	2,5	1,2,4	1	1,2	1	1,4	1,3,4,5	1	1,4	1	1,4,5	1	1,1	1
<b>PROGRAM LEARNING OUTCOME</b>																
6. Apply the essentials of Good Clinical Practice (GCP).																
7. Demonstrate an understanding of how the evolution of the safety and efficacy date in drug, biological, and device developments from pre-clinical testing through to registration and post-marketing surveillance impact product development.																
Demonstrate an understanding of the basic physiological and epidemiological causes and correlates of disease as they relate to clinical trial investigations.																

**Figure 0.G MSN Curricular Mapping**

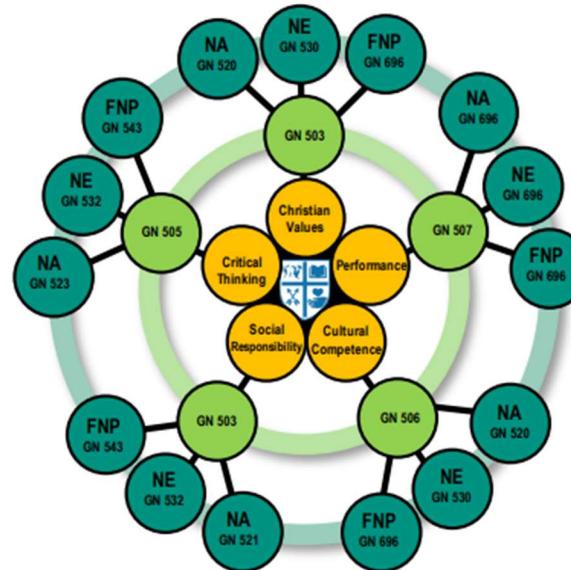
CURRICULUM MAP		INTRODUCED										REINFORCED										MASTERED									
MASTER OF SCIENCE IN NURSING		1. PERFORMANCE					2. CULTURAL COMPETENCE					3. SOCIAL RESPONSIBILITY					4. CRITICAL THINKING					5. CHRISTIAN VALUES									
(SLO) INSTITUTION LEARNINGS OUTCOMES		Essentials																													
PROGRAM LEARNING OUTCOMES	>	R	R	R	R	I	R	R	M	R	M	R	R	M	R	R	R	R	R	R	M	R	R	M	R	M	R	M	R	M	
1																															
2																															
3																															
4																															
5																															
6																															
7																															
8																															
9																															
INSTITUTION LEARNINGS OUTCOMES																															
1. Performance (Academic Excellence/ Research/Scholarship). Graduates will demonstrate academic, practical, social, and philosophical knowledge of their profession/career pathway.																															
2. Cultural Competence (Diversity). Graduates will deliver culturally competent, sensitive care that is evidence-based in the appropriate health-care service area.																															
3. Critical Thinking (Academic Preparation or Excellence/Educational). Graduates will apply critical thinking as the theoretical and scientific underpinnings to the appropriate health career profession to build a solid foundation to drive the profession forward.																															
4. Social Responsibility (Service). Graduates will develop social and personal responsibility for ongoing professional growth and development including higher education in the appropriate health career profession.																															
5. Christian Values. Graduates will be able to affect positive patient outcomes by sharing their Christian Values of love, caring, justice and respect, as an advocate patient needs and rights.																															

**Figure 0.h MSN Curriculum Alignment Wheel Model -Specialty**

Institutional Learning Alignment

NURSING | MSN

- Institutional Goals
- Programmatic Core
- Programmatic Specialty
  - NA-Nursing Administration
  - NE-Nursing Education
  - FNP-Family Nurse Practitioner

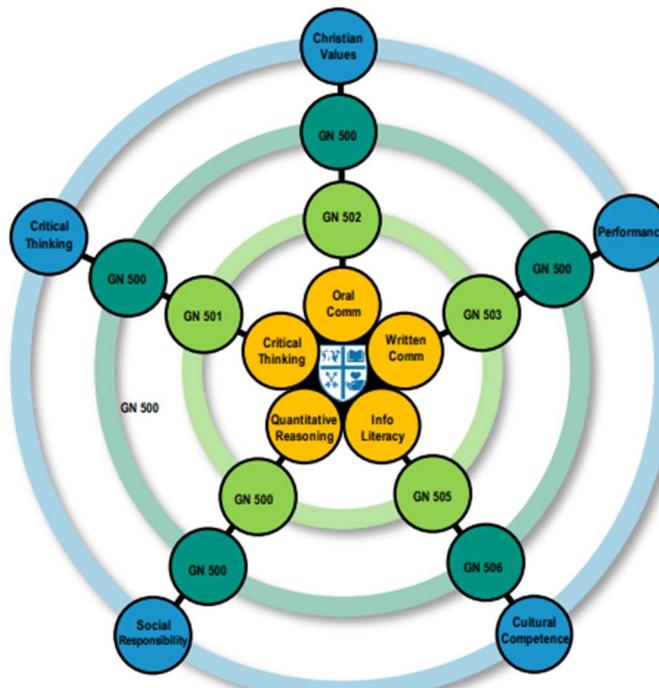


**Figure 0.i MSN Curriculum Assessment Wheel Model-Core**

Institutional Learning Alignment

NURSING | MS-CORE

- Core Competencies
- Programmatic Core
- Programmatic Concentration
- Institutional Goals



**Table 3.10a to 3.10d** present several assessment approaches and instruments used to evaluate the curricular effectiveness based on the Curricular Assessment Wheel Model for active degree programs: BSN. The PharmD program utilizes a comprehensive assessment plan for its program in keeping with ACPE standards. As the tables show, the curricular assessments are comprised of formative and summative assessment approaches and self-developed instruments/surveys.

Table 3.10e presents the summary of data results.

**Table 0.a** GE Curricular Assessment Approaches/Instruments

	Summative	Formative	Survey
Course		Course Assignments Course Project Progress Portfolio Review	Student Course & Instructor Evaluation Survey Student Clinical & Instructor Evaluation
Program	N/A	N/A	N/A

**Table 0.b** BSN Curricular Assessment Approaches/Instruments 2019

	Summative	Formative	Survey
Course	Case Studies SBAR Report Presentation Spiritual Assessment Interview	Discussion  Course Project  Student Clinical Skills Clinical Care Plan	Student Course & Instructor Evaluation Survey  Student Clinical & Instructor Evaluation  Clinical Evaluation of Students Clinical Evaluation of Instructors
Program	ATI NCLEX KAPLAN Medical-Surgery Review	Progress Portfolio Review	

**Table 0.c** MSCR Curricular Assessment Approaches/Instruments

	Summative	Formative	Survey
Course		Course Assignments	Student Course & Instructor Evaluation Survey
	Portfolio	Progress Portfolio Review	Student Clinical & Instructor Evaluation
Program		Thesis	

**Table 0.d MSN Curricular Assessment Approaches/Instruments 2020**

	<b>Summative</b>	<b>Formative</b>	<b>Survey</b>
Course	Case Studies	Discussion	Student Course & Instructor Evaluation Survey
	SBAR Report		
	Presentation		
	Spiritual Assessment	Course Project	Student Clinical & Instructor Evaluation
	Interview		
	Portfolio	Student Clinical Skills Clinical Care Plan Progress Portfolio Review	Clinical Evaluation of Students Clinical Evaluation of Instructors
Program	APRN Exam		
	Field Work		Clinical Evaluation of Instructors Clinical Evaluation of Students
	Capstone Internship	Core Assessment	

**INSER MED SCHOOS**

### 3.16: Co-Curricular Assessment

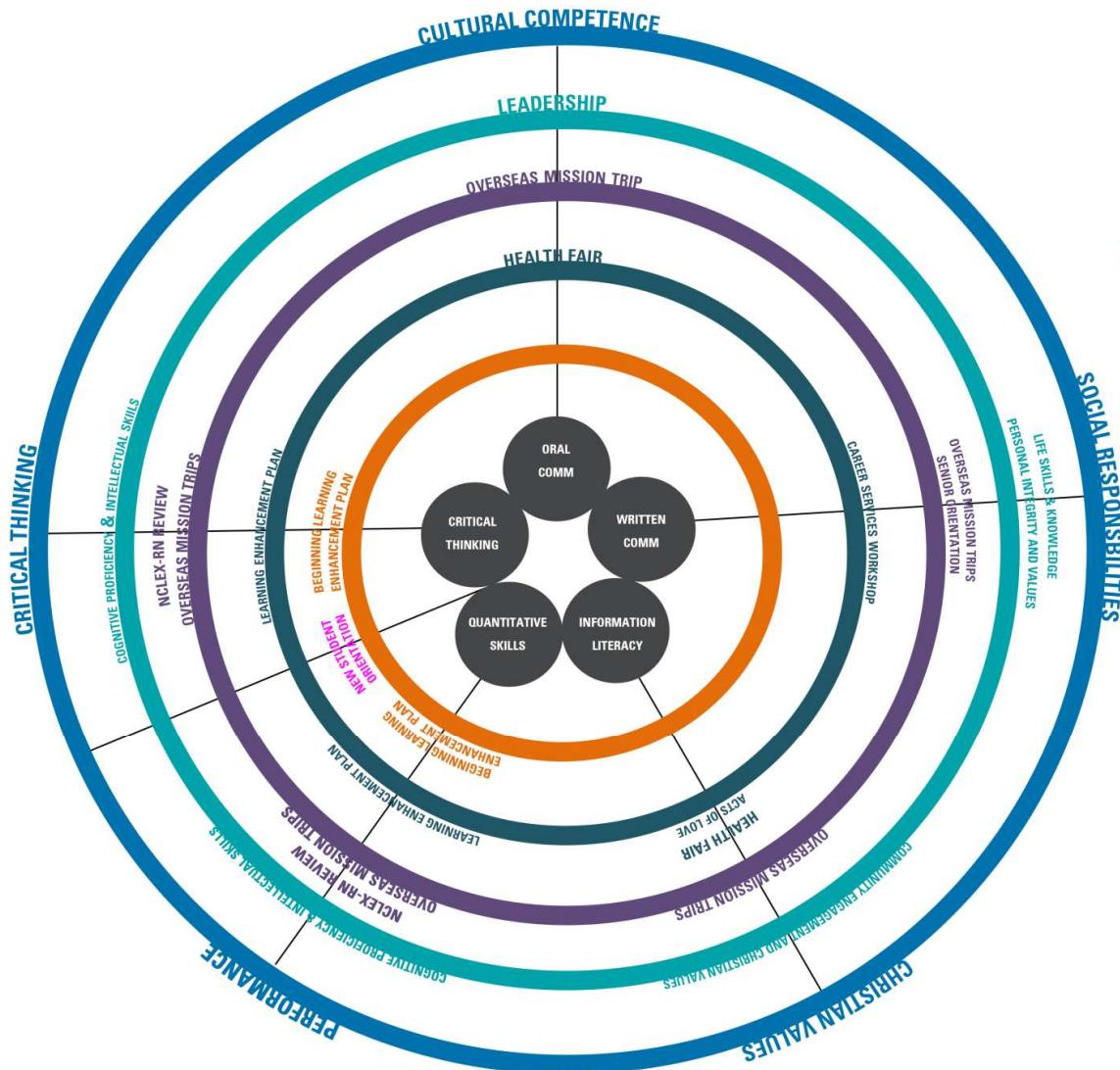
Key Indicator	Assessment Instrument	Bench -mark	Accountability for Data Collection	Timeline			
				Winter	Spring	Summer	Fall
11 Co-Curricular Alignment with PLOs, ILOs, and 5 Core Competencies	Co-Curricular Assessment Wheel Model	Multiple	Student Services	x	x	x	x

The Student Services Department oversees and assists with various Co-Curricular activities within the University such as Tutoring Programs, Study Management Skills Workshops, University Updates, Senior Orientation, Overseas Mission Trips to name a few. Additionally, this office is responsible for assisting students with special accommodation requests to students with disabilities pursuant to American Disabilities Act (ADA). The Student Services Director oversees the Student Grievance Process in collaboration with Department heads and the Provost. The Student Services Department strives to cultivate student experiences and transition them to become better professionals, members of the community and most especially better Christians. See also Appendix Z.

Figure 3.11-a and 3.11b presents how the variety of co-curricular activities and services developed by AUHS aim to help students achieve the University Learning Outcomes ([ILOs], namely, performance [academics], critical thinking, cultural competency [diversity], social responsibility [service], and Christian values), the Program Learning Outcomes (PLOs), and the five core competency levels (critical thinking, information literacy, quantitative reasoning, written communication, and oral communication).

The “Wheel” is a systematic alignment model that provides an innovative way to evaluate our co-curricular activities and services by showing how selected activities/services, based on a cyclical scheduled timeline/calendar. On the “Wheel” model, specific identified activities/services are in alignment with ILOs, PLOs, and five core competencies, which allows for “closing of the loop” in the assessment cyclical process.

**Table 0.a** Co-Curriculum Assessment Wheel Model



### INSTITUTIONAL LEARNING ALIGNMENT CO-CURRICULAR ACTIVITIES

ASSESSMENT TIMELINE				
	WINTER	SPRING	SUMMER	FALL
BEGINNING				
NEW STUDENT ORIENTATION	✓	✓	✓	✓
BEGINNING LEARNING ENHANCEMENT PLAN	✓	✓	✓	✓
CONTINUOUS				
CAREER SERVICES WORKSHOP	✓		✓	
HEALTH FAIR	✓	✓	✓	✓
ACTS OF LOVE	✓	✓	✓	✓
LEARNING ENHANCEMENT PLAN	✓		✓	
SENIOR				
SENIOR ORIENTATION	✓		✓	
OVERSEAS MEDICAL MISSION			✓	
NCLEX-RN REVIEW	✓		✓	

- BEGINNING
- CONTINUOUS
- SENIOR
- INFORMATIONAL PURPOSE ONLY

**Figure 0.b Co-Curriculum Activity Mapping**

**CO-CURRICULAR ACTIVITIES MAP**

Student Services Department

BEGINNING YEAR	CONTINUOUS		SENIOR YEAR				
	UNIVERSITY PILLARS	1. Performance	2. Cultural Competence	3. Social Responsibility	4. Critical Thinking	5. Critical Values	
WASG CORE COMPETENCIES	A. Written Communication	B. Oral Communication	C. Information Literacy	D. Quantitative Reasoning	E. Critical Thinking		
Assuring Quality in Co-Curricular Activities of Student Services Department							
LEARNING OUTCOME	SUMMATIVE ASSESSMENT	SEASIDE PREPARATION COURSES & FIVE COURSES STUDENTS TAKE	LEARN & LEAD AT	STUDENT LEADERSHIP	AS ASSESSMENT	LEARNING OUTCOMES	STUDENT SUPPORT
MINORITY PILLAR	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
WASC CORE COMPETENCIES	DE A B C D E	ABC ABCD ABCDE ABCD ABC ABCDE ABCDE					
INFORMATIONAL	X						
COGNITIVE PROFICIENCY & INTELLECTUAL DEVELOPMENT							
Acquire learning skills to assist in their academic success							
Develop critical and reflective skills							
Apply effective reasoning skills							
Develop institutional awareness and knowledge							
LIFE SKILLS AND SELF-KNOWLEDGE/PERSONAL INTEGRITY AND VALUES							
Define their career goals							
Acquire career management skills							
Develop ability to manage and resolve personal conflicts							
Develop excellent social skills							
Display responsible decision making and sound accountability							
Improve critical reasoning skills							
Improve a student's ability to manage their studies effectively							
Appreciate creative expression and aesthetics							
LEADERSHIP							
Communicate with others both verbally and in writing							
Understanding group dynamics and team work							
Model leadership skills							
Develop ability to lead others, motivate, lead and motivate others from diverse backgrounds							
Develop public speaking skills							

**CO-CURRICULAR ACTIVITIES MAP**  
Student Services Department

BEGINNING YEAR	CONTINUOUS		SENIOR YEAR				
	UNIVERSITY PILLARS	WASC CORE COMPETENCIES	1 Performance	2 Cultural Competence	3 Social Responsibility	4 Critical Thinking	5 Critical Values
Assuring Quality in Co-Curricular Activities of Student Services Department	UNIVERSITY PILLARS	ACADEMIC PREPARATION CORE FOR LEARNERS	Academic Excellence Board University Strategic AG Non-Teaching Staff Student Character A3 Academic Values Study Management Skills WCUO/UNI/Inquiry Based Learning Workshops Individual/Team Achievement Learning Interactions Virtual Learning Environment Digital Learning	Assured Student Report Assurance to Students with Disabilities Assurance to VA Students U3 U4 Activities Assuring the Future Assume There Will Be GPA Assured Safety Assured Health A3 Service Work of Care U3 Programs Professional Development Assured Academic Assured University Services	Activities Board of the Lamp Under My Roof Gang Trivia Sports Game Health Fair Orientation Markets Tech Show	X	
LEARNING OUTCOME	COMMUNITY ENGAGEMENT/CHRISTIAN VALUES						
Build relationship with community members Increase awareness of different cultures and perspectives Cultivate students on the virtues of compassion and generosity Develop a personal desire to make a difference in the lives of others Demonstrate compassion and empathy for others Understanding appreciation of human differences diversity							

## **Co-Curricular Learning Outcomes (CCLOs)**

### **1. Cognitive Proficiency & Intellectual Development**

- acquire learning skills to assist in their academic success
- develop critical and reflective abilities
- apply effective reasoning skills
- develop multicultural awareness and knowledge
- understanding appreciation of human differences/diversity

### **2. Life Skills and Knowledge/Personal Integrity and Values**

- Define their career goals
- Acquire career management skills
- Develop ability to manage and resolve interpersonal conflicts
- Develop excellent work ethics
- Exhibit responsible decision making and personal accountability
- Acquire ethical reasoning skills
- Improve students' ability to manage their emotions effectively
- Appreciate creative expressions and aesthetics

### **3. Leadership**

- Communicate with others both verbally and in writing
- Understanding group dynamics and team work
- Identify leadership skills
- Develop ability to lead others, resolve conflict and motivate others
- Develop public speaking skills

### **4. Community Engagement/ Christian Values**

- Build relationship with community members
- Increase awareness of different cultures and perspectives
- Cultivate students on the virtues of compassion and generosity
- Demonstrate compassion and empathy for others
- Knowledge of God
- Spiritual Development
- Students are able to practice Christ like values
- Helping others through engaging in Community service

## ASSESSMENT TIMELINE

### 1. Beginning:

New Student Orientation- Winter, Spring, Summer, Fall

### 2. Continuous:

Career Services Workshop- Winter, Spring, Summer, Fall

Writing Workshop- Winter, Spring, Summer, Fall

Acts of Love- Winter, Summer

A2i Academic Tutoring- Winter, Spring, Summer, Fall

### 3. Senior:

Senior Orientation-Winter, Summer

Overseas Medical Mission Trips – Fall

Placement Assistance-Winter, Summer

## CO CURRICULAR ACTIVITIES/SUPPORT SERVICES

### 1. CENTER FOR ACADEMIC SUCCESS / CENTER OF ACADEMIC SUCCESS INTERVENTION AND ASSESSMENT PROGRAM (CAS IAP):

## **University Update (U2)**

AUHS has a University wide meeting (University Update “U2”) to provide updates and disseminate information to students on a quarterly basis. This event is held on the 3rd and/or 4th week of every quarter. Any announcements regarding Accreditation Status, Program Updates or any upcoming events and/or changes within the University or Department is being covered.

## **University New Student Orientation**

University Student Orientation is required for all entering students. This unique orientation session teaches students the keys to being a successful student at American University of Health Sciences. It includes an introduction to both the academic and student life aspects of the University and a fun and engaging way to meet other students, faculty, student organizations, and staff. It provides students with opportunities to become more familiar with University Services, policies and procedures.

## **Senior Orientation**

The purpose of Senior Orientation is to further prepare AUHS Graduating Students for their final academic stages at AUHS. The procedures on how to obtain clearance from various Departments as part of their graduation requirements are being discussed at this Orientation. Students are given clear guidelines on how to ensure that they satisfy all requirements.

## **A2i Mentorship Program**

A2i Academic mentoring and leadership program consists of selected students who are committed to promoting health empowerment through educational programs such as A2i summer medical camp and A2i tutoring program. In return, AUHS provides A2i mentors and graduating students' opportunity to visit hospitals via Career Services and to interact with leading preceptors, HRs, other healthcare personnel at various hospitals. Topics cover are mainly centered around job requirements, ranging from resume building to interview skills and what employers look for in new grads. Areas that mentors are seeking advice include career pathway and requirements of each career option, the academic requirements of advanced degrees in nursing and requirements for new grad programs at hosting hospitals.

## **Student Management Skills Workshops**

This is a series of workshops given to the students to improve in their general study skills. It focuses on some of the most common challenges/mistakes that students make and teaches students how to develop good study habits and recognize the importance of effective note taking and strategies that will help students succeed and meet their course/program requirements. It also provides students with information resource for study skills development.

## **NCLEX-RN Certification Preparation**

The RN Pre-Licensure Certification Process is a key component for supporting our graduating students to successfully sit for the NCLEX Exam. In this process the students are introduced to a flow chart to help explain and simplify the requirements for this process. Typically, this process starts in the student's final quarter within the Transitions Course (N460) Although this process is formulated to fit student's broad needs, this process can be easily formatted to be intricately detailed to be as specific as needed for any one particular student. This process also allows for fluctuation in student's time, needs and success.

### **Writing Workshop**

English Writing workshop is available to our students, 2 hours a day, 1 day a week. The workshop is offered to ESL students (English as a second Language)

### **Remediation**

The Center for Academic Success was developed to support students who are in need of academic intervention. In collaboration with the Faculty, the Student Services Department coordinates the remediation process to ensure that the learning enhancement plan for each student is met. Although the Faculty is responsible for remediating the students, the Student Success Coordinator supports academics by ensuring that the plan that the Faculty prepared is being monitored.

## **2. STUDENT SUPPORT**

### **Psychological Services**

AUHS provides a safe and confidential place to talk with a professional about concerns or problems, no matter how minor or serious, which might interfere with personal growth or academic achievement. AUHS recognizes that students may be in need of assistance to learn how to deal with various psychological and social issues.

### **International Student Support**

Student Services Department assists International Students (Non- Immigrant) in processing their I20 paperwork to maintain their status as a student in the United States. We help them answer basic immigration questions and support them as they face any academic challenges while at AUHS.

### **Assistance to Students with Disabilities**

AUHS has established a uniform guideline in order to promote a work and educational environment at American University of Health Sciences (AUHS) that is free of discrimination, harassment or retaliation for people with disabilities and to ensure compliance with federal and state laws pertaining to qualified individuals with disabilities in all AUHS programs, services, and activities. AUHS provides reasonable accommodations to students without compromising the integrity and standards of our academic programs.

### **Veteran Students Assistance**

AUHS assists active and reserve military- veterans and dependents in their registration and supports them in their academic, professional and personal goals.

### **3. STUDENT ACTIVITIES**

#### **Artology**

This is an annual event that highlights the students' artwork as their Final Project for their Art II – Medical Illustration Class. The drawings are professionally hung and displayed for the audience/guests to critique. It is a University wide event that showcases students' creativity through art expression and appreciation.

#### **Panacea Night**

This is a University event that is done annually after a student complete their English Creative Writing Class. Students read their written piece in front of the AUHS audience

#### **Student Nurses Association (SNA)**

Student Nurses Association (SNA) is a professional organization for nursing students that allows them to get involved professionally in the nursing field. It offers students the opportunity to develop the leadership skills that will help them throughout their career as a nurse. The purpose of this organization is to: 1) Bring together and mentor students preparing for initial licensure as baccalaureate prepared nurses; 2) Convey the standards and ethics of the nursing profession; 3) Promote development of the skills that students will need as responsible and accountable member of the nursing profession; 4) Advocate for high quality, evidence- based, affordable and accessible health care; 5) Advocate for and contribute to advances in nursing education; 6) Develop nursing students who are prepared to lead the profession in the future.

#### **AUHS SON Honors Society**

The Honors Society was created to recognize the excellence and commitment the students at AUHS have towards education and in the field of nursing. It serves its students by facilitating professional growth through development, dissemination, and utilization of knowledge. The Honors Society serves as a link between the classroom and the nursing profession by advancing leadership and promoting roles that reach beyond the classroom setting based on a commitment to strengthening nursing. Programs and services encompass education, discipline, research, and Christianity through interaction with fellow peers and faculty. In support of this mission, the Society advances nursing leadership and scholarship, and furthers the use of nursing research in health care delivery as well as public policy.

#### **Association for Clinical Research Professionals (ACRP)**

Association for Clinical Research Professionals (ACRP) is an international nonprofit association of over 20,000 professionals involved in clinical research. Founded in 1966, ACRP's charter states that the "basic aim of the Society is to promote the dissemination of information, the exchange of ideas, and the development of educational experiences for the purpose of professional growth." Today, over 30 years after the founding, ACRP remains a primary source of education, information, professional development, and networking for clinical research professionals.

ACRP welcomes clinical research professionals from a wide variety of organizations and roles. The Association provides the industry's primary venue for professionals representing different industry segments and roles to exchange information and resources. ACRP Southern California Chapter was formed and operates on University campus.

#### **Alumni Night**

American University of Health Sciences would not be without the graduates. To show our appreciation and love, we host Alumni night twice a year where graduates and current students come together for a night of food, fun and networking. The event is to give alumni an opportunity to get updated with the university and network with colleagues from different graduating cohorts. There's nothing more fulfilling than to see alumni in management/supervisory roles hiring AUHS new graduates, it truly does come full circle.

#### **Yes! Junior Nursing**

This is where AUHS students become mentors and role-models to various elementary, middle, and high school students in the Signal Hill and Long Beach areas. AUHS students visit these schools and demonstrate some of the activities you carry out a healthcare professional. They also share how becoming a healthcare professional has changed their lives.

#### **A2i Medical Camp**

Aspire to Inspire (A2i) Summer Medical Camp is a four (4) ½ day in June every year. The camp location is 1600 E. Hill St., Signal Hill, CA 90755, led by A2i mentors who are attending the American University of Health Sciences nursing program with patient care background as LVN, psych techs or surgical tech. Hands-on Activities are under the supervision of AUHS professors and/or A2i mentors.

#### **4. PROFESSIONAL DEVELOPMENT**

##### **Career Services/Placement Assistance**

Career Services department is committed to supporting students and alumni in launching and advancing their careers. To support students and graduates in attaining their career goals, Career Services staff focus both on assisting students in developing career search skills and on introducing students to businesses that may help them attain their professional goals.

##### **Career Services Workshop**

At American University of Health Sciences, it is our responsibility to ensure student's success by preparing them to be passionate and professional care providers. In doing so, we have the department of career services fully dedicated themselves to assist students to prepare for the working world. The department hosts a Career Services Workshop quarterly consisting useful tips and information for students to make themselves marketable and viable candidates. The workshop includes but not limited to speakers from health organizations, how to build your portfolio, mock interviews and marketing skills improvement. These workshops are designed to help students build confidence and equip them with the tools and skills they need to land their dream career.

#### **5. COMMUNITY SERVICES**

##### **International Mission Trips**

AUHS students participate in an Annual International Mission Trips. Students volunteer their time and skills to experience a foreign culture in a health care practice setting. Through the annual international mission trip, AUHS students are provided with a valuable opportunity to reach out to populations around the globe.

##### **Acts of Love**

Acts of Love is the AUHS' Foundation quarterly event where groceries are provided to the surrounding community members that are low-income and in need of some assistance. It allows AUHS to directly reach out to the community. During the Acts of Love event, staff, students and faculty members distribute groceries to approximately 800 families in-need. In addition to receiving groceries, community members are provided with the opportunity to get their blood pressure checked by AUHS' student nurses and receive information on how they can lead a healthier lifestyle.

### **Lamp unto My Feet**

The Lamp unto My Feet event is a part of AUHS homeless outreach program where our students wash the feet of the homeless while offering health screenings, prayer, and food. The Lamp unto My Feet program was started by one of AUHS' graduating nursing students, to demonstrate their genuine humility and to foster development of true caring in our students. A 10-item survey instrument to measure the perceived effectiveness of the Lamp Unto My Feet event from the standpoint of the learner was developed. Among other factors, the instrument gauges the extent to which the event led to the perceived development of virtues of compassion and generosity. Another item measures the perceived extent to which event deepened understanding of the Christian values espoused by the university (e.g. caring, justice, community responsibility, moral goodness) and prepared the student to be a better practitioner/researcher. An open-ended reflective writing prompt encourages the student to describe what the Lamp Unto My Feet Event meant personally.

### **Blood Drive**

Blood Drive events are delivered every quarter. In collaboration with American Red Cross, AUHS faculty, staff and students donate blood and help change lives.

### **Giving Thanks**

Faculty, Staff and Students take part in this special occasion where we prepare hot thanksgiving meal to the homeless population within our community. This is our little way of giving back and to share God's blessings to our brothers and sisters who are not able to afford a good meal during this holiday season.

### **Santa Cause**

This yearly event happens during Christmas Season. We provide toys to kids from low income to no income families. Kids get to interact with Mr. and Mrs. Claus, take photos with them as they get to enjoy their new toys.

### **Health and Wellness Fairs**

One of the major responsibilities of any University is to ensure the healthiness and well-being of the community. This is a yearly event to provide preventive medical screening to people in our community. We want to identify the needs that exist in our community and help assess and mitigate that need to make our community healthier.

### **Sock Drive**

This is an initiative that was developed by one of our students. As we went into the winter months one time, a student suggested that we conduct a sock drive. Sock drive is our little way of helping the vulnerable population-the homeless, the poor and the needy so they can navigate in times of hardship and cold weather.

### **ASSESSMENT INSTRUMENTS**

1. New Student Orientation Assessment Quiz
2. Career Services Workshop
3. Writing Workshop
4. Acts of Love
5. Mentee Evaluation Form
6. Senior Student Orientation Assessment Quiz
7. Overseas Medical Mission Evaluation
8. Placement Assistance Evaluation

## 4. APPENDICES

### APPENDIX A ALUMNI SURVEY

#### A.1 Current Alumni Survey Instrument

## Appendix A1. Alumni Survey



The purpose of this survey is to solicit information about your experience of education at AUHS and your professional activities since you have completed your degree. Your responses will help us improve our education at both the departmental and University levels, and strengthen our relationship with graduate alumni. Your answers to this confidential survey will NOT be linked to your email address.

**Last Name:** \_\_\_\_\_

**Program:**  BSN  BSPS  MSCR

**Gender:**  Male  Female

**Ethnicity:**  Hispanic  Black, not of Hispanic origin  White, not of Hispanic origin  Asian or Pacific Islander  American Indian or Alaskan Native Biracial/Multiethnic  Other \_\_\_\_\_

**1. Are you employed right now?**

- Yes, employed full time
- Yes, employed part time
- Yes, employed, but currently on leave (e.g., sabbatical, maternity)
- No, but I am looking for employment now
- No, and I am not looking for employment now

**2. Were you able to be employed:**

- Within **10** months after graduation
- Within **12** months after graduation

**3. What type of agency are you currently or most recently employed in?**

- Hospital
- Psychiatric facility
- Long-term care or hospice
- Public health department
- Home health facility
- Education or school
- Out-patient facility
- Private practice
- Corrections
- Others

**4. What is your current:**

**4a. Company Name:** \_\_\_\_\_

**4b. Job Title:** \_\_\_\_\_

**First Name:** \_\_\_\_\_

**Date of Graduation:** \_\_\_\_\_

**Age:** \_\_\_\_\_

**5. What is your current annual income range?**

- <\$45,000
- \$45,000 - \$54,999
- \$55,000 - \$64,999
- \$65,000 - \$74,999
- \$75,000 - \$84,999
- ≥ \$85,000

**6. To what extent are you satisfied with your current or most recent job?**

- 5=Very Satisfied
- 4=Satisfied
- 3=Somewhat Satisfied
- 2=Unsatisfied
- 1=Very Unsatisfied

**7. Would you recommend American University of Health Sciences to a family member or friend?**

- Definitely Would
- Probably Would
- Maybe
- Probably Would NOT
- Definitely Would NOT

**8. In the past 12 months, how often have you engaged in community services?**

- Not at all
- Once or twice in the past year
- Every few months
- About once a month

About once a week

More than once a week

**9. To what extent are you satisfied with AUHS's contribution to your knowledge, and skills in the following table? Please note that:**

5= "Very Satisfied"    4= "Satisfied"    3= "Somewhat Satisfied"    2= "Unsatisfied"    1=Very Unsatisfied

Skills & Knowledge	5	4	3	2	1
a. Professional knowledge and skills that meet the job requirements	<input type="checkbox"/>				
b. Skills learnt to use job site equipment /devices	<input type="checkbox"/>				
c. Critical thinking	<input type="checkbox"/>				
d. Ability to conduct research relevant to your job	<input type="checkbox"/>				
e. Ability to locate, evaluate and apply information/data	<input type="checkbox"/>				
f. Oral communication skills to work with patients, supervisors, and co-workers in your job	<input type="checkbox"/>				
g. Written communication skills to write patient report, care planning or research papers, and etc.	<input type="checkbox"/>				
h. Competency working with numerical data required for your job (e.g. reasoning and solving quantitative problems, interpreting or presenting arguments in figures, tables, graphs, mathematical equations, etc.)	<input type="checkbox"/>				
i. Knowledge and skills to work with diverse cultural/ethnic groups	<input type="checkbox"/>				
j. Christian values of love, caring, justice and respect which are expected to positively affect your clients-patient outcomes.	<input type="checkbox"/>				
k. Leadership and management skills consistent with complex health care system	<input type="checkbox"/>				
l. Overall preparedness for job responsibilities and tasks	<input type="checkbox"/>				
<b>m. Overall satisfaction with your educational experiences at AUHS</b>	<input type="checkbox"/>				

## APPENDIX B EMPLOYER SURVEY



AMERICAN UNIVERSITY OF HEALTH SCIENCES

1600 E. Hill St. Signal Hill, CA 90755 TEL NO. 562-988-2278 FAX 562-988-1791

### EMPLOYER SURVEY FORM

Student's Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Company Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Company Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Position: \_\_\_\_\_ Salary: \_\_\_\_\_

In order to assess the viability of the training and quality of education that AUHS offers, could you please evaluate the job performance and skills of the above named employee. Please circle the number under each statement that best describes your evaluation. A rating of 5 is the best rating and a rating of 1 is the worst. Thank you in advance for taking the time to complete this survey. Please enclose the completed form in the enclosed envelope.

#### JOB KNOW HOW, APPLICATION OF TECHNICAL KNOWLEDGE & SKILL

5            4            3            2            1

#### ABILITY TO USE JOB SITE EQUIPMENT

5            4            3            2            1

#### ABILITY TO COMMUNICATE WITH SUPERVISOR ABOUT JOB FUNCTIONS

5            4            3            2            1

#### QUALITY OF WORK, ABILITY TO MEET JOB DEMANDS

5            4            3            2            1

#### QUANTITY OF WORK, OUTPUT OF SATISFACTORY AMOUNT

5            4            3            2            1

#### COOPERATIVENESS,ABILITY TO WORK WITH OTHERS

5            4            3            2            1

#### DEPENDABILITY ,THOROUGH COMPLETION OF TASKS WITHOUT SUPERVISION

5            4            3            2            1

#### SELECTION AND CARE OF SPACE, MATERIALS AND SUPPLIES

5            4            3            2            1

#### WILLINGNESS TO DO TASKS THAT NEED TO BE DONE

5            4            3            2            1

#### ATTENDACE AND PROPER DRESS HABITS

5            4            3            2            1

What skills should the AMERICAN UNIVERSITY OF HEALTH SCIENCES add, or improve to make our students more attractive as job candidates with your company? \_\_\_\_\_

Would you be willing to hire any more AMERICAN UNIVERSITY graduates? Yes No

If yes, please list the name and phone number of the person we should contact \_\_\_\_\_

#### FOR OFFICE USE ONLY

DATE RECEIVED: \_\_\_\_\_ INTERNAL REVIEW DATE: \_\_\_\_\_

ADVISORY REVIEW DATE: \_\_\_\_\_ ACTION DATE: \_\_\_\_\_

IMPLEMENTATION DATE: \_\_\_\_\_ DIRECTOR'S SIGNATURE: \_\_\_\_\_

## APPENDIX C STUDENT SATISFACTION SURVEY (SSS)



### STUDENT SATISFACTION INVENTORY

**Purpose:** The purpose of this assessment is to gather feedback from the student about his/her educational experience at AUHS.

**Please tell us about yourself:**

1. In which program are you enrolled at AUHS?	Pharmacy Doctorate Pharmacy BSPS Masters Clinical Research	Pharmacy Tech BSN Nursing
2. Are you currently working?	No Yes	Hours per week:

0- No opinion    1 - Strongly Disagree    2 – Somewhat Disagree    3 – Agree    4 – Mostly Agree    5 - Strongly Agree

**Instructions:** Please check the number using the five point scale which best indicates your level of agreement or disagreement with the statement.

Overall satisfaction/dissatisfaction	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3. Overall the tuition paid is reasonable and comparable with other private schools.						
4. Overall the University meets my needs/expectations.						
5. Overall, I am generally satisfied with my educational experience.						
6. I would recommend this University to others interested in health-science education.						
7. I understand that there is a strong commitment to provide service for underrepresented populations and disenfranchised groups at this University.						
8. The academic standards of the program are appropriate for the profession/degree.						
9. I have received the assistance I needed to adequately use technology in my education.						
10. I can obtain assistance in the use of informatics technology if I need it.						
11. Tutoring services and/or remediation is arranged for me if I request it.						
12. The instructors use a variety of teaching strategies to enhance learning						
13. Policies and procedures are reasonable and fair.						
14. A process is available to express concerns/complaints.						
15. Students are made to feel welcome here.						
16. The University staff is caring and helpful.						
17. The campus is reasonably safe and secure.						
18. Admissions staff is knowledgeable and provided me with accurate information.						
19. The library staff is friendly and approachable.						
20. The University library resources, hours of operation, holdings and services are adequate						
21. The service provided by Student Services meets my needs.						
22. Financial aid services at the University are accessible.						

**Comments:**

**Thank you** for your participation. Your comments and answers will be reviewed and taken seriously.



## STUDENT SATISFACTION SURVEY

**Purpose:** The purpose of this assessment is to gather feedback from the student about his/her experience at AUHS.

### Please tell us about yourself:

1. Are you at the program of:  Pharmacy Doctorate  Pharmacy Tech  Pharmacy BSPS  
 BSN Nursing  Masters Clinical Research
  
2. Are you:  Female  Male
  
3. Your age:
  
4. Is English your native language  Yes  No
  
5. Are you: Mark (X) ONE box.  Hispanic, regardless of race  Black, not of Hispanic origin  
 White, not of Hispanic origin  Asian or Pacific Islander  
 American Indian or Alaskan Native  Biracial/Multiethnic  Other (please specify)
  
6. How many academic quarters have you completed?  Number of quarters
  
7. Have you attended college before the program?  Yes  No
  
8. Are you currently working?  Yes  No Hours per week:

**To what extent do you agree with the following statements about AUHS?** Mark (X) EACH item.

1- Strongly Disagree	2- Somewhat Disagree	3- Agree	4- Mostly Agree	5- Strongly Agree
----------------------------	----------------------------	-------------	-----------------------	-------------------------

### Overall Satisfaction

1. I am satisfied with my overall experience at AUHS
2. I am satisfied with my academic experience at AUHS
3. I am satisfied with my life experience at AUHS

### Satisfaction of the Achievement of University Missions

4. The university provides adequate hands-on learning opportunities in clinical sites, hospitals, labs and etc.
5. The university provides adequate community service/volunteering opportunities/activities related to health care.
6. The University provides adequate Tutoring and Mentoring Services.
7. My program trains me to think critically and solve problems using evidence-based practice in decision making relevant to health care
8. I have improved my oral communication skills in order to effectively work with patients, supervisors and colleagues.

9. I have improved my written communication skills to write patient report, care planning or research papers, and etc.					
10. The Christian values I am exposed to at AUHS prepare me to be a better health-care provider.					
11. I am trained to conduct research in an effective, responsible and ethical way (i.e. identify, locate, evaluate, use, share and apply information/data)					
12. The program advances my competency working with numerical data (e.g. reasoning and solving quantitative problems, presenting arguments in figures, tables, graphs, mathematical equations, etc.)					
13. The program cultivates my knowledge and evidence-based skills to work with diverse cultural/ethnic groups in healthcare environment.					

#### Satisfaction of University Services

14. The Center for Academic Excellence was friendly and addressed my concerns/ questions promptly and competently.					
15. The Center for Academic Excellence policies and procedures were clear.					
16. The Admissions Office was friendly and addressed my concerns/ questions promptly and competently.					
17. Admissions policies and procedures were clear.					
18. The Placement Officer was friendly and addressed my concerns/ questions promptly and competently					
19. Job placement policies and procedures were clear					
20. The Financial Aid Office was friendly and addressed my concerns/ questions promptly and competently					
21. Financial Aid policies and procedures were easy and convenient					
22. The Student Services Office was friendly and addressed my concerns/ questions promptly and competently.					
23. Student Service policies and procedures were clear					
24. The Registrar's Office was friendly and addressed my concerns/ questions promptly and competently					
25. Registrar policies and procedures were clear					
26. The Library Staff was friendly and addressed my concerns/ questions promptly and competently					
27. Library policies and procedures were clear.					
28. I was offered a Library Orientation.					
29. The Library provides sufficient support for my academic journey.					
30. Information Technology resources meet my learning needs					

31. Classroom facilities are adequate to meet my needs					
32. Student areas (lounges, study areas and lunchroom) are adequate to meet my needs.					
33. 35. Learning laboratories are adequate to meet my learning needs.					

Comments:

## APPENDIX D STUDENT EXIT SATISFACTION SURVEY AND SAMPLE REPORT

**American University of Health Sciences  
Summer 2019 Graduate Exit Survey**

1 - What Quarter?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Winter	(1)	0	0.00%		
Summer	(2)	23	100.00%		
				0 25 50 75 100	
Response Rate					
23/31 (74.19%)					

2 - In which program are you currently enrolled at AUHS?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Bachelor of Science in Nursing (BSN)	(1)	23	100.00%		
Bachelor of Science in Pharmaceutical Science (BSPS)	(2)	0	0.00%		
Master of Science in Clinical Research (MSCR)	(3)	0	0.00%		
Master of Science in Nursing (MSN)	(4)	0	0.00%		
Doctor of Pharmacy (PharmD)	(5)	0	0.00%		
Pharmacy Technician	(6)	0	0.00%		
				0 25 50 75 100	
Response Rate					
23/31 (74.19%)					

3 - Do you plan to continue your education in the next 5 years?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(2)	20	86.96%		
No	(1)	3	13.04%		
				0 25 50 75 100	
Response Rate	Mean	STD			
23/31 (74.19%)	1.87	0.34			

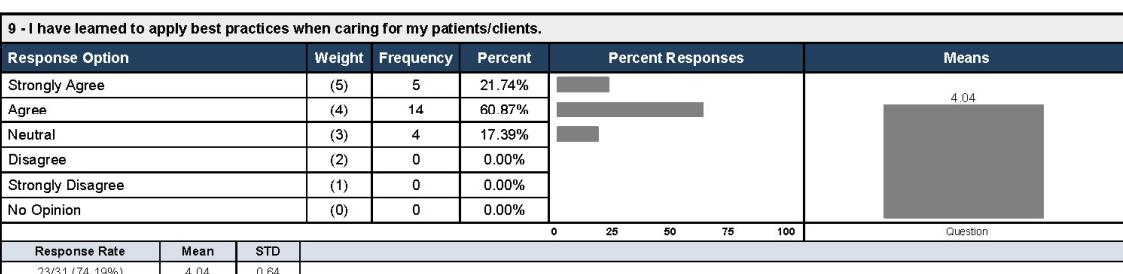
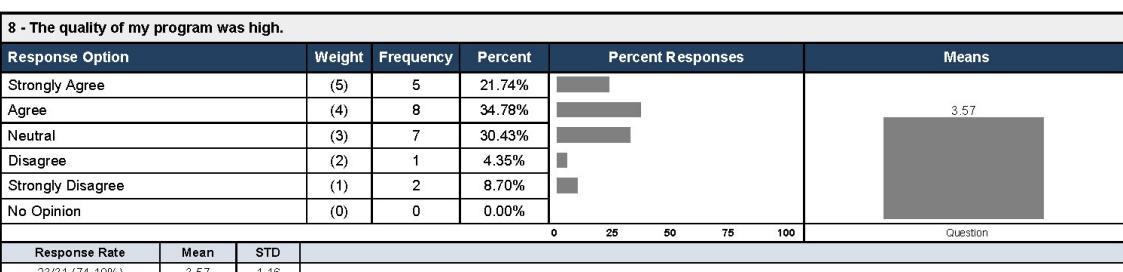
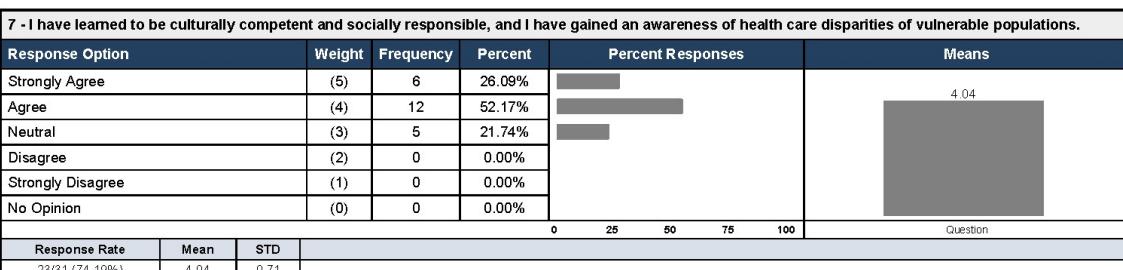
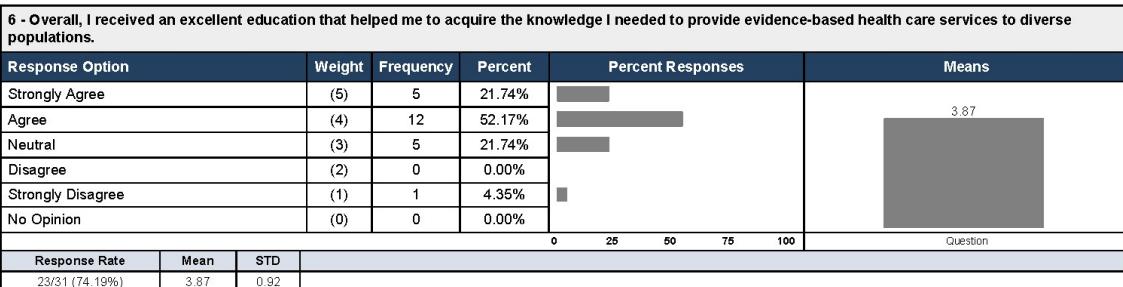
  

4 - Have you already obtained a job in your educational program field?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(2)	6	26.09%		
No	(1)	17	73.91%		
				0 25 50 75 100	
Response Rate	Mean	STD			
23/31 (74.19%)	1.26	0.45			

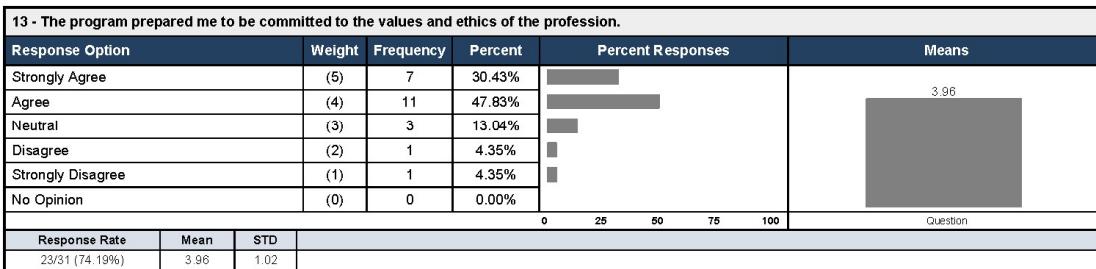
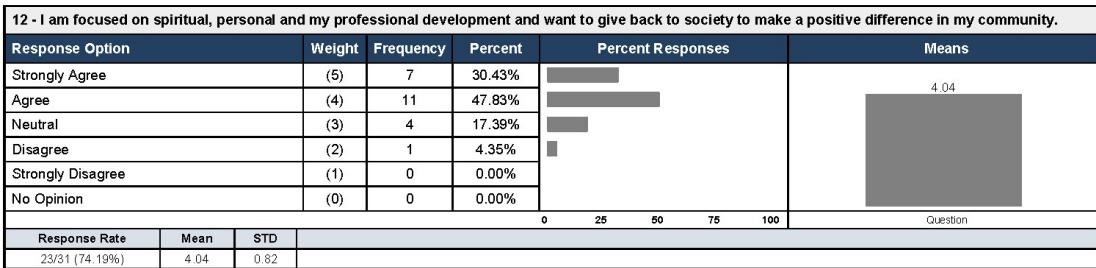
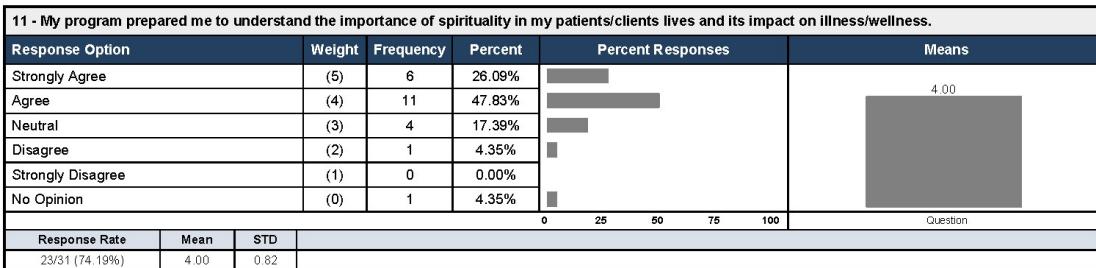
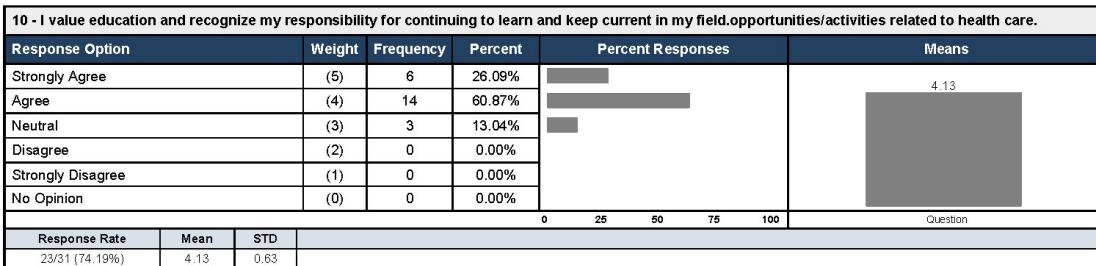
  

5 - Overall, the University has met my learning needs.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	5	21.74%		
Agree	(4)	11	47.83%		
Neutral	(3)	5	21.74%		
Disagree	(2)	1	4.35%		
Strongly Disagree	(1)	1	4.35%		
No Opinion	(0)	0	0.00%		
				0 25 50 75 100	
Response Rate	Mean	STD			
23/31 (74.19%)	3.78	1.00			

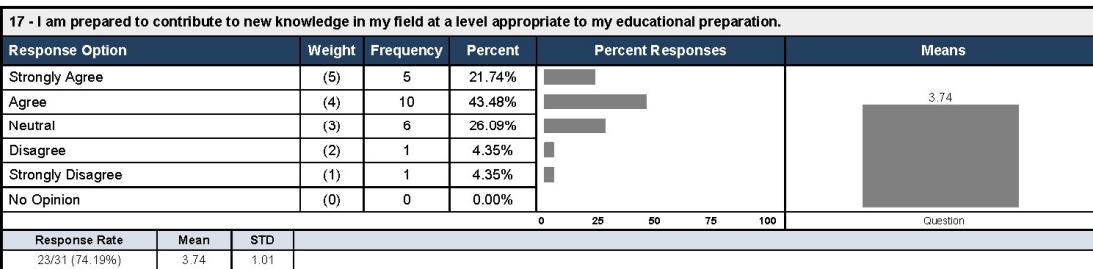
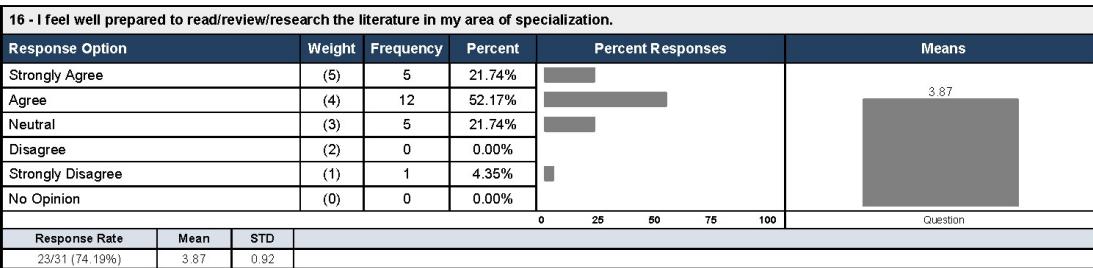
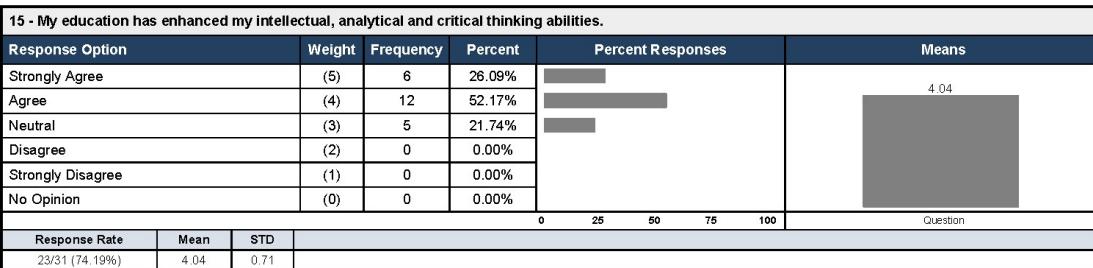
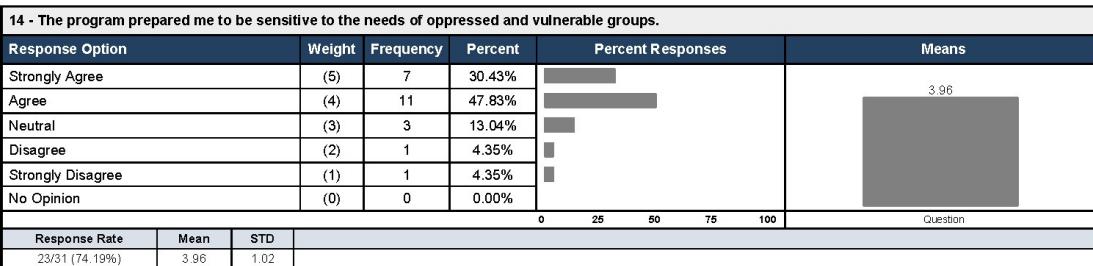
**American University of Health Sciences**  
**Summer 2019 Graduate Exit Survey**



**American University of Health Sciences**  
**Summer 2019 Graduate Exit Survey**

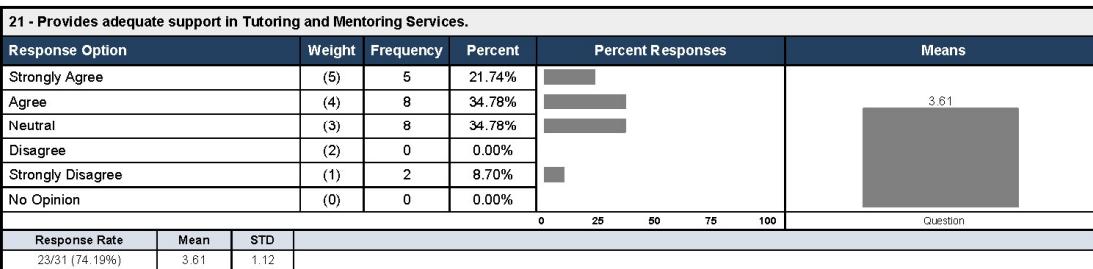
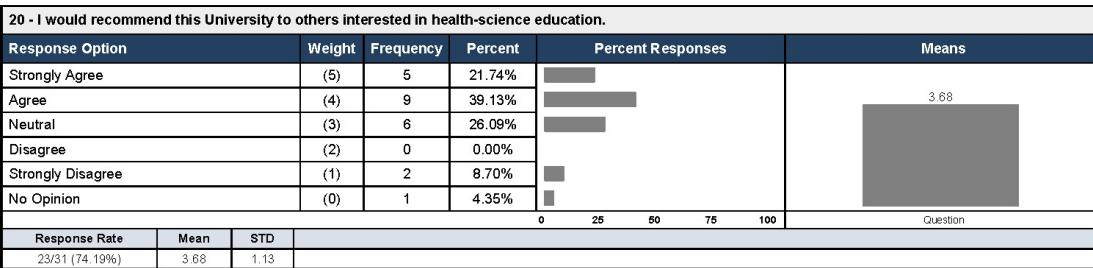
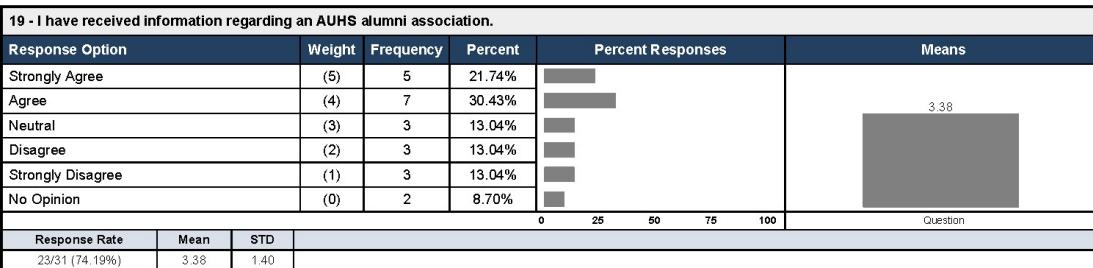
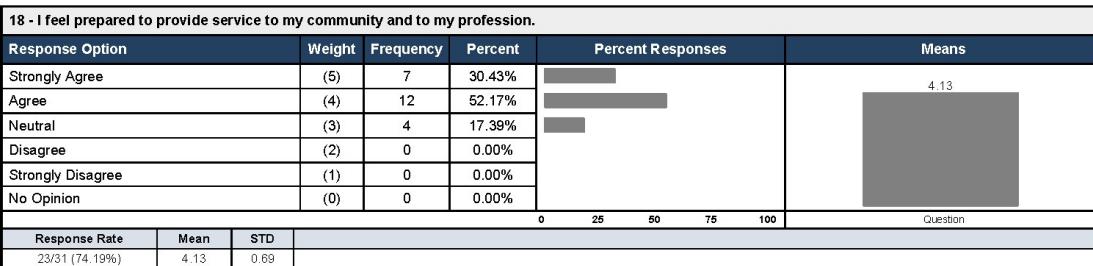


**American University of Health Sciences  
Summer 2019 Graduate Exit Survey**



**American University of Health Sciences  
Summer 2019 Graduate Exit Survey**

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## **APPENDIX E CURRICULAR ASSESSMENT INSTRUCTIONS AND REPORT TEMPLATE**



### **Curricular Assessment Wheel Model Office of Institutional Research and Assessment Individual Course Assessment Report and Instructions**

The Curricular Assessment “Wheel” Model of AUHS was designed to evaluate the effectiveness of the university curriculum system. The “Wheel” model assesses the effectiveness of the curriculums on how they achieve the Institutional Learning Outcomes ([ILOs], namely, performance [academics], critical thinking, cultural competency [diversity], social responsibility [service], and Christian values), the Program Learning Outcomes (PLOs), and the five core competency levels (critical thinking, information literacy, quantitative reasoning, written communication, and oral communication). The “Wheel” is a systematic assessment model that provides an innovative way to evaluate our programs by assessing selected courses, based on a cyclical scheduled timeline/calendar. This tool is used to align sampled student work evaluated using rubrics (See Appendix A) to determine levels of achievement: “minimal”, “adequate”, “proficient” and “outstanding”. The “Wheel” tool is used to align the ILOs, PLOs, CLOs and five core competencies, which is integral to “closing of the loop” in the assessment cyclical process.

All course instructors on the assessment model/calendar are required to complete this assessment report. The purpose of this report is to provide results of analysis on whether and how the specific course has helped students successfully achieved the University Learning Outcomes ([ULOs], the Program Learning Outcomes (PLOs), and the five core competencies.

#### **Instructions and Procedures for Course Instructors:**

1. Complete Table 1 below by providing the information of the course to be assessed.
2. In Table 1, check one or multiple assessment instruments you decide for course assessment: e.g. course final paper, project, PowerPoint presentation, exams, and etc., either formative or summative (Select those that cover as many targeted learning outcomes as possible)
3. In Table 2, check the learning outcomes this course claims to address (ILO, PLO, and 5 Core Competencies).
4. Evaluate student learning outcomes by four levels (4=outstanding; 3=proficient; 2=adequate (progressing); 1=minimal) based on the assessment instrument/s, learning outcomes identified and the rubrics developed.
5. Complete Table 2 below by providing the number/percentage of students in class that is scored in each level, and a final average score for each level.
6. Submit the report below to Dean for review
7. IR office will provide the data result analysis and complete the final column of Table 2.

**Table 1. Course Assessment Information****Program:****Course No. and Name:****Course Instructor:****Class Size:****Date:**

<b>Course Level (If Applied)</b>	<input type="checkbox"/> Benchmark	Introductory Knowledge
	<input type="checkbox"/> Milestone 1	Formative Knowledge
	<input type="checkbox"/> Milestone 2	Formative Practiced Knowledge
	<input type="checkbox"/> Capstone	Summative Knowledge

<b>Assessment Type</b>	<input type="checkbox"/> Summative
	<input type="checkbox"/> Formative

<b>Assessment Instrument</b>	<input type="checkbox"/> Course Paper	<input type="checkbox"/> Quiz
	<input type="checkbox"/> Course Project	<input type="checkbox"/> Midterm Exam
	<input type="checkbox"/> Progressive Portfolio	<input type="checkbox"/> Case Study
	<input type="checkbox"/> Presentation	<input type="checkbox"/> Simulation
	<input type="checkbox"/> Final Exam	<input type="checkbox"/> Other_____

**Table 2. Course No. and Name:**

Results of Analysis (N=)											
Learning Outcome	Rubric	4= Outstanding		3=Proficient		2=Adequate		1=Minimal		Average Score	Data Analysis & Recommended Changes
		No	%	No	%	No	%	No	%		
<b>ILO</b>											
<input type="checkbox"/> <i>Academic Performance</i>											
<input type="checkbox"/> <i>Critical Thinking</i>											
<input type="checkbox"/> <i>Cultural Competency</i>											
<input type="checkbox"/> <i>Social Responsibility</i>											
<input type="checkbox"/> <i>Christian Values</i>											
<b>5 Core Competencies</b>											
<input type="checkbox"/> <i>Critical Thinking</i>											
<input type="checkbox"/> <i>Quantitative Literacy</i>											
<input type="checkbox"/> <i>Information Literacy</i>											
<input type="checkbox"/> <i>Written Communication</i>											
<input type="checkbox"/> <i>Oral Communication</i>											

**Table 2. Course No. and Name:**

Results of Analysis (N=)											
Learning Outcome	Rubric	4= Outstanding		3=Proficient		2=Adequate		1=Minimal		Average Score	Data Analysis & Recommended Changes
		No	%	No	%	No	%	No	%		
<b>PLOs</b>											
<input type="checkbox"/> <i>Knowledge Base</i>											
<input type="checkbox"/> <i>Evidence-Based Practice</i>											
<input type="checkbox"/> <i>Leadership, Collaboration</i> <i>&amp; Communication</i>											
<input type="checkbox"/> <i>Professionalism &amp;</i> <i>Professional Values</i>											
<input type="checkbox"/> <i>Social Responsibility &amp;</i> <i>Christian Values</i>											
<input type="checkbox"/> <i>Health Policy</i>											



## APPENDIX F CO-CURRICULAR ASSESSMENT INSTRUMENTS

### Appendix I.1 New Student Orientation Quiz



### NEW STUDENT ORIENTATION QUIZ

The purpose of this quiz is to assess your knowledge about the university, mission, policy, services & program requirements. Carefully read each question and choose the best that describes the correct answer.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

RESULTS: \_\_\_\_\_ (for office use only)

1. How many community service hours are required?

- 180
- 200
- 100

2. What department do you go to request, transcripts, enrollment verification or disability accommodations?

- Career Services
- Dean, School of Nursing
- Student Services

3. What is the due date for tuition?

- First week of class
- Fifth week of class
- Whenever is convenient

4. Which department do you go to for MOODLE help?

- Student Services
- Faculty
- IT

5. What week does the IR office go to the classroom to conduct course evaluations?

- Second & Third
- Fifth & Tenth
- Sixth & Twelfth

6. How many prerequisite courses do you need to complete prior to transitioning to SON?

- 9
- 8
- 10

7. What are the 5 Pillars for American University of Health Sciences?

CHRISTIAN VALUES, PERFORMANCE, CULTURAL COMPETENCE, SOCIAL  
RESPONSIBILITY, CRITICAL THINKING  
SOCIAL VALUES, ACADEMIC RESPONSIBILITY, DIVERSITY, RESPOSIBILITY, THINKING  
RELIGIOUS VALUES, PERFORMANCE, CULTURAL DIVERSITY, ANTILITICAL THINKING,  
SOCIAL RESPOSIBILITY

8. What is the Passing Score for TEAS Test?

- 60%
- 75%
- 65%

9. What is the last week to Add/Drop a class to get a "W"?

- Seventh
- sixth
- second

10. Who sends you notice if you are falling below the satisfactory academic progress?

- Student Services
- Student's Attending Dean
- IR

## Appendix I.2 Senior Student Orientation Quiz



### SENIOR ORIENTATION QUIZ

The purpose of this quiz is to assess your knowledge about the Program and Graduation requirements. Carefully read and choose the letter best describes the correct answer.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

RESULTS: \_\_\_\_\_ (for office use only)

---

1. What is the deadline date for submitting the Grad Check Payment?

- a. 2<sup>nd</sup> week of student's last quarter
- b. 3<sup>rd</sup> week of student's last quarter
- c. 1<sup>st</sup> week of student's last quarter

2. When is your degree granted?

- a. At Commencement Ceremony
- b. After completion of program & University requirements
- c. When student finishes their finals

3. When is the Exit Counseling Session with a Financial Aid Officer?

- a. One week before student's midterm
- b. Whenever is convenient
- c. One week before student's Final Exam

4. Where can you find information on RN- Pre Certification Process?

- a. Moodle
- b. AUHS website
- c. Faculty

5. Where can you go to begin the application for RN License Exam?
- a. Moodle
  - b. BRN Website
  - c. AUHS Website
6. Why does AUHS request for consent of release information from employers?
- a. It is required by Bureau for Private Postsecondary Education & Accrediting Agencies
  - b. Careers Services requires it for AUHS
  - c. AUHS requires it for Student Services reports
7. What are the 5 Pillars for American University of Health Sciences?
- a. CHRISTIAN VALUES, PERFORMANCE, CULTURAL COMPETENCY, SOCIAL RESPONSIBILITY, CRITICAL THINKING
  - b. SOCIAL VALUES, ACADEMIC RESPONSIBILITY, DIVERSITY, RESPONSIBILITY, THINKING
  - c. RELIGIOUS VALUES, PERFORMANCE, CULTURAL DIVERSITY, ANALYTICAL THINKING, SOCIAL RESPOSIBILITY
8. Which department helps in job placement?
- a. Student Services Department
  - b. Financial Aid
  - c. Career Services Department
9. What form must you submit if you wish to participate in Graduation Ceremony?
- a. Graduation Check List
  - b. Commencement Ceremony Participation Form
  - c. AUHS Authorization From
10. What should you check daily?
- a. AUHS Emails
  - b. Instagram & Facebook
  - c. AUHS Website

## Appendix I.3 Mission Trip Survey



### MISSION TRIP SURVEY FORM

The purpose of this survey is to seek students' evaluation on how this mission trip meets both the AUHS's mission and goals and the purpose of the activity.

Instructions: Please pick the number using the five point scale which best indicates your level of agreement or disagreement with the statement.

	0 - No Opinion	1 - Strongly Disagree	2 - Somewhat Disagree	3 - Agree	4 - Mostly Agree	5 - Strongly Agree
1. The mission trip contributes to the social, philosophical knowledge relevant to my profession/career pathway (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc.)	<input type="checkbox"/>					
2. The mission trip provides valuable hands-on opportunities in my profession	<input type="checkbox"/>					
3. The mission trip provides good community service/volunteering opportunities/activities to improve my professional knowledge and skills in health care.	<input type="checkbox"/>					
4. The mission trip strengthens my analytical and critical thinking abilities.	<input type="checkbox"/>					
5. The mission trip advances my oral communication skills to work in my profession.	<input type="checkbox"/>					
6. The mission trip advances my written communication skills to write patient report, care planning or research papers, and etc.	<input type="checkbox"/>					
7. The mission trip advances my competency working with numerical data (e.g. reasoning and solving quantitative problems, creating arguments supported by quantitative evidence, and presenting arguments in figures, tables, graphs, mathematical equations, etc.)	<input type="checkbox"/>					
8. The mission trip strengthens my evidence-based skills to work with diverse cultural/ethnic groups in healthcare environment.	<input type="checkbox"/>					
9. The mission trip deepens my understanding of the Christian values I am taught at the university (e.g. caring, justice, community responsibility, moral goodness) which prepare me to be a better nurse/practitioner/clinical researcher.	<input type="checkbox"/>					
10. The mission trip strengthens my leadership skills: e.g. working in teams, resolving conflicts, and etc.	<input type="checkbox"/>					

COMMENTS:

## Appendix I.4 Mentee Evaluation Form



### MENTEE EVALUATION FORM

American University of Health Sciences

Aspire to Inspire Mentorship Program

To secure the quality of the mentorship program, your feedback is very important to us. Please complete the survey by Week 8 and leave your additional comments in the space on the right.

Mentee's Name (optional):

Notes:

	Yes	Somewhat	Not Much/ Not Really	No
The Mentorship program is helpful to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scheduling to meet with mentor is easy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will continue to use mentorship program this quarter/next quarter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a mentor helped me in my subject/classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned new things from my mentor (Notes section: what are they - optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities (quizzes, etc.) and other resources shared with me by my mentor or the mentorship program helped me understand the subject (Notes section: what are they - optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoyed being part of this program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **Appendix I.5 Community Service Event Evaluation Form**

The purpose of this survey is to seek students' evaluation on how this community service event meets both the AUHS's mission and goals and the purpose of the activity.

Instructions: Please pick the number using the five point scale which best indicates your level of agreement or disagreement with the statement.

0 - No Opinion 1 - Strongly Disagree 2 - Somewhat Disagree 3 - Agree 4 - Mostly Agree 5 - Strongly Agree

**0      1      2      3      4      5**

- |  |                          |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The event provides valuable hands-on opportunities in serving the community.  | <input type="checkbox"/> |
| 2. The event contributes to my knowledge/understanding of the community needs  | <input type="checkbox"/> |
| 3. The event strengthens my analytical and critical thinking abilities.  | <input type="checkbox"/> |
| 4. The event advances my communication skills.   | <input type="checkbox"/> |
| 5. The event strengthens my evidence-based skills to work with diverse cultural/ethnic groups in healthcare environment.   | <input type="checkbox"/> |
| 6. The event strengthens my leadership skills: e.g. working in teams, resolving conflicts, and etc.  | <input type="checkbox"/> |
| 7. The event deepens my understanding of the Christian values I am taught at the university (e.g. caring, justice, community responsibility, moral goodness) which prepare me to be a better nurse/practitioner/clinical researcher. | <input type="checkbox"/> |

## **APPENDIX G.1: American University of Health Sciences Library Resource Assessment Plan**

### **Library Resources**

The American University of Health Sciences Library strives to provide the highest quality services and resources to the AUHS community. The AUHS library provides resources that support learning, teaching, and research by 1) providing access to a variety of primary and secondary print, manuscript, media, and electronic resources to support the curricular and research information needs of students and faculty, and 2) actively engaging in outreach to collaborate with faculty on the development of library collections to support curricular and research needs.

The AUHS Library resources include information, technology, and study areas:

- Library Website – Student information portal providing information about the library and access to subscription research tools.
- Databases – Collection of multi-disciplinary subscription databases to support the RCC curriculum. Database content is available online on college computer and off-site to currently DLLRC Assessment Plan Riverside City College Library Assessment Plan | 5 registered students. Students moderate to extensive instruction from a librarian to use the databases.
- Reference Collection – Collection of multi-disciplinary material including but not limited to encyclopedias, dictionaries, manuals, and directories. This material remains in the library. Students require moderate to extensive instruction from a librarian in the use of this material.
- Mainstack Collection – Collection of books acquired by the library to support the RCC curriculum. This material may be borrowed for 3 weeks and renewed throughout the semester. Student require moderate to extensive instruction from a librarian to find material to support their learning projects.
- Reserve Collection – Collection of course material including textbooks. The library does not purchase textbooks. This collection is donated by professors or departments for students to access and use in the library.
- Media Collection – Collection of multi-disciplinary material in formats including but not limited to: DVD, VHS, audio books. This material remains in the library unless borrowed my faculty or staff.
- Computers – Students have access to computers with current office applications and Internet access to support their academic goals.
- Printers/Photocopiers/Scanners – Students have access to paper-production equipment to support their academic goals. Study Areas – Student have access to adequate areas for individual or group study to support their academic goals.

## **Assessment Purpose of Library Resources**

The Library recognize the importance of listening to constituents, assessing use of key resources and services, and providing decision makers with data for planning and resource allocation. This is most effectively achieved through an evidence-based approach that includes assessment to confirm desired outcomes are being achieved and to identify areas for improvement. When available, best practices established by the library and education professions are applied to our operations and assessed annually to confirm that we are meeting our community's needs in an efficient and fiscally responsible manner. Library assessment is linked to its mission to advance teaching, learning, research and community service by providing outstanding collections, access to the world of knowledge, excellence in service and an appropriate library environment, all while focusing on user needs. Assessment is also linked to the Library's strategic priorities as described in the Strategic Intentions.

The assessment plan serves as a framework in which ongoing assessment activities and projects can be added and updated. Keeping this information updated and accessible will be the responsibility of the Librarian, who will work with the institutional Systematic Evaluation and Assessment Committee (SEAC) to update the plan quarterly.

The primary purposes of our assessment activities are:

- to identify actionable recommendations for improvement in library services, resources, and management
- to demonstrate the impact of services and resources in supporting the mission of the College

## **Assessment Policies of Library Resources**

Targeted assessment areas are selected and prioritized based on their likelihood to generate useful information. The areas listed in this plan are examples of those that are typically of high and recurring priority. Conducting these assessments is worthy of the substantial time they will take, but not all of these will be conducted every year. Additional assessment areas may be added for a particular year.

The following best practices and principles apply to our assessment strategy:

- Assessment activities are prioritized to focus on areas of greatest potential impact. Prior to goal setting, the library director will determine which assessment items will be focused on in the coming year. Consideration will be given to current internal and external circumstances and priorities, available staff time, and distribution of workload. Recurring items from this strategic plan will be selected, and any additional targeted assessments for the year will be decided upon.
- Assessment activities will be practical in scope, and scaled to our staff size and skill set. At times, technical assistance or outside expertise may be required to conduct more rigorous assessments.
- Other services, resources or practices may be prioritized for assessment in a given year. Rather than being conducted on a recurring schedule, these assessments often occur in the

context of special projects. They frequently require extended, intensive efforts of multiple library staff.

- Assessment activities are coordinated and paced over time so as not to overwhelm participating users or library staff. To the extent practical, they are also coordinated with other assessment activities taking place.
- Record keeping and reporting are critical to an effective, ongoing assessment program.
- An assessment is not considered complete until it is reported out, and its methods, data, and summary report with any recommendations are filed in the library's permanent records.
- Library director is responsible for following up on recommendations arising out of assessments, and follow-up decisions and actions will be reported out to the relevant stakeholders.

## Assessment Checklist of Library Resources

Area	Item
<b>Digital Initiatives</b>	Web services
	Completed Website Digital collections
	Usability testing
	Metadata
	Scholarly communications
	Data curation
	Discovery layer and integrated library system
<b>Collections</b>	Print collections
	Ongoing In-house usage of print collection
	Electronic collections (catalog, website, discovery service, Journal Locator, Databases list, etc.)
	Ongoing MINES (Measuring the impact of networked electronic resources) for Library
	Rare books and special collections
	Archives
	Collection development
<b>User Services</b>	Reference (service desk, consults, virtual reference)
	Document delivery
	Information Literacy Development & Assessment Program (ILDAP) (See the ILDAP document, for details)
	Circulation

Area	Item
	Support for faculty research
	Communication and marketing
<b>Planning and Resources</b>	Space allocation
	User space
	Wayfinding
	Information technology (computers)
	Finances
	Strategic planning
<b>Human Resources</b>	Workplace climate
	Staff development
	Staff orientation



## Appendix J.2 Information Literacy (IL) Pre-Assessment Quiz

### Introduction

The following assessment quiz assesses student information literacy based on ACRL standards. Each question is developed around assessing a specific standard. The purpose of this assessment is to establish a benchmark of the information literacy skills students have and determine the skills that must be developed. Students may find these questions difficult if they do not have prior experience

- Generally speaking, the **best** place to find a scholarly article is:  
*(ACRL performance indicator: 2.1 Selects the most appropriate investigative methods or information retrieval systems for accessing the needed information)*
  - a. A library database
  - b. A magazine
  - c. Google
  - d. I do not know
- You have been assigned a paper on an oppressed population in the United States. You have decided to focus on systemic racism toward native peoples. What group of key concepts best describes his particular topic? *(ACRL performance indicator: 1.1 Defined and articulates the need for information)*
  - a. native, causes, racism
  - b. native, oppression, population
  - c. native, United States, racism**
  - d. I do not know
- Which of the following searches would give you the fewest results?  
*(ACRL performance indicator: 2.2 Constructs and implements effectively designed search strategies)*
  - a. America AND history
  - b. America AND history AND women**
  - c. America OR history
  - d. I do not know
- For a paper on drinking and post-secondary students, which of the following would be the best source for authoritative information on the medical effects of alcohol use?  
*(ACRL performance indicator: 3.2 Articulates and applies initial criteria for evaluating both the information and its sources )*
  - a. American Mental Health Counselors Association - [www.amhca.org](http://www.amhca.org)
  - b. National Institutes of Health - [www.nih.gov](http://www.nih.gov)**
  - c. Mothers Against Drunk Driving - [www.madd.org](http://www.madd.org)
  - d. I do not know
- Plagiarism is:  
*(ACRL performance indicator: 5.2 Follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources)*

- a. Failing to use the correct citation style when citing your sources
  - b. Including the ideas of another person in your writing without giving them credit**
  - c. Using the ideas of another person instead of using your original thoughts
  - d. I do not know
- You need to find information on what happened in Congress last week. The best source for this type of information is: (*ACRL performance indicator: 1.2 Identifies a variety of types and formats of potential sources of information*)
- a. Academic journal
  - b. Course textbook
  - c. News magazine**
  - d. I do not know
- Which of the following items is **NOT** a secondary source?  
(*ACRL performance indicator: 1.2 Identifies a variety of types and formats of potential sources of information*)
- a. A work of literature such as To Kill a Mockingbird**
  - b. Books about To Kill a Mockingbird
  - c. Dissertations about To Kill a Mockingbird
  - d. I do not know
- Which of the following means to rewrite the words of an author in your own words?  
(*ACRL performance indicator: 5.2 Follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources*)
- a. Paraphrase**
  - b. Plagiarize
  - c. Quote
  - d. I do not know
- What is “peer review”?  
(*ACRL performance indicator: 3.2 Articulates and applies initial criteria for evaluating both the information and its sources*)
- a. An alternative way of publishing an article without having to submit it to a professional editor
  - b. A process for ensuring that academic articles have been examined by other experts in the field before publication**
  - c. A process for guaranteeing that the research described in articles is completely accurate and indisputable
  - d. I do not know
- You've been given the following APA citation:  
(*ACRL performance indicator: 2.5 Extracts, records, and manages the information and its sources*)

Profen, I. B. (2004). The impact of alcohol on university students' ability to concentrate during exams. *College Students*, 38(3), 30-45. doi:10.1037/0735-7044.121.1.21

What are you looking for?

- a. A book chapter
- b. A magazine article
- c. A journal article**
- d. I do not know

## Information Literacy Source Evaluation Assignment – Sample

### Purpose

This assignment is meant to be incorporated as part of a research paper or project assignment. The purpose of this assignment is to help students **understand the difference between scholarly and popular sources**.

Students will search for two articles: one popular and one scholarly and evaluate both sources with the provided questionnaire. The expected outcome is that students will understand what makes a source reliable. Students can work with a partner to make the assignment less time consuming and daunting. Accountability for each person will be established through a partner evaluation rubric. Instructor will use rubric provided.

ACRL Framework and Standards covered in this assignment are:

Framework	Standard
Research as Inquiry	<b>Standard 2:</b> Find needed information effectively and efficiently
Authority is Constructed/Contextual	<b>Standard 3:</b> Evaluate information and its sources critically

### Assignment Instructions for Students

#### Part I.

1. With a partner, select a full length (at least 750 words) **TOPIC related article** from the popular press that was **published in the year 2016** which includes a **reference to a peer-reviewed journal article** (the peer-reviewed article does not need to be from 2016).
  - a. The article can **only** be from one of these following sources: LA Times, NY Times, Newsweek, Time Magazine, Huffington Post, CNN and NPR; you can use electronic or hard copy
  - b. Print out a copy of the full article.
  - c. Make sure the SOURCE (LA Times, Time, etc.) of the article is evident in the printout
  - d. **In the popular press article, HIGHLIGHT**
    - i. **the REFERENCE to the peer-reviewed journal article**
    - ii. **the DATE it was published**
    - iii. **an AUTHOR of the study (if available)**
2. Find a **peer-reviewed journal article**. Do not use editorials, opinion, and summary pieces or articles that go over a list of items/issues.
  - a. Some sources for peer-reviewed articles include: <http://www.ncbi.nlm.nih.gov/pubmed>; [www.medline.com](http://www.medline.com); [www.scholar.google.com](http://www.scholar.google.com).
  - b. You can access journal articles through OVID: <http://ovidsp.ovid.com/>
    - i. username: auhs999
    - password: auhshealTo access full-text articles only, make sure to check the box next to "Your Journals @ Ovid."
  - c. Print out a copy of the **FULL PEER REVIEWED ARTICLE** (not just the abstract).
3. Staple each article. (**DO NOT STAPLE THE ARTICLES TOGETHER**).

4. Submit both full articles to the instructor for review by: **TBD, 2016**. Make sure both of your names are clearly written on BOTH articles.

## **Part II.**

1. Read each article, highlighting key points and making notes in the margins on key concepts which will help you organize the most pertinent information.
2. **Using the IL project questionnaire, together**, submit one thorough, comprehensive write-up addressing the issues itemized below.
  - a. TYPE directly into the document, ***hand written will not be accepted***. (The assignment will not be graded if answers are not typed directly into the questionnaire).
  - b. Answers will be graded for depth and thoroughness.
  - c. All answers should be in your own words.
3. Submit the two articles, the final report, and the sealed partner evaluations by: **TBA**.

## **Questionnaire**

### **Information Literacy Project Questionnaire**

- (2) 1. **Why did you choose this topic and how is it relevant or why is it important to you?**
- Popular Article:
- (1) 2. **What is the title of the article?**
- (1) 3. **What is the source of the popular article and when was it published?**
- (1) 4. **Is this a primary source or secondary source? How do you know?**
- (2) 5. **Who is the intended audience for this article? What aspect(s) of the article make this evident?**
- (1) 6. **List any subheadings or sections of the article.**
- (2) 7. **What is the popular press author's main argument or thesis in this article? (What is the article about?)**
- (3) 8. **Which experts or references does the author use to support his/her thesis? Are these sources credible? Why or why not? (Identify each reference/expert individually and explain.)**
- (2) 9. **Summarize in your own words the conclusions/recommendations of the article, if provided.**
- (2) 10. **Is there any potential bias presented in the article (if so, give specific examples and explain why you think it represents bias)?**

**Scientific Article:**

- (1) 11. **What is the title of the article?**
- (1) 12. **What is the source of the scientific article and when was it published?**
- (1) 13. **Is this a primary source or secondary source? How do you know?**
- (2) 14. **Who is the intended audience for this article? What aspect(s) of the article make this evident?**
- (2) 15. **What are the credentials of the lead author and with which organization/institution(s) are they associated? What does this information suggest about the author's credibility?**
- (1) 16. **List any subheadings or sections of the article.**
- (2) 17. **What is the study objective or study aim? (Describe in your own words)**
- (2) 18. **Summarize the conclusions (the primary findings) of the study in your own words.**
- (3) 19. **Highlight the information on limitations in the scientific article and note the page number here:**

**What do the authors mention as limitations of the study? (Explain for full credit):**

- (2) 20. **Is there a funding source identified and who is it? How might this funding source influence the conclusions of the study?**

**Comparison:**

- (3) 21. **How are the two articles similar? Give 3 specific examples.**
- (3) 22. **How are the two articles different? Give 3 specific examples.**
- (2) 23. **What additional information do you think should have been included in the popular article and why?**
- (2) 24. **What additional information do you think should have been included in the scientific article and why?**
- (3) 25. **Are the recommendations from the popular article reasonable or overstated given the findings from the scientific article? Why or why not?**
- (3) 26. **Which of the two articles would you recommend if someone asked you for information on this topic and why?**

### **Appendix J.3 Information Literacy (IL) VALUE RUBRIC**

*For more information, please contact [value@aaccu.org](mailto:value@aaccu.org)*

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success. In July 2013, there was a correction to Dimension 3: Evaluate Information and its Sources Critically.

#### **Definition**

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. -Adopted from the National Forum on Information Literacy

#### **Framing Language**

This rubric is recommended for use evaluating a collection of work, rather than a single work sample in order to fully gauge students' information skills. Ideally, a collection of work would contain a wide variety of different types of work and might include: research papers, editorials, speeches, grant proposals, marketing or business plans, PowerPoint presentations, posters, literature reviews, position papers, and argument critiques to name a few. In addition, a description of the assignments with the instructions that initiated the student work would be vital in providing the complete context for the work. Although a student's final work must stand on its own, evidence of a student's research and information gathering processes, such as a research journal/diary, could provide further demonstration of a student's information proficiency and for some criteria on this rubric would be required.

	<b>Capstone 4</b>	<b>Milestones</b>		<b>Benchmark 1</b>
	3	2	1	
<b>Determine the Extent of Information Needed</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected relate to concepts or	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do
<b>Access the Needed Information</b>	Accesses information using effective, well-designed search strategies and most	Accesses information using variety of search strategies and some relevant information sources.	Accesses information using simple search strategies, retrieves information from	Accesses information randomly, retrieves information that
<b>Evaluate Information and its Sources Critically*</b>	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency,	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.

	<b>Capstone</b> 4	<b>Milestones</b>		<b>Benchmark</b> 1
	3	2	1	
<b>Access and Use Information Ethically and Legally</b>	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas

**Appendix J.4 Student Evaluation of Library Instruction and Resources**  
**Library Effectiveness Survey**

- 1. Please describe one new thing that you learned as a result of the library instruction in this class.**

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I did not learn anything new as a result of the library instruction.

- 2.**

*Scale of 1-7 with 1 being "Greatly disagree" and 7 being "Greatly Agree"*

- |  |                                 |
|--|---------------------------------|
| a. The library instruction in this class taught me something new about research. | 1    2    3    4    5    6    7 |
| b. I feel more comfortable using library resources.                              | 1    2    3    4    5    6    7 |
| c. Library instruction helped me to complete assignments for my classes.         | 1    2    3    4    5    6    7 |
| d. What I learned will help be complete assignments for my future class(es).     | 1    2    3    4    5    6    7 |
| e. Library resources are adequate in supporting student research needs.          | 1    2    3    4    5    6    7 |

- 3. Any questions or comments?**

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## APPENDIX K: EVALUATION OF STUDENT MASTERY OF BSN, MSN PROGRAM OUTCOMES

### American University of Health Sciences

#### LEVEL 1 : EVALUATION TOOL - SKILLS & BEHAVIORS R/T SON PROGRAM OUTCOMES

All students in the SON will be evaluated by the Clinical Faculty at the completion of each level of nursing care: Level I, Level II & Level III—to establish attainment of the skills and behaviors defined in the SON Program Outcomes.

To be completed at the mid-point and at the completion of INDIVIDUALIZED CARE OF THE NURSING PATIENT/CLIENT Introduction to Nursing Care (N250/250L), Older Adult Care Nursing (N300/300L), & Intermediate Nursing Care (N330/330L)

Faculty will evaluate each student's competence at the mid-point and at the completion of each Level (**Level I, Level II and Level III**) within the nursing curriculum. The evaluation will subsequently be discussed with the student and both faculty and student will sign the document. Both the student and faculty member may comment on student performance, acknowledging areas of strength and/or areas of weakness with a joint remedial plan established as appropriate.

Competence will be measured as:

**S** = student has met the expected level of performance (**S=Satisfactory**) according to the criteria below:

Performs expected behaviors

Quality of performance is demonstrated at the expected level of achievement

Performs behavior within designated time frames

Seeks appropriate guidance

Requires minimal guidance

**U** = student had NOT met expected level of performance and is at or below unsatisfactory levels (**U=Unsatisfactory**), as designated by criteria below:

Fails to perform expected behaviors, after repeated instruction, guidance, and remedial options implemented.  
Fails to seek guidance or keep instructor informed related to needs/ knowledge deficit  
Requires more time and frequent reminders to complete assessment/care.

**I** = Due to circumstances beyond the control of either the student or instructor, performance is not observed or demonstrated (**I=Incomplete**). The student must establish opportunities to demonstrate competence within specified time frames to advance to the next level of study within the SON curricular plan.

#### GENERAL INFORMATION

#### \* COURSE

N250L Introduction to Nursing Healthcare    N330L Intermediate Nursing Health Care    N300L Older Adult Nursing Health Care  
Clinical Studies



**American University of Health Sciences**

**LEVEL 1 : EVALUATION TOOL - SKILLS & BEHAVIORS R/T SON PROGRAM OUTCOMES**

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\* **FACULTY NAME**

\* **STUDENT'S NAME**

**OUTCOME I: Students are responsible and accountable to incorporate critical thinking in decision making while providing safe and competent care in a variety of healthcare environments**

\* Assesses patient physiological & psychological condition and impact of environment utilizing basic assessment skills and recognizing normal and obvious deviations from normal

Satisfactory

Unsatisfactory

Incomplete

\* Communicates/ verbalizes understanding of Pathophysiology and medications

Satisfactory

Unsatisfactory

Incomplete

\* Prepares nursing care plan. Evaluates and documents with provision of appropriate care.

Satisfactory

Unsatisfactory

Incomplete

**American University of Health Sciences**

**LEVEL 1 : EVALUATION TOOL - SKILLS & BEHAVIORS R/T SON PROGRAM OUTCOMES**

- \* Evaluates effects of nursing care and updates documentation

Satisfactory

Unsatisfactory

Incomplete

**OUTCOME II: Students are aware of the cultural nuances in each client/patient and demonstrate respect and value for each individual**

- \* Always demonstrates respect for the patient and family identifying basic cultural needs and incorporating them into a plan of care

Satisfactory

Unsatisfactory

Incomplete

- \* Demonstrates knowledge of the teaching learning process & selects appropriate information from standard protocols and in language appropriate for patient/family

Satisfactory

Unsatisfactory

Incomplete

**OUTCOME III: Students communicate effectively, collaborate appropriately and incorporate valuable leadership and management skills, as well as advocating for the client/patient needs and rights**

- \* Communicates utilizing basic therapeutic techniques

Satisfactory

Unsatisfactory

Incomplete

**American University of Health Sciences**

**LEVEL 1 : EVALUATION TOOL - SKILLS & BEHAVIORS R/T SON PROGRAM OUTCOMES**

\* Identifies blocks to communication and aberrant behavior, reports and interact with HCT to develop appropriate interventions

Satisfactory

Unsatisfactory

Incomplete

\* Demonstrates basic understanding of patient advocacy

Satisfactory

Unsatisfactory

Incomplete

**OUTCOME IV: Students understand the legal scope of practice of caregivers within the health care team and coordinate, delegate and appropriately supervise the delivery of safe, timely care**

\* Communicates understanding of the roles / responsibilities of each member of the health care team and reports to appropriate HCT member

Satisfactory

Unsatisfactory

Incomplete

\* Assesses own capabilities to function within legal boundaries and accepts accountability for own actions

Satisfactory

Unsatisfactory

Incomplete

\* Uses constructive criticism to improve nursing care

Satisfactory

Unsatisfactory

Incomplete

**American University of Health Sciences**

**LEVEL 1 : EVALUATION TOOL - SKILLS & BEHAVIORS R/T SON PROGRAM OUTCOMES**

**OUTCOME V: Students subscribe to ethical principles while providing care to the client/patient and professional duties**

\* Maintains patient confidentiality and reports all ethical and legal situations to appropriate team member

Satisfactory

Unsatisfactory

Incomplete

**OUTCOME VI: Students translate, and when appropriate, infuse evidenced-based research into practice to maintain currency and improve client/patient care**

\* Reads and relates evidence based practice research to current clinical situations

Satisfactory

Unsatisfactory

Incomplete

**OUTCOME VII: Students utilize appropriate technology in delivering safe and competent care to the client/patient**

\* Obtains orientation, understands, and safely utilizes all equipment in the patient care area

Satisfactory

Unsatisfactory

Incomplete

\* Utilizes computer technology to research and prepare student work

Satisfactory

Unsatisfactory

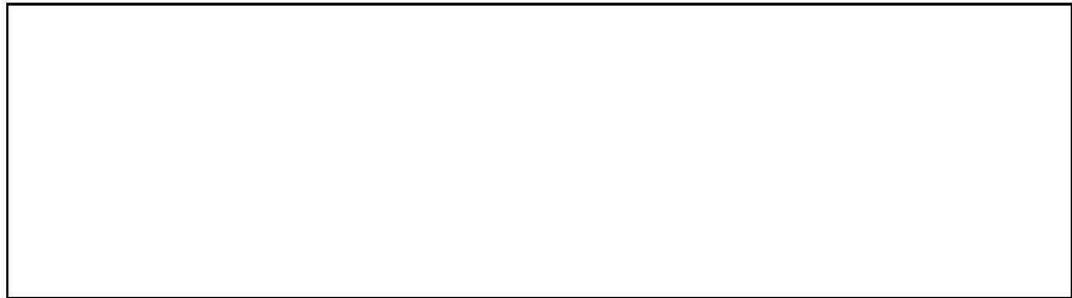
Incomplete

American University of Health Sciences

LEVEL 1 : EVALUATION TOOL - SKILLS & BEHAVIORS R/T SON PROGRAM OUTCOMES

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\* **FACULTY - LEVEL 1 COMMENTS**



**STUDENT'S COMMENTS:**



## American University of Health Sciences

### LEVEL 2 - EVALUATION OF STUDENT MASTERY OF SON PROGRAM OUTCOMES

All students in the SON will be evaluated by the Clinical Faculty at the completion of each level of nursing care: Level I, Level II & Level III—to establish attainment of the skills and behaviors defined in the SON Program Outcomes.

To be completed at the end of SPECIALIZED CARE FOR THE CLIENT & FAMILY UNIT **Child Health Nursing Care (N350/350L), Women's Health Nursing (N360/360L), & Psychiatric/Mental Health Nursing Care (N370/370L)**

Faculty will evaluate each student's competence at the mid-point and at the completion of each Level (**Level I, Level II and Level III**) within the nursing curriculum. The evaluation will subsequently be discussed with the student and both faculty and student will sign the document. Both the student and faculty member may comment on student performance, acknowledging areas of strength and/or areas of weakness with a joint remedial plan established as appropriate.

Competence will be measured as:

**S** = student has met the expected level of performance (**S=Satisfactory**) according to the criteria below:

Performs expected behaviors

Quality of performance is demonstrated at the expected level of achievement

Performs behavior within designated time frames

Seeks appropriate guidance

Requires minimal guidance

**U** = student had NOT met expected level of performance and is at or below unsatisfactory levels (**U=Unsatisfactory**), as designated by criteria below:

Fails to perform expected behaviors, after repeated instruction, guidance, and remedial options implemented.

Fails to seek guidance or keep instructor informed related to needs/ knowledge deficit

Requires more time and frequent reminders to complete assessment/care.

**I** = Due to circumstances beyond the control of either the student or instructor, performance is not observed or demonstrated (**I=Incomplete**). The student must establish opportunities to demonstrate competence within specified time frames to advance to the next level of study within the SON curricular plan.

#### GENERAL INFORMATION

#### \* COURSE

N350L Child Health Nursing Care Clinical Studies      N360L Women's Health Nursing Care Clinical Studies      N370L Psychiatric/Mental Health Nursing Clinical Studies



**American University of Health Sciences**

**LEVEL 2 - EVALUATION OF STUDENT MASTERY OF SON PROGRAM OUTCOMES**

---

\* **FACULTY NAME**

\* **STUDENT'S NAME**

**OUTCOME I: Students are responsible and accountable to incorporate critical thinking in decision making while providing safe and competent care in a variety of healthcare environments**

\* Performs comprehensive assessment of patient and familial needs on 2 or more patients documenting within 2 hours

Satisfactory

Unsatisfactory

Incomplete

\* Relates and integrates lab data and basic pharmacology. Interprets clinical interventions reporting deviations

Satisfactory

Unsatisfactory

Incomplete

\* Prepares a comprehensive nursing care plan with other providers of care incorporating teaching and discharge planning

Satisfactory

Unsatisfactory

Incomplete

**American University of Health Sciences**

**LEVEL 2 - EVALUATION OF STUDENT MASTERY OF SON PROGRAM OUTCOMES**

---

- \* Evaluates effects of nursing care with accurate, complete documentation which incorporates the enrollment of family

Satisfactory

Unsatisfactory

Incomplete

**OUTCOME II: Students are aware of the cultural nuances in each client/patient and demonstrate respect and value for each individual**

- \* Always demonstrates respect for the patient and family establishing a comprehensive plan of care which is culturally sensitive

Satisfactory

Unsatisfactory

Incomplete

- \* Utilizes teaching learning process to individualize an educational plan and appropriately utilizes interpreters as a means to meet patient educational goals

Satisfactory

Unsatisfactory

Incomplete

**OUTCOME III: Students communicate effectively, collaborate appropriately and incorporate valuable leadership and management skills, as well as advocating for the client/patient needs and rights**

- \* Communicates effectively with patient, family, and health care team

Satisfactory

Unsatisfactory

Incomplete

**American University of Health Sciences**

**LEVEL 2 - EVALUATION OF STUDENT MASTERY OF SON PROGRAM OUTCOMES**

\* Identifies potential crisis situations with patient and/or family, informs HC team, and assists with conflict resolution

Satisfactory

Unsatisfactory

Incomplete

\* Demonstrates skill as a patient advocate. Able to advise patient of basic rights as a health care consumer.

Satisfactory

Unsatisfactory

Incomplete

**OUTCOME IV: Students understand the legal scope of practice of caregivers within the health care team and coordinate, delegate and appropriately supervise the delivery of safe, timely care**

\* Works collaboratively with all members of the health care team utilizing team resources appropriately to assure safe, timely delivery of care

Satisfactory

Unsatisfactory

Incomplete

\* Assesses own capabilities to function within legal boundaries and accepts accountability for own actions

Satisfactory

Unsatisfactory

Incomplete

\* Self identifies areas of deficit and participates in establishment of plan of correction

Satisfactory

Unsatisfactory

Incomplete

**American University of Health Sciences**

**LEVEL 2 - EVALUATION OF STUDENT MASTERY OF SON PROGRAM OUTCOMES**

---

**OUTCOME V: Students subscribe to ethical principles while providing care to the client/patient and professional duties**

- \* Maintains patient confidentiality and assists patient in accessing appropriate health care resources to resolve ethical or legal concerns

Satisfactory

Unsatisfactory

Incomplete

**OUTCOME VI: Students translate, and when appropriate, infuse evidenced-based research into practice to maintain currency and improve client/patient care**

- \* Participates in application of evidence based practice research and assists with data gathering

Satisfactory

Unsatisfactory

Incomplete

**OUTCOME VII: Students utilize appropriate technology in delivering safe and competent care to the client/patient**

- \* Obtains orientation, understands, and safely utilizes all equipment in the patient care area.

Satisfactory

Unsatisfactory

Incomplete

- \* Assures patients use equipment related safely, teaching as appropriate

Satisfactory

Unsatisfactory

Incomplete

American University of Health Sciences

**LEVEL 2 - EVALUATION OF STUDENT MASTERY OF SON PROGRAM OUTCOMES**

---

- \* Utilizing computer technology, develops a variety of spreadsheets and documents to effectively present data, which enhances presentations

Satisfactory

Unsatisfactory

Incomplete

**FACULTY COMMENTS:**

**STUDENT'S COMMENTS:**

## American University of Health Sciences

### LEVEL 3 - EVALUATION OF STUDENT MASTERY OF SON PROGRAM OUTCOMES

All students in the SON will be evaluated by the Clinical Faculty at the completion of each level of nursing care: Level I, Level II & Level III—to establish attainment of the skills and behaviors defined in the SON Program Outcomes.

To be completed at the end of COMPLEX NURSING CARE across all HEALTH CARE SETTINGS **Critical Care Nursing Care (N380/380L), Community Health Nursing (N410/410L), Basic Leadership (N430/430L), Advanced Adult Nursing Health Care (N470/470L)**

Faculty will evaluate each student's competence at the mid-point and at the completion of each Level (**Level I, Level II and Level III**) within the nursing curriculum. The evaluation will subsequently be discussed with the student and both faculty and student will sign the document. Both the student and faculty member may comment on student performance, acknowledging areas of strength and/or areas of weakness with a joint remedial plan established as appropriate.

Competence will be measured as:

**S** = student has met the expected level of performance (**S=Satisfactory**) according to the criteria below:

Performs expected behaviors

Quality of performance is demonstrated at the expected level of achievement

Performs behavior within designated time frames

Seeks appropriate guidance

Requires minimal guidance

**U** = student had NOT met expected level of performance and is at or below unsatisfactory levels (**U=Unsatisfactory**), as designated by criteria below:

Fails to perform expected behaviors, after repeated instruction, guidance, and remedial options implemented.

Fails to seek guidance or keep instructor informed related to needs/ knowledge deficit

Requires more time and frequent reminders to complete assessment/care.

**I** = Due to circumstances beyond the control of either the student or instructor, performance is not observed or demonstrated (**I=Incomplete**). The student must establish opportunities to demonstrate competence within specified time frames to advance to the next level of study within the SON curricular plan.

#### GENERAL INFORMATION

#### \* COURSE

N410L Community Health Nursing Clinical Studies



N430L Basic Leadership/Management Nursing Care Delivery Clinical Studies



N470L Advanced Adult Nursing Healthcare Clinical Studies

**American University of Health Sciences**

**LEVEL 3 - EVALUATION OF STUDENT MASTERY OF SON PROGRAM OUTCOMES**

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\* **FACULTY NAME**

\* **STUDENT'S NAME**

**OUTCOME I: Students are responsible and accountable to incorporate critical thinking in decision making while providing safe and competent care in a variety of healthcare environments**

\* Performs comprehensive assessment of 2 or more complex, multisystem patients assuring responsibility for total care

Satisfactory

Unsatisfactory

Incomplete

\* Interprets data from multiple sources, integrates with treatment plan. Provides appropriate nursing interventions while continually evaluating outcomes.

Satisfactory

Unsatisfactory

Incomplete

\* Prepares a comprehensive nursing care plan for one or more patients in complex acute / community forum

Satisfactory

Unsatisfactory

Incomplete

**American University of Health Sciences**

**LEVEL 3 - EVALUATION OF STUDENT MASTERY OF SON PROGRAM OUTCOMES**

---

- \* Evaluates changes r/t interventions revising as needed nursing plan of care to promote maximum health and well being

Satisfactory

Unsatisfactory

Incomplete

**OUTCOME II: Students are aware of the cultural nuances in each client/patient and demonstrate respect and value for each individual**

- \* Always demonstrates respect for the patient and family identifying congruence / incongruence between patient and provider perception of health care needs and adapting plan of care appropriately

Satisfactory

Unsatisfactory

Incomplete

- \* Effectively uses teaching learning process to establish an educational plan, which is culturally appropriate, select appropriate HC team resources and evaluate learning outcomes

Satisfactory

Unsatisfactory

Incomplete

**OUTCOME III: Students communicate effectively, collaborate appropriately and incorporate valuable leadership and management skills, as well as advocating for the client/patient needs and rights**

- \* Relates to patients and family as a health care professional and relates to healthcare team collegially

Satisfactory

Unsatisfactory

Incomplete

**American University of Health Sciences**

**LEVEL 3 - EVALUATION OF STUDENT MASTERY OF SON PROGRAM OUTCOMES**

---

\* Utilizes crisis intervention skills and assists patient and family to cope with emerging changes in acuity / care

Satisfactory

Unsatisfactory

Incomplete

\* Informs patient of rights. Continuously monitors ability to exercise rights & make decision. Serves as a patient advocate and actively speaks for the patient, as needed

Satisfactory

Unsatisfactory

Incomplete

**OUTCOME IV: Students understand the legal scope of practice of caregivers within the health care team and coordinate, delegate and appropriately supervise the delivery of safe, timely care**

\* Demonstrates ability to effectively lead and direct a health care team utilizing resources appropriately and within scope of practice

Satisfactory

Unsatisfactory

Incomplete

\* Assesses own capabilities to function within legal boundaries and accepts accountability for own actions

Satisfactory

Unsatisfactory

Incomplete

\* Participates actively in self evaluation without prompting, identifying areas of deficit and proactively establishing a plan of correction

Satisfactory

Unsatisfactory

Incomplete

**American University of Health Sciences**

**LEVEL 3 - EVALUATION OF STUDENT MASTERY OF SON PROGRAM OUTCOMES**

---

**OUTCOME V: Students subscribe to ethical principles while providing care to the client/patient and professional duties**

\* Maintains patient confidentiality.

Satisfactory	Unsatisfactory	Incomplete
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* Facilitates & coordinates health care resources team to resolve ethical or legal concerns.

Satisfactory	Unsatisfactory	Incomplete
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* Accepts accountability for upholding standards of professional nursing.

Satisfactory	Unsatisfactory	Incomplete
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**OUTCOME VI: Students translate, and when appropriate, infuse evidenced-based research into practice to maintain currency and improve client/patient care**

\* Collaboratively with SoN faculty, AUHS Clinical Researchers co-lead or participate in all aspects of a community based research project

Satisfactory	Unsatisfactory	Incomplete
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**American University of Health Sciences**

**LEVEL 3 - EVALUATION OF STUDENT MASTERY OF SON PROGRAM OUTCOMES**

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**OUTCOME VII: Students utilize appropriate technology in delivering safe and competent care to the client/patient**

\* Obtains orientation, understands, and safely utilizes all equipment in the patient care area

Satisfactory

Unsatisfactory

Incomplete

\* Establishes teaching plans for patients being discharged with equipment assuring knowledge and safe operation of equipment prior to discharge

Satisfactory

Unsatisfactory

Incomplete

\* Utilizes a variety of computer technologies to effectively present research in a professional forum

Satisfactory

Unsatisfactory

Incomplete

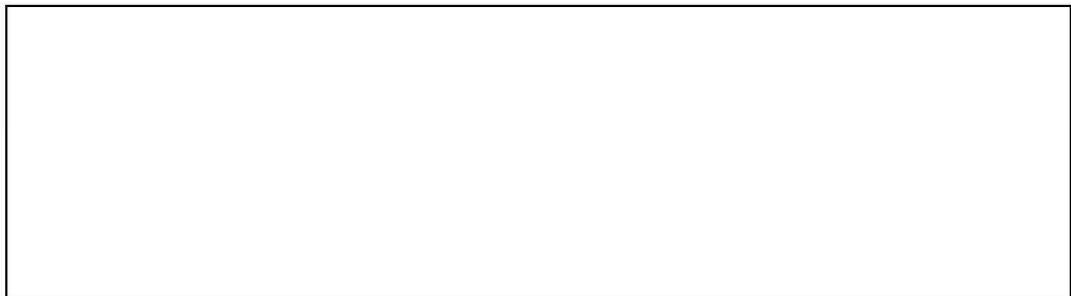
**FACULTY LEVEL - 3 COMMENTS**

**American University of Health Sciences**

**LEVEL 3 - EVALUATION OF STUDENT MASTERY OF SON PROGRAM OUTCOMES**

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STUDENT'S COMMENTS:



## APPENDIX L: STUDENT EVALUATION OF CLINICAL SITE SURVEY



### Student Evaluation of Clinical/Experiential Site

**Purpose:** The purpose of this assessment is for students to evaluate the experiential or clinical site.

PROGRAM \_\_\_\_\_ QUARTER/YEAR \_\_\_\_\_

COURSE NAME/NUMBER \_\_\_\_\_ AGENCY/FACILITY \_\_\_\_\_

Accreditation Standards: ACICS Standard 3-1-514/ WASC Criterion 21/ CCNE Standard 3G/ ACPE Standard 15

**Instructions:** Please check the number which best indicates your level of agreement or disagreement with the statement

0 - No Opinion 1 - Strongly Disagree 2 - Sometimes Disagree 3 - Agree 4 - Mostly Agree 5 - Strongly Agree

Questions about the clinical/experiential agency site	0	1	2	3	4	5
1. Overall, the clinical/experiential site provided me with quality experience essential in meeting my clinical/experiential learning objectives.						
2. Overall, I would recommend this clinical/experiential site to another student.						
3. The agency/facility staff offered assistance and guidance when needed.						
4. The agency/facility staff provided additional learning opportunities based on course objectives.						
5. Overall, the agency/facility staff treated me with respect during clinical/experiential rotation.						
6. Students were provided a comprehensive orientation to the agency/facility, including policies and procedures.						
7. The staff at the clinical/experiential facility created a non-threatening environment.						
8. I was assigned to patient care procedures appropriate for my current learning needs.						
9. Students received appropriate constructive feedback from facility staff pertaining to clinical/experiential performance.						

Comments:

## APPENDIX M: FACULTY EVALUATION OF CLINICAL SITE SURVEY



### Instructor Evaluation of Clinical/Experiential Site

Purpose: University Faculty evaluation of suitability of  
experiential or clinical site fit for students learning needs

PROGRAM \_\_\_\_\_ QUARTER/YEAR \_\_\_\_\_

COURSE NAME/NUMBER \_\_\_\_\_ AGENCY/FACILITY \_\_\_\_\_

Accreditation Standards: ACICS Standard 3-1-514/ WASC Criterion 21/ CCNE Standard 3G/ ACPE Standard 15

Instructions: Please check the number which best indicates your level of agreement or disagreement with the statement

0 - No opinion    1 - Strongly Disagree    2 - Sometimes Disagree    3 - Agree    4 - Mostly Agree    5 - Strongly Agree

 **Questions about the Clinical Experiential Agency**

- |   | 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1. Overall, the clinical/experiential site provided students with quality experience essential in meeting their clinical/experiential objectives. |   |   |   |   |   |   |
| 2. Overall, I would recommend utilization of this clinical experiential agency again.   |   |   |   |   |   |   |
| 3. Agency/facility staff was knowledgeable and skilled at instructing in the clinical/experiential area as appropriate.                           |   |   |   |   |   |   |
| 4. The agency/facility staff offered assistance and guidance when needed.   |   |   |   |   |   |   |
| 5. The agency/facility staff provided additional learning opportunities based on course objectives.   |   |   |   |   |   |   |
| 6. The students/ faculty were provided a comprehensive orientation to the agency/facility, including policies and procedures.                     |   |   |   |   |   |   |
| 7. The staff at the clinical/experiential agency/facility created a non-threatening environment to the students.                                  |   |   |   |   |   |   |
| 8. The staff set good examples of proper procedures and techniques.   |   |   |   |   |   |   |

**Questions about the Treatment of Students at the Clinical Experiential Agency**

- |   | 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 9. The students and faculty were treated with respect during the clinical/experiential rotation.  |   |   |   |   |   |   |
| 10. The students were assigned to perform patient care procedures that were appropriate for their learning needs.                           |   |   |   |   |   |   |
| 11. The students received appropriate, constructive feedback from the facility staff pertaining to their clinical/experiential performance. |   |   |   |   |   |   |

Comments:

## APPENDIX N: CLINICAL SITE EVALUATION OF STUDENTS SURVEY



### CLINICAL AGENCY EVALUATION OF STUDENTS IN THE CLINICAL OR EXPERIENTIAL SETTING

The purpose of this evaluation is to have clinical agency professionals evaluate our students in the clinical/experiential setting.

Thank you for agreeing to take part on this important to have clinical agency professionals evaluate our students in the clinical/experiential setting. Today, we will be gaining your thoughts and opinions in order to better serve you in the future. This survey will only take 2-3 minutes to complete. Be assured that all answers you provide will be kept in the strictest confidentiality.

PROGRAM:  Bachelor of Science in Nursing (BSN)  Bachelor of Science in Pharmaceutical Science (BSPS)

COURSE NAME AND NUMBER: \_\_\_\_\_ FACULTY OBSERVED: \_\_\_\_\_

NAME OF EVALUATOR (Optional): \_\_\_\_\_

QUARTER:  Winter  Spring  Summer  Fall  YEAR: \_\_\_\_\_

**Instructions:** Please pick the number using the five point scale which best indicates your level of agreement or disagreement with the statement.

1. Overall, I am pleased with the overall performance of this faculty member on my unit.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

2. This instructor arrives on time to the clinical/experiential site.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

3. This instructor is fully acclimated to the unit and facility policies and procedures.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

4. This instructor remains on the unit the full expected time of the clinical experience. \*

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

5. This instructor encourages students to integrate into the health care team (as much as possible).

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

6. This instructor effectively manages students on my unit.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

7. This instructor is knowledgeable of unit equipment and information technology.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

8. This instructor is fully engaged with student learning on the unit.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

9. This instructor is respectful of staff, patients, families and their wishes.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

10. This instructor encourages students to actively engage in the activities of the unit.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

11. This instructor communicates effectively both verbally and in written format.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

12. This instructor's behavior and dress is professional and acceptable.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

13. This instructor is skilled in working with the unit personnel in order to facilitate student experiences.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

14. This instructor follows unit policies and procedures.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

15. This instructor sets a good example for students. \*

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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CLINICAL AGENCY EVALUATION OF INSTRUCTOR IN THE CLINICAL EXPERIENTIAL SETTING

03.23.2017

## APPENDIX O: CLINICAL SITE EVALUATION OF FACULTY SURVEY



### CLINICAL AGENCY EVALUATION OF INSTRUCTOR IN THE CLINICAL EXPERIENTIAL SETTING

The purpose of this evaluation is for facility employees to evaluate our faculty in the clinical experiential setting.

Thank you for agreeing to take part on this important to have clinical agency professionals evaluate our students in the clinical/experiential setting. Today, we will be gaining your thoughts and opinions in order to better serve you in the future. This survey will only take 2-3 minutes to complete. Be assured that all answers you provide will be kept in the strictest confidentiality.

PROGRAM:  Bachelor of Science in Nursing (BSN)  Bachelor of Science in Pharmaceutical Science (BSPS)

COURSE NAME AND NUMBER: \_\_\_\_\_ GROUP OBSERVED: \_\_\_\_\_

NAME OF EVALUATOR (Optional): \_\_\_\_\_

QUARTER:  Winter  Spring  Summer  Fall  YEAR: \_\_\_\_\_

**Instructions:** Please pick the number using the five point scale which best indicates your level of agreement or disagreement with the statement.

1. Overall AUHS students are interested in what we are doing at our facility and are and eager to learn.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

2. Overall AUHS students are prepared to care for our patients/clients.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

3. AUHS students apply technical knowledge and skills to the full extent of their ability.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

4. AUHS students appear to be aware of health-care disparities.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

5. AUHS students ask appropriate questions.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

6. AUHS students are actively engaged in the activities of the units they work on.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

7. AUHS students are respectful of staff and patients and are willing to help if needed.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

8. AUHS students integrate into the health care team (as much as can be expected).

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

9. AUHS students communicate effectively using verbal and written communication appropriate for their skill level.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

10. AUHS students behave and dress professionally.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

11. AUHS students arrive on time at the beginning of the work period and from breaks.

0 - No Opinion  1 - Strongly Disagree  2 - Somewhat Disagree  3 - Agree  4 - Mostly Agree  5 - Strongly Agree

COMMENTS: \_\_\_\_\_

## APPENDIX R: WSCUC PROGRAM REVIEW EFFECTIVENESS RUBRICS



### PROGRAM REVIEW

#### Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews

<b>Criterion</b>	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>
Required Elements of the Self-Study	Program faculty may be required to provide a list of program-level student learning outcomes.	Faculty are required to provide the program's student learning outcomes and summarize annual assessment findings.	Faculty are required to provide the program's student learning outcomes, annual assessment studies, findings, and resulting changes. They may be required to submit a plan for the next cycle of assessment studies.	Faculty are required to evaluate the program's student learning outcomes, annual assessment findings, bench-marking results, subsequent changes, and evidence concerning the impact of these changes. They present a plan for the next cycle of assessment studies.
Process of Review	Internal and external reviewers do not address evidence concerning the quality of student learning in the program other than grades.	Internal and external reviewers address indirect and possibly direct evidence of student learning in the program; they do so at the descriptive level, rather than providing an evaluation.	Internal and external reviewers analyze direct and indirect evidence of student learning in the program and offer evaluative feedback and suggestions for improvement. They have sufficient expertise to evaluate program efforts; departments use the feedback to improve their work.	Well-qualified internal and external reviewers evaluate the program's learning outcomes, assessment plan, evidence, benchmarking results, and assessment impact. They give evaluative feedback and suggestions for improvement. The department uses the feedback to improve student learning.
Planning and Budgeting	The campus has not integrated program reviews into planning and budgeting processes.	The campus has attempted to integrate program reviews into planning and budgeting processes, but with limited success.	The campus generally integrates program reviews into planning and budgeting processes, but not through a formal process.	The campus systematically integrates program reviews into planning and budgeting processes, e.g., through negotiating formal action plans with mutually agreed-upon commitments.
Annual Feedback on Assessment Efforts	No individual or committee on campus provides feedback to departments on the quality of their outcomes, assessment plans, assessment studies, impact, etc.	An individual or committee occasionally provides feedback on the quality of outcomes, assessment plans, assessment studies, etc.	A well-qualified individual or committee provides annual feedback on the quality of outcomes, assessment plans, assessment studies, etc. Departments use the feedback to improve their work.	A well-qualified individual or committee provides annual feedback on the quality of outcomes, assessment plans, assessment studies, benchmarking results, and assessment impact. Departments effectively use the feedback to improve student learning. Follow-up activities enjoy institutional support.
The Student Experience	Students are unaware of and uninvolves in program review.	Program review may include focus groups or conversations with students to follow up on results of surveys	The internal and external reviewers examine samples of student work, e.g., sample papers, portfolios and capstone projects. Students may be invited to discuss what they learned and how they learned it.	Students are respected partners in the program review process. They may offer poster sessions on their work, demonstrate how they apply rubrics to self-assess, and/or provide their own evaluative feedback.

### **How Visiting Team Members Can Use the Program Review Rubric**

Conclusions should be based on a review of program-review documents and discussion with relevant campus representatives, such as department chairs, deans, and program review committees.

#### ***The rubric has five major dimensions:***

1. **Self-Study Requirements.** The campus should have explicit requirements for the program's self-study, including an analysis of the program's learning outcomes and a review of the annual assessment studies conducted since the last program review. Faculty preparing the self-study should reflect on the accumulating results and their impact; and they should plan for the next cycle of assessment studies. As much as possible, programs should benchmark findings against similar programs on other campuses. Questions: Does the campus require self-studies that include an analysis of the program's learning outcomes, assessment studies, assessment results, benchmarking results, and assessment impact, including the impact of changes made in response to earlier studies? Does the campus require an updated assessment plan for the subsequent years before the next program review?
2. **Self-Study Review.** Internal reviewers (on-campus individuals, such as deans and program review committee members) and external reviewers (off-campus individuals, usually disciplinary experts) should evaluate the program's learning outcomes, assessment plan, assessment evidence, benchmarking results, and assessment impact; and they should provide evaluative feedback and suggestions for improvement. Questions: Who reviews the self-studies? Do they have the training or expertise to provide effective feedback? Do they routinely evaluate the program's learning outcomes, assessment plan, assessment evidence, benchmarking results, and assessment impact? Do they provide suggestions for improvement? Do departments effectively use this feedback to improve student learning?
3. **Planning and Budgeting.** Program reviews should not be *pro forma* exercises; they should be tied to planning and budgeting processes, with expectations that increased support will lead to increased effectiveness, such as improving student learning and retention rates. Questions: Does the campus systematically integrate program reviews into planning and budgeting processes? Are expectations established for the impact of planned changes?
4. **Annual Feedback on Assessment Efforts.** Campuses moving into the culture of evidence often find considerable variation in the quality of assessment efforts across programs, and waiting for years to provide feedback to improve the assessment process is unlikely to lead to effective campus practices. While program reviews encourage departments to reflect on multi-year assessment results, some programs are likely to require more immediate feedback, usually based on a required, annual assessment report. This feedback might be provided by an Assessment Director or Committee, relevant Dean or Associate Dean, or others; and whoever has this responsibility should have the expertise to provide quality feedback. Questions: Does someone have the responsibility for providing annual feedback on the assessment process? Does this person or team have the expertise to provide effective feedback? Does this person or team routinely provide feedback on the quality of outcomes, assessment plans, assessment studies, benchmarking results, and assessment impact? Do departments effectively use this feedback to improve student learning?
5. **The Student Experience.** Students have a unique perspective on a given program of study: they know better than anyone what it means to go through it as a student. Program review should take advantage of that perspective and build it into the review. Questions: Are students aware of the purpose and value of program review? Are they involved in preparations and the self-study? Do they have an opportunity to interact with internal or external reviewers, demonstrate and interpret their learning, and provide evaluative feedback?

## **APPENDIX T: ANNUAL REVIEW OF POLICIES AND PUBLICATIONS**

Each academic year, AUHS SEAC reviews its policies and publications to ensure the timeliness and relevance of the information published to all the institution's constituencies). The institutional annual review and evaluation process is designed to solicit assess whether the information published is reflective of all divisions of the institution and their governing policies and procedures are effective for generating the expected outcomes. The institutional Systematic Evaluation and Assessment Committee (SEAC) is responsible for leading the reviewing process, with wide participation of faculty, staff, students and the larger community. The SEAC is accountable for facilitating the process of compiling updated policies and procedures; and updating the publication and/or manual, accordingly.

### **Annual Review Component**

<b>Publication</b>	<b>Corresponding Policies</b>	<b>Accountability</b>
Policies and Procedures Manual	<ul style="list-style-type: none"><li><input type="radio"/> General Policies</li><li><input type="radio"/> Governance Policies</li><li><input type="radio"/> Institution-Wide Policies</li></ul>	Administration
Board of Trustees Manual	<ul style="list-style-type: none"><li><input type="radio"/> Board Related Policies</li></ul>	Board of Trustees
University Catalog	<ul style="list-style-type: none"><li><input type="radio"/> Academic Policies</li></ul>	Provost, VP
Employee Handbook	<ul style="list-style-type: none"><li><input type="radio"/> Recruitment Policies</li></ul>	Human Resources, VP
Faculty Handbook	<ul style="list-style-type: none"><li><input type="radio"/> Faculty Policies</li></ul>	Schools: Deans, Provost
Faculty Orientation Guide	<ul style="list-style-type: none"><li><input type="radio"/> Faculty Policies</li></ul>	Schools: Deans, Provost
Student Handbook	<ul style="list-style-type: none"><li><input type="radio"/> Academic Policies</li><li><input type="radio"/> Student Services Policies</li><li><input type="radio"/> Financial Policies</li><li><input type="radio"/> Facility, Technology and Equipment Policies</li></ul>	Student Services Department VP
Financial Aid Policy and Procedures	<ul style="list-style-type: none"><li><input type="radio"/> Financial Aid Policies</li></ul>	Financial Aid Department, CFO
Student Services Policies and Procedures	<ul style="list-style-type: none"><li><input type="radio"/> Student Services Policies</li></ul>	Student Services Department VP
Library Resource Manual	N/A	Library

Publication	Corresponding Policies	Accountability
Library Department Policies and Procedures	<input type="radio"/> Library Policies	Library
Admission Policies & Procedures	<input type="radio"/> Admission Policies	VP, Admissions Department
Preceptor Handbook	<input type="radio"/> Academic Policies	School of Nursing
Program Review Guide	<input type="radio"/> Academic Policies	Schools: Deans, Provost
SON By- Laws	<input type="radio"/> Academic Policies	School of Nursing
Systematic Assessment and Evaluation Plan	<input type="radio"/> Assessment Policies	IR Department
Strategic Plan	<input type="radio"/> Planning Policies	VP

## Annual Review Policy and Procedures

1. All additions (not deletions), should be highlighted, within the revised publication and/or manual, when submitted.
2. All publications and/or manuals should be updated in Microsoft Word, with correct formatting and an updated table of contents.
3. Each submitted publication and/or manual must be accompanied with a completed Publications and **Annual Review form**.
4. All updated Publications and/or Manuals must be submitted to the Office of Institutional Research and Assessment, with the completed review form, **by May 10**. All publications and/or manuals and the Review Form should be sent to [ira@auhs.edu](mailto:ira@auhs.edu)
5. The Systematic Evaluation and Assessment Committee (SEAC) will review the publications and policies and hold a Publication Review Meeting.
6. The Systematic Evaluation and Assessment Committee (SEAC) submit the **#1 draft of Annual Review Report** to the President's Council for approval, which is responsible for the **#2 draft of Annual Review Report**
7. Upon the President's Council review and approval, the **#2 draft of Annual Review Report** will be provided to the Advisory Board two weeks prior to the following Board Meeting for review and approval.
8. The **finalized Annual Review Report** will be generated by the SEAC and kept for record.

9. Upon Board approval, the revised publications will be provided to Department of Marketing, for the posting of these publications on the Institution's website one week prior to the close of the fiscal year.

## **Annual Review Form**

- I. Date: \_\_\_\_\_
- II. Name of Lead Reviewer (Publication/Manual Owner): \_\_\_\_\_
- III. Name of Publication/Manual: \_\_\_\_\_
- IV. Brief list below the names and positions of those individuals involved in the publication/manual review and evaluation process:
- V. Brief Summary of Changes/Updates to the Manual with page numbers (be sure all additions are highlighted in the publication/manual):
- VI. Please attach any copies of meeting minutes.

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Lead Reviewer – Publication/Manual Owner  
Signature of Completion

Date

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Office of Institutional Assessment and Effectiveness  
Signature of Receipt

Date

## Annual Review Report Template

<b>Publication</b>	<b>Accountability</b>	<b>Any Change</b>	<b>Policy Change</b>	<b>Other Change</b>
Policies and Procedures Manual	VP			
Board of Trustees Manual	Board of Trustees			
University Catalog	Provost, VP			
Employee Handbook	Human Resources, VP			
Faculty Handbook	School Deans, Provost			
Faculty Orientation Guide	School Deans, Provost			
Student Handbook	Student Services Department Director, VP			
Financial Aid Policy and Procedures	Financial Aid Department Director, CFO			
Student Services Policies and Procedures	Student Services Department Director, VP			
Library Resource Manual	Library Director			
Library Department Policies and	Library Director			

<b>Publication</b>	<b>Accountability</b>	<b>Any Change</b>	<b>Policy Change</b>	<b>Other Change</b>
Procedures				
Admission Policies & Procedures	Admissions Department Director, VP			
Preceptor Handbook	School of Nursing Dean			
Program Review Guide	School Deans, Provost			
SON By-Laws	School of Nursing Dean			
Systematic Assessment and Evaluation Plan	IR Department Director			
Strategic Plan	VP			

## **APPENDIX U: ANNUAL ASSESSMENT OF FACILITIES, TECHNOLOGY AND EQUIPMENT**

American University of Health Sciences completes an annual comprehensive Facility and Equipment Assessment of all major campus facilities and equipment. The primary objective of this assessment is to identify the maintenance and capital renewal expenditures necessary to improve the condition of campus facilities and infrastructure in order to better serve students and develop budgetary options.

### **Annual Review Component**

The types of building systems may vary with each building (Building #1, #2 and #3) and shall include, but are not limited to, the following systems:

- Exterior Systems: foundation, roofs, walls, window systems, exterior doors, civil/structural components, sky-bridges
- Interior Systems: walls, doors, flooring, ceiling, hardware, architectural components
- Fire/Life Safety issues (including hazards, alarms, fire escapes, exit codes)
- Heating, Ventilation and Air Conditioning, including controls and terminal units (condition)
- Electrical and Electrical Distribution (condition, not load analysis)
- Plumbing Systems: fixtures, supply, storm and sanitary drainage, on and off valves, irrigation
- Fire Protection
- Special Construction
- Specialized Equipment & Systems
- Elevator Systems

Facility		Equipment	
Structure	Structure	Classroom	
Envelope	Roof		
	Exterior Materials		
	Windows		
	Doors		
Mechanical	HVAC Equipment	Office/Support	
	Plumbing		

Electrical	Power		
	Emergency Power		
	Lighting/Controls		
	Voice/Data		
Interiors	Ceilings		
	Walls		
	Doors		
	Floors		
Exteriors	Pool		
	Grass and Plants		
	Parking		
Code	Building		
	Fire		
	ADA		
	Elevators		
Other:	Immediate Site, etc.		
		Kitchen/Pantry	
		Lab	
		Library	
		Technology	

## Annual Review Policy and Procedure

1. AUHS requests proposals from professional services firms for comprehensive facility and equipment assessment services. Required services shall include, but are not limited to:
  - Identifying and documenting current facility condition and deficiencies
  - Recommending corrections for all deficiencies
  - Providing cost estimates for corrections
  - Forecasting future facility renewal costs
  - Incorporating pre-existing
2. AUHS will identify all reliable sources of existing study materials for information such as building lists, plans, maps, studies, inventories, naming conventions, and capital requests. In order to produce accurate data and ensure consistent, up-to-date reports, AUHS will provide any past studies, current bids for work, or detailed prior evaluation reports.

3. The Systematic Evaluation and Assessment Committee (SEAC) will generate the **Annual Facilities and Equipment Assessment Report** and submit it to the President's Council for Review and Approval.
4. Upon the President's Council review and approval, the **Annual Facilities and Equipment Assessment Report** will be provided to the Advisory Board two weeks prior to the following Board Meeting for review and approval of budget for maintenance, replacement or upgrade.
5. The budget will be distributed for facility and equipment maintenance, replacement or upgrade.

## 6. Annual Assessment Report Template

Facility		Assessed (Yes/No)	Maintenance/Upgrade Needs (Yes/No)	Overview of Maintenance/Upgrade Needs
Structure	Structure			
Envelope	Roof			
	Exterior Materials			
	Windows			
	Doors			
Mechanical	HVAC Equipment			
	Plumbing			
Electrical	Power			
	Emergency Power			
	Lighting/Controls			
	Voice/Data			
Interiors	Ceilings			
	Walls			
	Doors			
	Floors			
	Elevator			
Exteriors	Pool			
	Grass and Plants			
	Parking			
Code	Building			
	Fire			
	ADA			
	Elevators			
Other:	Immediate Site, etc.			

Equipment		Assessed (Yes/No)	Upgrade/Replacement Needs (Yes/No)	Overview of Upgrade/Replacement Needs
Classroom				
Office/Support				
Lab				
Library				
Technology				

## **APPENDIX V: AUHS RUBRICS FIVE CORE COMPETENCIES, ILOs, PLOs (GE, BSN,MSN, BSPS, MSCR & PHARM D), and CCLOs**

### **Development of AUHS Rubrics**

AUHS Rubrics are developed by faculty working closely with their Dean and the Director of Institutional Research and Assessment. AUHS utilizes the Association of American Colleges & Universities AAC&U Value Rubric Development Project as a basis of revising our current rubrics. Value rubrics are adapted and tailored to AUHS curricula based on the faculty's individual rubrics. Then, from a statistical perspective the validity and reliability is tested, similar to testing those of the evaluation tool (exams):

Validity: a comparatively large sample of students was assessed of their sampled assignments using the RUBRICS. Then statistics such as Cronbach's alpha, correlations/factor analyses were conducted to test the interrelations/accuracy of all items of the RUBRIC.

Reliability: 1) the same cohort of students are assessed by 2 or 3 different sampled works of different courses. The same learning outcome is assessed using the same rubric. Cronbach's Alpha is calculated to test the consistency of the rubrics; 2) different raters sit in a room scoring the same sampled works of the same cohort of students and see how consistently they give similar scores.

Additionally, the Dean of the School of Pharmacy has reached out to the larger educational community and asked for feedback and suggestions on the recently developed and improved PLOs and rubrics. The PLOs and assessment rubrics were sent to the following and we are awaiting their suggestions: Jean Eby, ScD at the University of Virginia; Roy Weiner, MD at Tulane University; Kristen Stafford, PhD at the University of Maryland; Cheryl Sroak at Emory University; Shannon Marshall at the University of Michigan; Col William Pickard at Campbell University

Core Competency 1: Critical Thinking

Core Competency 2: Information Literacy

Core Competency 3: Oral Communication

Core Competency 4: Written Communication

Core Competency 5: Quantitative Reasoning

### CORE COMPETENCY 1: CRITICAL THINKING

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/ evaluation.
Selecting and using information to investigate a point view or conclusion	Viewpoints of experts are questioned thoroughly.	Viewpoints of experts are subject to questioning.	Viewpoints of experts are taken as mostly fact, with little questioning.	Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).  Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

	acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Others' points of view are acknowledged within position (perspective, thesis/hypothesis).		
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

## CORE COMPETENCY 2: INFORMATION LITERACY

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Determine the Extent of Information Needed</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
<b>Access the Needed Information</b>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
<b>Evaluate Information and its Sources Critically*</b>	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
<b>Access and Use Information</b>	Students use correctly all of the following information use strategies (use	Students use correctly three of the following information use strategies	Students use correctly two of the following information use strategies	Has difficulty defining the scope of the research question or thesis. Has

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Ethically and Legally</b>	of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	(use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	(use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.

### CORE COMPETENCY 3: ORAL COMMUNICATION

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation.  Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	the presenter's credibility/ authority on the topic.	generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

## CORE COMPETENCY 4: WRITTEN COMMUNICATION

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Vocabulary</b>	Uses graceful language that	Uses straightforward language that	Uses language that generally	Uses language that

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Mechanics</b>	skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	generally conveys meaning to readers. The language in the portfolio has few errors.	conveys meaning to readers with clarity, although writing may include some errors.	sometimes impedes meaning because of errors in usage.

## CORE COMPETENCY 5: QUANTITATIVE LITERACY

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Interpretation</b> <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.	Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.
<b>Representation</b> <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
<b>Calculation</b>	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
<b>Application / Analysis</b> <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
<b>Assumptions</b>	Explicitly describes assumptions and	Explicitly describes	Explicitly describes	Attempts to describe

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

*Ability to make and evaluate important assumptions in estimation, modeling, and data analysis*

provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.

assumptions and provides compelling rationale for why assumptions are appropriate.

assumptions.

assumptions.

## APPENDIX W: AUHS ILOs

### ILO 1: Academic Performance

*Academic Excellence/ Research/ Scholarship*

Graduates will demonstrate social, philosophical knowledge of their profession/career pathway.

### ILO 2: Critical Thinking

*Cultural Competence*

Graduates will deliver culturally competent, sensitive caring that is evidence-based in the appropriate health career service area.

### ILO 3: Cultural Competency

*Social Responsibility (Service)*

Graduates will develop social and personal responsibility for ongoing professional growth and development including higher education in the appropriate health career profession.

### ILO 4: Christian Values

*Christian Values*

Students should be able to affect positive clients-patient outcomes by sharing their Christian Values of love, caring, justice and respect, as an advocate client-patient needs and rights.

### ILO 5: Social Responsibility

*Critical Thinking*

Graduates will apply critical thinking as the theoretical and scientific underpinnings to the appropriate health career occupation to build a solid foundation to drive the profession forward.

### ILO1: ACADEMIC PERFORMANCE

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Knowledge of the Discipline</b>	Makes explicit references to general education and professional knowledge and skills, including concepts, theories, and methodologies, and applies them in an innovative (new and creative) way that knowledge and skills to demonstrate comprehension and performance in novel situations	Makes references to general education and professional knowledge and skills, including concepts, theories, and methodologies, and shows evidence of applying that knowledge and skills to demonstrate comprehension and performance in novel situations.	Makes references to general education and professional knowledge and skills, including concepts, theories, and methodologies, and attempts to apply that knowledge and skills to demonstrate comprehension and performance in novel situations.	Makes vague references to general education and professional knowledge but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
<b>Connections of Disciplines</b>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, acts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
<b>Transfer</b>  <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.

<b>Communication</b>	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
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## ILO2: CRITICAL THINKING

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis.  Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.  Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.  Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation.  Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions.  Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).  Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

	<p>acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).</p>	<p>Others' points of view are acknowledged within position (perspective, thesis/hypothesis).</p>		
<b>Conclusions and related outcomes (implications &amp; consequences)</b>	<p>Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.</p>	<p>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</p>	<p>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</p>	<p>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</p>

### ILO3: CULTURAL COMPETENCY

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Attitudes</b>	Asks complex questions about other cultures,	Asks deeper questions about other	Asks simple or surface questions about other	States minimal interest in learning

<i>Curiosity</i>	seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	cultures and seeks out answers to these questions.	cultures.	more about other cultures.
<b>Attitudes</b>				
<i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/ his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, but is unaware of own judgment.

## ILO4: CHRISTIAN VALUES

Framing language: Christian Values have been operationally defined as the following:

- Love – sense of kinship or oneness with others.
- Caring – holding another human being in high regard; having concern for that being; engaging patients or clients in a competent and reassuring manner.
- Justice – responding with a moral obligation to treat others fairly.
- Respect – exhibiting actions that honor or acknowledge a person's dignity, or intrinsic value.
- Advocacy of client-patient needs - informing clients of their rights, making sure their voices are heard, and providing them with support to make informed decisions to live their best lives.

Criterion	Mastered (4)	Reinforced (3)	Reinforced (2)	Introduced (1)
Love	Effectively demonstrates and communicates a high sense of kinship with others	Demonstrates and communicates a sense of kinship with others	Demonstrates and communicates a minimal sense of kinship with others	Does not effectively demonstrate or communicate a sense of kinship with others
Caring	Demonstrates a high level of concern for the welfare and well-being of patients, clients, or others. Engages patients in a competent and reassuring manner.	Demonstrates a concern for the welfare and well-being of patients, clients, or others. Engages patients in a reassuring manner.	Demonstrates a low level of concern for the welfare and well-being of patients, clients, or others. Minimally Engages patients in a competent and reassuring manner.	Demonstrates little or no concern for the welfare and well-being of patients, clients, or others. Does not engage patients in a competent and reassuring manner.
Justice	Demonstrates a high level of moral obligation in responding to and treating others fairly.	Demonstrates moral obligation in responding to and treating others fairly.	Demonstrates a minimal level of moral obligation in responding to and treating others fairly.	Demonstrates little or no level of moral obligation in responding to and treating others fairly.
Respect	Exhibits outstanding professional behavior that	Exhibits professional behavior that honor a	Exhibits minimal professional behavior that honor a person's	Exhibits poor professional behavior

<b>Criterion</b>	<b>Mastered (4)</b>	<b>Reinforced (3)</b>	<b>Reinforced (2)</b>	<b>Introduced (1)</b>
	honor a person's dignity and intrinsic value through patient privacy, confidentiality.	person's dignity and intrinsic value through patient privacy, confidentiality.	dignity and intrinsic value through patient privacy, confidentiality.	when honoring a person's dignity and intrinsic value through patient privacy, confidentiality.
Advocacy for Patients-Clients Needs	Incorporates a high level of concern for patient advocacy. Able to defend the need to advocate for patient rights. Seeks out opportunities to help patients make informed life decisions.	Incorporates a level of concern for patient advocacy. Able to defend the need to advocate for patient rights. Occasionally Seeks out opportunities to help patients make informed life decisions.	Incorporates a minimal level of concern for patient advocacy. Shows little ability to defend the need to advocate for patient rights or seek out opportunities to help patients make informed life decisions.	Incorporates little concern for patient advocacy. Does not defend the need to advocate for patient rights or seek out opportunities to help patients make informed life decisions.

## ILO5: SOCIAL RESPONSIBILITY

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Personal Responsibility for Professional Growth &amp; Development</b>	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities related to health care profession.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities related to health care profession.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities related to health care profession.	Completes required work related to health care profession.
<b>Social Responsibility</b>	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
<b>Community Commitment &amp; Service</b>	Provides evidence of experience in community activities and describes what has learned about self as it relates to a reinforced and clarified sense of community identity and continued commitment to community services	Provides evidence of experience in community engagement activities and describes what has learned as it relates to a growing sense of community identity and commitment.	Evidence suggests involvement in community engagement activities is generated from expectations or course requirements rather than from a sense of community identity.	Provides little evidence of experience in community-engagement activities and does not connect experiences to community identity.
<b>Social and Interpersonal Development</b> <i>Demonstrates the ability to appreciate and empathize with</i>	Describes the complexity, and validity of the needs, values, and perspectives of others in relation to self; demonstrates deeper appreciation and empathy for others' needs, values, and perspectives in	Demonstrates an understanding of the complexity of others' needs, values, and perspectives; describes validity of others' needs, values, and perspectives with some relation to self; expresses	Describes the needs, values, and perspectives of others with some consideration for the complexity of them; shows some understanding of validity of others' needs, and values, and perspectives; shows little to no	Expresses the needs, values, and perspectives of others but demonstrates little to no understanding of the complexity or validity of them; shows little to no understanding of others' needs,

<i>the needs, values, and perspectives of others in relation to self.</i>	relation to self; respects the opinions of others, even when they differ	some appreciation and empathy for others' needs, values, and perspectives in relation to self; gives consideration to the differing opinions of others.	appreciation or empathy for these needs, values, and perspectives of others in relation to self; begins to demonstrate acceptance of differing opinions of others.	values, and perspectives in relation to self. Student may respond negatively or critically to differing opinions of others.
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## AUHS PLOS

### GENERAL EDUCATION PROGRAM LEARNING OUTCOMES

**WRITTEN COMMUNICATION** Demonstrate the ability to communicate with others using written communication clearly and appropriately in writing for a range of social, academic, and professional contexts and use appropriate writing technologies.

**ORAL COMMUNICATION** Demonstrate competence in utilizing oral communication skills appropriately to a variety of social, academic, and professional audiences.

**CRITICAL THINKING** Employ critical thinking and reasoning skills to a broad understanding of creative problem-solving techniques to define their own perspectives and positions and evaluate the implications and consequences of their conclusions.

**INFORMATION LITERACY** Demonstrate the ability to locate, interpret, determine the credibility of, and use information effectively to ethically and responsibly use and share that information.

**QUANTITATIVE REASONING** Exhibit analytical thought and informed judgment to analyze problems and identify solutions supported by quantitative evidence; and clearly communicate those arguments in a variety of formats as necessary and appropriate.

**ETHICAL AND SOCIAL RESPONSIBILITY** Demonstrate personal and professional ethical and social responsibility in the application of best practices to understand the ethical implications of their actions based on those values as well as the principles of human behavior and social interaction.

**HUMANITIES AND THE ARTS** Gain greater awareness, by being able to apply theory to an understanding of how social, cultural, linguistic, artistic, religious, philosophical, and historical contexts have shaped the thoughts and actions of people worldwide.

**LIFE SCIENCES** Apply the knowledge of life sciences to understand basic concepts of living things, the nature of scientific knowledge, and relevance of biological knowledge to human affairs.

## **GE: LITERACY COMPETENCY**

Literacy competency is the "ability to identify, understand, interpret, create, communicate, using printed and written materials associated with varying contexts."

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Comprehension</b>	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
<b>Interpretation</b> <i>Making sense with texts as blueprints for meaning</i>	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content,	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization,	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content,	Attempts to use a consistent system for basic organization and presentation.

*expectations for writing  
in particular forms  
and/or academic fields  
(please see glossary).*

presentation, formatting, and stylistic choices

content, presentation, and  
stylistic choices

and presentation

### ***GE: SCIENTIFIC REASONING***

Scientific Reasoning is an adherence to a self-correcting system of inquiry and a reliance on empirical evidence to describe, understand, predict, and control natural phenomena.

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Argument or Topic selection:</b> Generating an empirically evidenced and logical argument	Identifies a creative, focused, and manageable argument or topic that addresses potentially significant yet previously less-explored aspects.	Identifies a focused and manageable/doable argument or topic that appropriately addresses relevant aspects.	Identifies an argument or topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects.	Identifies an argument or topic that is far too general and wide-ranging as to be manageable and doable.
<b>Existing Knowledge, Research, and/or Views:</b> Distinguishing a scientific argument from a non-scientific argument	Synthesizes in-depth information from credible and relevant sources representing various points of view/approaches.	Presents in-depth information from credible and relevant sources representing various points of view/approaches.	Presents information from credible and relevant sources representing limited points of view/approaches.	Presents information from non-credible and irrelevant sources representing limited points of view/approaches.
<b>Methodology;</b> Recognizing methods of inquiry that lead to scientific knowledge	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry demonstrates a misunderstanding of the methodology or theoretical framework.
<b>Analysis:</b> Reasoning by deduction, induction, and analogy	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus. Demonstrates elegant ability to reason by deduction, induction, and analogy.	Organizes evidence to reveal important patterns, differences, or similarities related to focus. Demonstrates appropriate ability to reason by deduction, induction, and analogy.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities. Demonstrates limited ability to reason by deduction, induction, and analogy.	Lists evidence, but it is not organized and/or is unrelated to focus. Demonstrates no ability to reason by deduction, induction, and analogy.
<b>Conclusions, Limitations and Implications:</b> Distinguishing between	States a conclusion that is a logical extrapolation from the inquiry findings limitations and implications.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry	States an ambiguous, illogical, or unsupportable conclusion from inquiry

causal and correlational relationships	Demonstrates advanced ability to distinguish between causal and correlational relationships.	<p>specifically to the inquiry findings limitations and implications.</p> <p>Demonstrates appropriate ability to distinguish between causal and correlational relationships.</p>	<p>findings limitations and implications.</p> <p>Demonstrates limited ability to distinguish between causal and correlational relationships.</p>	<p>findings limitations and implications. Demonstrates no ability to distinguish between causal and correlational relationships.</p>
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### ***GE: ETHNICAL REASONING***

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Ethical Self-Awareness</b>	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
<b>Understanding Different Ethical Perspectives/ Concepts</b>	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
<b>Ethical Issue Recognition</b>	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
<b>Application of Ethical Perspectives/ Concepts</b>	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).

<b>Evaluation of Different Ethical Perspectives/ Concepts</b>	<p>Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.</p>	<p>Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.</p>	<p>Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)</p>	<p>Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.</p>
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**GE: INTERDISCIPLINARY AND INTEGRATIVE LEARNING**

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Connections to Discipline</b>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
<b>Sees (Makes) Connections Across Disciplines, Perspectives</b>				
<b>Connections to Experience</b>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
<b>Connects Relevant Experience and Academic Knowledge</b>				
<b>Transfer</b>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
<b>Adapts And Applies Skills, Abilities, Theories, or Methodologies Gained in One Situation to New Situations</b>				

<b>Integrated Communication</b>	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
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## BSN PROGRAM LEARNING OUTCOMES

**BSN PLO 1:** Apply the theoretical and scientific underpinnings of nursing, biological and behavioral sciences, and humanities to the professional practice of nursing. (QSEN 1, 3; BSN Essential 1; CA BRN).

**BSN PLO 2:** Demonstrate clinical expertise by utilizing evidence-based practice to ensure provision of culturally-appropriate quality and safe patient care. (Quality and Safety Education for Nurses [QSEN] 1, 3, 6; BSN Essential III, VII, X; CA BRN 1426 [d])

**BSN PLO 3:** Integrate leadership, interdisciplinary collaboration and communication skills including the use of information technology to support and enhance nursing practice. (Quality and Safety for Nurses [QSEN] 4, 5, 6; BSN Essentials 6, 4, 2; CA BRN 1426 [d],[e][4][5])

**BSN PLO 4:** Analyze the effect of healthcare policies on the delivery of health care, patient advocacy, health prevention and promotion. (Quality and Safety Education for Nurses [QSEN] 2,6; BSN Essentials 2, 5, 7; CA BRN)

**BSN PLO 5:** Demonstrate values central to nursing practice relating to altruism, advocacy, autonomy, human dignity, integrity and social justice within ethical, legal, and moral frameworks in the nursing practice. (BSN Essential 8, 9).

**BSN PLO 6:** Integrate knowledge and interpretation of Christian Values in the provision of patient care services and in the practice of nursing.

***BSN PLO1: Knowledge Application and Integration***

**PLO1:** Apply the theoretical and scientific underpinnings of nursing, biological and behavioral sciences, and humanities to the professional practice of nursing. (BSN- AACN Essential 1; CA BRN 1426 (c)(1), (e)(6)).

	<b>Outstanding</b> <b>4</b>	<b>Proficient</b> <b>3</b>	<b>Adequate</b> <b>2</b>	<b>Minimal</b> <b>1</b>
Application and integration of the theoretical and scientific underpinnings of nursing	<p>Demonstrates excellence and consistently apply and integrate theoretical concepts, and science into nursing practice.</p> <p>Consistently demonstrates the ability to critically evaluate own knowledge and those of others and compare diverse fields of knowledge.</p>	<p>Demonstrates proficiency and usually apply and integrate theoretical concepts, and science into nursing practice.</p> <p>Usually demonstrates the ability to critically evaluate own views and those of others and compare diverse fields of knowledge.</p>	<p>Demonstrates adequacy and frequently apply and integrate theoretical concepts, and science into nursing practice.</p> <p>Frequently demonstrates the ability to critically evaluate own views and those of others and compare diverse fields of knowledge.</p>	<p>Demonstrates limitations and rarely apply and integrate theoretical concepts, and science into nursing practice.</p> <p>Rarely demonstrates the ability to critically evaluate own views and those of others and compare diverse fields of knowledge.</p>
Apply Knowledge, Skills, and Attitudes (KSA) based on:  QSEN 1: <u><a href="#">Patient-Centered Care</a></u>  QSEN 3:	<p>Demonstrates excellence and consistently apply KSA in providing patient-centered care, evidence-based practice and culturally appropriate and high quality/safety patient care</p> <p>Consistently demonstrates the ability to critically evaluate</p>	<p>Demonstrates proficiency and usually apply KSA in providing patient-centered care, evidence-based practice and culturally appropriate and high quality/safety patient care</p>	<p>Demonstrates adequacy and frequently apply KSA in providing patient-centered care, evidence-based practice and culturally appropriate and high quality/safety patient care</p>	<p>Demonstrates limitation and rarely apply KSA in providing patient-centered care, evidence-based practice and culturally appropriate and high quality/safety patient care</p>

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<u>Evidence-based Practice (EBP)</u>	own knowledge and those of others and compare diverse fields of knowledge.	Usually demonstrates the ability to critically evaluate own knowledge and those of others and compare diverse fields of knowledge.	Frequently demonstrates the ability to critically evaluate own knowledge and those of others and compare diverse fields of knowledge.	Rarely demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.
<b>BSN – AACN Essentials 1:</b>  Liberal Education for Baccalaureate Generalist Nursing Practice  A solid base in liberal education provides the cornerstone for the practice and education of nurses.	Demonstrates excellence and consistently apply and integrate theoretical concepts, and science into nursing practice.  Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates proficiency and usually apply and integrate theoretical concepts, and science into nursing practice.  Usually demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.	Demonstrates adequacy and frequently apply and integrate theoretical concepts, and science into nursing practice.  Frequently demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.	Demonstrates limitations and rarely apply and integrate theoretical concepts, and science into nursing practice.  Rarely demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.
CA BRN 1426. Required Curriculum- apply into practice (in part):  (c)(1)Art and science of nursing  (e) (6) Natural science, including human anatomy, physiology, and microbiology	Demonstrates excellence and consistently apply and integrate theoretical concepts, and science into nursing practice.  Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates proficiency and usually apply and integrate theoretical concepts, and science into nursing practice.  Usually demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.	Demonstrates adequacy and frequently apply and integrate theoretical concepts, and science into nursing practice.  Frequently demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of	Demonstrates limitations and rarely apply and integrate theoretical concepts, and science into nursing practice.  Rarely demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
		knowledge.	knowledge.	knowledge.

### ***BSN PLO2: Knowledge Synthesis and Utilization***

**PLO2:** Demonstrate clinical expertise by utilizing evidence-based practice to ensure provision of culturally-appropriate quality and safe patient care. (QSEN 1, 3, 6; BSN Essential III, VII, X,; CA BRN 1426 [d])

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Utilization of evidence-based practice, as integral part of all decision-making to ensure culturally appropriate, high quality and safe patient-centered care	Demonstrates excellence and consistently utilize evidence-based practice in decision-making to provide culturally appropriate and high quality patient care  Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates proficiency and consistently utilize evidence-based practice in decision-making to provide culturally appropriate and high quality patient care  Usually demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.	Demonstrates adequacy and frequently utilize evidence-based practice in decision-making to provide culturally appropriate and quality patient care  Frequently demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.	Demonstrates limitation and rarely utilize evidence-based practice in decision-making to provide culturally appropriate and quality patient care  Rarely demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.
Apply Knowledge, Skills, and Attitudes (KSA) based on:  QSEN 1: <a href="#"><u>Patient-Centered Care</u></a>  QSEN 3: <a href="#"><u>Evidence-based Practice (EBP)</u></a>  QSEN 6: <a href="#"><u>Safety</u></a>	Demonstrates excellence and consistently apply KSA in providing patient-centered care, evidence-based practice and culturally appropriate and high quality/safety patient care  Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of	Demonstrates proficiency and usually apply KSA in providing patient-centered care, evidence-based practice and culturally appropriate and high quality/safety patient care  Usually demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of	Demonstrates adequacy and frequently apply KSA in providing patient-centered care, evidence-based practice and culturally appropriate and high quality/safety patient care  Frequently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of	Demonstrates limitation and rarely apply KSA in providing patient-centered care, evidence-based practice and culturally appropriate and high quality/safety patient care  Rarely demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	knowledge.	knowledge.	knowledge.	knowledge.
<b><i>BSN Essential III, VII, X</i></b> <u>Essential III:</u> Scholarship for Evidence Based Practice <u>Essential VII:</u> Clinical Prevention and Population Health <u>Essential IX:</u> Baccalaureate Generalist Nursing Practice	Demonstrates excellence and consistently apply essentials of evidence-based practice, clinical promotion and prevention, and culturally appropriate and high quality/safety patient care  Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates proficient and usually apply essentials of evidence-based practice, clinical promotion and prevention, and culturally appropriate and high quality/safety patient care  Usually demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates adequacy and frequently apply essentials of evidence-based practice, clinical promotion and prevention, and culturally appropriate and high quality/safety patient care  Frequently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates limitation and rarely apply essentials of evidence-based practice, clinical promotion and prevention, and culturally appropriate and high quality/safety patient care  Rarely demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.
CA BRN 1426. Required Curriculum- apply into practice (in part):  (d) Theory and clinical practice shall be concurrent in the following nursing areas: (in part . . . ) Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; cultural diversity	Demonstrates excellence and consistently utilize evidence-based practice in decision-making to provide culturally appropriate and high quality patient care  Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates proficiency and consistently utilize evidence-based practice in decision-making to provide culturally appropriate and high quality patient care  Usually demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.	Demonstrates adequacy and frequently utilize evidence-based practice in decision-making to provide culturally appropriate and quality patient care  Frequently demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.	Demonstrates limitation and rarely utilize evidence-based practice in decision-making to provide culturally appropriate and quality patient care  Rarely demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.

***BSN PLO3: Leadership, Interdisciplinary collaboration, communication skills integration***

**PLO3:** Integrate effective leadership, interprofessional communication and collaboration, and information management and technology to support and enhance nursing practice. (QSEN 4, 5, 6, BSN Essentials 6, 4, 2; CA BRN 1426 [d],[e][4][5])

	<b>Outstanding</b> <b>4</b>	<b>Proficient</b> <b>3</b>	<b>Adequate</b> <b>2</b>	<b>Minimal</b> <b>1</b>
Integrate effective skills in leadership to support and enhance nursing practice	Demonstrates excellence and consistently integrate skills in leadership to support and enhance nursing practice  Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates proficiency and usually integrate skills in leadership to support and enhance nursing practice  Usually demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.	Demonstrates adequate and frequent integrate skills in leadership to support and enhance nursing practice  Frequently demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.	Demonstrates limitations and rarely integrates skills in leadership to support and enhance nursing practice  Rarely demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.

	<b>Outstanding</b> <b>4</b>	<b>Proficient</b> <b>3</b>	<b>Adequate</b> <b>2</b>	<b>Minimal</b> <b>1</b>
Integrate effective skills in interdisciplinary collaboration to support and enhance nursing practice	Demonstrates excellence and consistently integrate effective skills in interdisciplinary collaboration to support and enhance nursing practice  Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates proficiency and usually integrate effective skills in interdisciplinary collaboration to support and enhance nursing practice  Usually demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge	Demonstrates adequate and frequent integrate effective skills in interdisciplinary collaboration to support and enhance nursing practice patient care.  Frequently demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge	Demonstrates limitations and rarely integrates effective skills in interdisciplinary collaboration to support and enhance nursing practice  Rarely demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge
Integrate skills in information management and technology to support and enhance nursing practice	Demonstrates excellence and consistently integrate skills in information management and technology to support and enhance nursing practice  Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates proficiency and consistently integrate skills in information management and technology to support and enhance nursing practice  Usually demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.	Demonstrates adequate and frequent integration skills in information management and technology to support and enhance nursing practice  Frequently demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.	Demonstrates limitations and rarely integrates skills in information management and technology to support and enhance nursing practice  Rarely demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>QSEN 2, 5, 6</b>  QSEN 2: <a href="#"><u>Teamwork and Collaboration</u></a>  QSEN 4: <a href="#"><u>Quality Improvement (QI)</u></a>  QSEN 5: <a href="#"><u>Safety</u></a>  QSEN 6: <a href="#"><u>Informatics</u></a>	Demonstrates excellence and consistently apply KSA in teamwork and collaboration, quality improvement, safety, and informatics.  Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates proficiency and usually apply KSA in teamwork and collaboration, quality improvement, safety, and informatics.  Usually demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates adequacy and frequently apply KSA in teamwork and collaboration, quality improvement, safety, and informatics.  Frequently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates limitation and rarely apply KSA in teamwork and collaboration, quality improvement, safety, and informatics.  Rarely demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.

### ***BSN PLO4: Health Care Policies Analysis***

**PLO4:** Analyze the effect of healthcare policies on the delivery of health care, patient advocacy, health prevention and promotion. (QSEN 2,6; BSN Essentials II, V, VII; CA BRN)

	<b>Outstanding</b> <b>4</b>	<b>Proficient</b> <b>3</b>	<b>Adequate</b> <b>2</b>	<b>Minimal</b> <b>1</b>
<b>Demonstrate</b> basic competence in analyzing healthcare policies effecting delivery of health care, patient advocacy, and health prevention and promotion.	Demonstrates excellent basic competence in interpreting and analyzing healthcare policies effecting delivery of health care, patient advocacy, and health prevention and promotion.  Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates proficient basic competence in interpreting and analyzing healthcare policies effecting delivery of health care, patient advocacy, and health prevention and promotion.  Usually demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.	Demonstrates adequate basic competence in interpreting and analyzing healthcare policies effecting delivery of health care, patient advocacy, and health prevention and promotion.  Frequently demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.	Demonstrates minimal basic competence in interpreting and analyzing healthcare policies effecting delivery of health care, patient advocacy, and health prevention and promotion.  Rarely demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>QSEN 1, 2, 3, 4, 5, 6</b>  QSEN 1: <a href="#">Patient-Centered Care</a>  QSEN 2: <a href="#">Teamwork and Collaboration</a>  QSEN 3: <a href="#">Evidence-based Practice (EBP)</a>  QSEN 4: <a href="#">Quality Improvement (QI)</a>  QSEN 5: <a href="#">Safety</a>  QSEN 6: <a href="#">Informatics</a>	Demonstrates excellent basic competence in interpreting and analyzing healthcare policies effecting KSA in all Quality and Safety Education for Nurses (QSEN 1, 2, 3, 4, 5)  Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates proficient basic competence in interpreting and analyzing healthcare policies effecting KSA in all Quality and Safety Education for Nurses (QSEN 1, 2, 3, 4, 5)  Usually demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates adequate basic competence in interpreting and analyzing healthcare policies effecting KSA in all Quality and Safety Education for Nurses (QSEN 1, 2, 3, 4, 5)  Frequently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates limitation basic competence in interpreting and analyzing healthcare policies effecting KSA in all Quality and Safety Education for Nurses (QSEN 1, 2, 3, 4, 5)  Rarely demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.
<b>BSN Essentials II, V, VII</b>  <u>Essential II:</u> Basic Organizational and Systems Leadership for Quality Care and Patient Safety  <u>Essential V:</u> Health Care Policy, Finance, and Regulatory Environments  <u>Essential VII:</u> Clinical Prevention and Population Health	Demonstrates excellence and consistently analyze and apply essentials of effective leadership, health care policies, and clinical prevention and promotion.  Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates proficient and usually analyze and apply essentials of effective leadership, health care policies, and clinical prevention and promotion.  Usually demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates adequacy and frequently analyze and apply essentials of effective leadership, health care policies, and clinical prevention and promotion.  Frequently demonstrates the ability to critically evaluate own knowledge and	Demonstrates limitation and rarely analyze and apply essentials of effective leadership, health care policies, and clinical prevention and promotion.  Rarely demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
			those of others, and compare diverse fields of knowledge.	
CA BRN 1426. Required Curriculum- apply into practice (in part):  CA BRN 1426. Required Curriculum- apply into practice (in part):  (d) Theory and clinical practice shall be concurrent in the following nursing areas: ... <u>working as part of interdisciplinary teams</u> ; focusing on quality improvement; ... <u>and nursing leadership and management</u> .  (e)(4) Knowledge and skills required to develop <u>collegial relationships</u> with health care providers from other disciplines,  (e)(7) Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness	Demonstrates excellence and consistently apply effective skills in leadership, interdisciplinary communication and collaboration, and  Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	Demonstrates proficiency and consistently apply effective skills in leadership, interdisciplinary communication and collaboration, and utilize information management and technology Integration  Usually demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.	Demonstrates adequacy and frequently apply effective skills in leadership, interdisciplinary communication and collaboration, and utilize information management and technology Integration  Frequently demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.	Demonstrates limitation and rarely apply effective skills in leadership, interdisciplinary communication and collaboration, and utilize information management and technology Integration  Rarely demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.

***BSN PLO5: Value-Based Nursing Practice – Ethical, Legal, and Moral Integration***

**PLO5:** Demonstrate values central to nursing practice relating to altruism, advocacy, autonomy, human dignity, integrity and social justice within ethical, legal, and moral frameworks in the nursing practice. (QSEN 1, 2, 3,4,5, 6; BSN Essential 8, 9)

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Demonstrate integration of values central to nursing practice relating to altruism, advocacy, autonomy, human dignity, integrity and social justice within ethical, legal, and moral frameworks in the nursing practice.	<p>Demonstrates excellent integration of values central to nursing practice: altruism, advocacy, autonomy, human dignity, integrity and social justice - within ethical, legal, and moral frameworks in nursing practice.</p> <p>Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>	<p>Demonstrates proficient integration of values central to nursing practice: altruism, advocacy, autonomy, human dignity, integrity and social justice - within ethical, legal, and moral frameworks in nursing practice.</p> <p>Usually demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.</p>	<p>Demonstrates adequate integration of values central to nursing practice: altruism, advocacy, autonomy, human dignity, integrity and social justice - within ethical, legal, and moral frameworks in nursing practice.</p> <p>Frequently demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.</p>	<p>Demonstrates minimal integration of values central to nursing practice: altruism, advocacy, autonomy, human dignity, integrity and social justice - within ethical, legal, and moral frameworks in nursing practice.</p> <p>Rarely demonstrates the ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.</p>
<b>QSEN 1, 2, 3,4,5, 6</b>  QSEN 1: <a href="#">Patient-Centered Care</a> QSEN 2: <a href="#">Teamwork and Collaboration</a> QSEN 3: <a href="#">Evidence-based Practice (EBP)</a> QSEN 4 <a href="#">Quality Improvement (QI)</a> QSEN 5: <a href="#">Safety</a>	<p>Demonstrates excellent integration of values central to nursing practice effecting KSA effecting KSA in all Quality and Safety Education for Nurses (QSEN 1, 2, 3, 4, 5)</p> <p>Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>	<p>Demonstrates proficient integration of values central to nursing practice effecting KSA effecting KSA in all Quality and Safety Education for Nurses (QSEN 1, 2, 3, 4, 5)</p> <p>Usually demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>	<p>Demonstrates adequate integration of values central to nursing practice effecting KSA effecting KSA in all Quality and Safety Education for Nurses (QSEN 1, 2, 3, 4, 5)</p> <p>Frequently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>	<p>Demonstrates limitation integration of values central to nursing practice effecting KSA effecting KSA in all Quality and Safety Education for Nurses (QSEN 1, 2, 3, 4, 5)</p> <p>Rarely demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
QSEN 6: <a href="#">Informatics</a>			fields of knowledge.	
<b>BSN Essentials VIII, IX</b> Essential VIII: Professionalism and Professional Values  Essential IX: Baccalaureate Generalist Nursing Practice	<p>Demonstrates excellence and consistently integrate essentials of professional values central to the practice of nursing relating to altruism, advocacy, autonomy, human dignity, integrity and social justice within ethical, legal, and moral frameworks in the nursing practice</p> <p>Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>	<p>Demonstrates proficient and usually integrate essentials of professional values central to the practice of nursing relating to altruism, advocacy, autonomy, human dignity, integrity and social justice within ethical, legal, and moral frameworks in the nursing practice</p> <p>Usually demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>	<p>Demonstrates adequacy and frequently integrate essentials of professional values central to the practice of nursing relating to altruism, advocacy, autonomy, human dignity, integrity and social justice within ethical, legal, and moral frameworks in the nursing practice</p> <p>Frequently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>	<p>Demonstrates limitation and rarely integrate essentials of professional values central to the practice of nursing relating to altruism, advocacy, autonomy, human dignity, integrity and social justice within ethical, legal, and moral frameworks in the nursing practice</p> <p>Rarely demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>
<b>CA BRN 1426.</b> Required Curriculum- apply into practice (in part):  CA BRN 1426. Required Curriculum- apply into practice (in part):  (d) Theory and clinical practice shall be concurrent in the	Demonstrates excellence and consistently apply values central to nursing practice in patient advocacy, within the frameworks of legal, social and ethical aspects of nursing, and nursing leadership and management.	Demonstrates proficiency and consistently apply values central to nursing practice in patient advocacy, within the frameworks of legal, social and ethical aspects of nursing, and nursing leadership and management.	Demonstrates adequacy and frequently apply values central to nursing practice in patient advocacy, within the frameworks of legal, social and ethical aspects of nursing, and nursing leadership and management.	Demonstrates limitation and rarely apply values central to nursing practice in patient advocacy, within the frameworks of legal, social and ethical aspects of nursing, and nursing leadership and management.  Rarely demonstrates the ability to critically evaluate own views

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
following nursing areas: . . . , patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.	Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.	critically evaluate own views and those of others, and compare diverse fields of knowledge.	ability to critically evaluate own views and those of others, and compare diverse fields of knowledge.	and those of others, and compare diverse fields of knowledge.



## **MSN PROGRAM LEARNING OUTCOMES**

**MSN PLO 1:** Integrate scientific underpinnings gleaned from a strong foundation from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings (evidence-based practice) in the role of the master prepared nurse

**MSN PLO 2:** Utilize principles of organizational and systems leadership critical to the promotion of high quality and safe patient care emphasizing ethical and critical decision making, effective working relationships and a systems-perspective

**MSN PLO 3:** Articulate the methods, tools, performance measures, and standards relate to quality, as well as are prepared to apply these principles within an organization.

**MSN PLO 4:** Translate and integrate scholarship into practice by applying research outcomes within the practice setting, resolving practice problems, and working as change agents to disseminate results

**MSN PLO 5:** Utilize informatics and health care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care

**MSN PLO 6:** Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care (Derived from Master Essential VII).

**MSN PLO 7:** Use interprofessional collaboration to improve patient and population health outcomes as a member and leader of interprofessional teams while communicating, collaborating, and consulting with others to manage and coordinate care

**MSN PLO 8:** Apply and integrate broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregate populations.

**MSN PLO 9:** Practice with an advanced knowledge of nursing and relevant sciences background and integrate this knowledge into practice

## MSN Learning Outcomes Assessment Schedule

Institutional Learning Outcomes		Date Assessed	Benchmark
1	Performance	Spring 2022, 2024	70%
2	Cultural Competence	Fall 2023, 2025	70%
3	Critical Thinking	Winter 2022, 2024	70%
4	Social Responsibility	Fall 2021, 2023	70%
5	Christian Values	Spring 2022, 2025	70%

	MSN Program Learning Outcomes	Date Assessed	Benchmark
1.	Integrate scientific underpinnings gleaned from a strong foundation from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings (evidence-based practice) in the role of the master prepared nurse	Fall 2022	75%
2.	Utilize principles of organizational and systems leadership critical to the promotion of high quality and safe patient care emphasizing ethical and critical decision making, effective working relationships and a systems-perspective	Fall 2021	75%
3.	Articulate the methods, tools, performance measures, and standards relate to quality, as well as are prepared to apply these principles within an organization.	Winter 2022	75%
4.	Translate and integrate scholarship into practice by applying research outcomes within the practice setting, resolving practice problems, and working as change agents to disseminate results.	Summer 2022	75%
5.	Utilize informatics and health care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care.	Winter 2023	75%
6.	Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care (Derived from	Spring 2022	75%

	Master Essential VII.		
7.	Use interprofessional collaboration to improve patient and population health outcomes as a member and leader of interprofessional teams while communicating collaborating and consulting with others to manage and coordinate care s	Spring 2221	75%
8.	Apply and integrate broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregate populations.	Fall 2023	75%
9.	Practice with an advanced knowledge of nursing and relevant sciences background and integrate this knowledge into practice.	Summer 2023	75%
10.	Comprehensive Program Review	Fall 2024	

	MSN Course Learning Outcomes Schedule	Date Assessed	Benchmark
	Course		
GN 500	Theoretical Concepts and Trends in Advanced Practice Nursing	W 2021	
GN 501	Advanced Pathophysiology	Su 2021	70%
GN 502	Advanced Pharmacology	F 2022	70%
GN 503	Leadership, Ethics and Interprofessional Collaboration for Advanced Practice	W 2023	70%
GN 504	Advanced Health Assessment	Sp 2023	70%
GN 505	Informatics for Advanced Practice	Su2024	70%
GN 506	Global Health, Culture and Health Policy for the Advanced Practice Nurse	F 2024	70%
GN 507	Research and Evidence Based Practice in Advanced Practice	W 2024	70%
			70%
	Concentrations		70%
	<b>Nursing Administration, Leadership and Management</b>		70%
GN 520	Advanced Nursing Leadership	W 2021	70%
GN 521	Organizational ‘Behavior in Healthcare	Su 2022	70%
GN 522	Healthcare Financial Management	W 2023	70%
GN 523	Analysis and Application of Administrative Strategies in Nursing	Su 2024	70%
GN 696	Capstone	F 2024	70%
			70%
	<b>Nursing Education</b>		70%
GN 530	Foundations of Professional Roles and Responsibilities of Nurse Educator	F 2022	70%

GN 531	Curriculum Design in Nursing Education	W 2023	70%
GN 532	Innovative Strategies in Nursing Education	Sp 2023	70%
GN 533	Evaluation Strategies and Methods for Nursing Education	F 2024	70%
GN 696	Capstone	F 2024	70%
			70%
	<b>Family Nurse Practitioner</b>		70%
GN 540	Primary Care of the Pediatric Patient	W 2022	70%
GN 540L	Primary Care of the Pediatric Patient	W 2022	70%
GN 541	Primary Care of the Women's Health	Su 2023	70%
GN541L	Primary Care of the Women's Health Practicum	Su 2023	70%
GN 542	Primary Care of the Adult/Older Patient	Sp 2023	70%
GN 542L	Primary Care of the Adult/Older Patient Practicum	Sp 2023	70%
GN 543	Primary Care of the Family-Putting it Together	F 2023	70%
GN 543L	Primary Care of the Family Practicum	F 2023	70%
GN 969	Capstone	W 2023	70%

References:

Brandman University. Retrieved from <https://www.brandman.edu/files/documents/assessment/BSN-2011-2012-Fall-Collection.pdf>

CA BRN: § 1426. Required Curriculum.16 CA ADC § 1426 BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS (CCR); Title 16. Professional and Vocational; Division 14. Board of Registered Nursing; Article 3. Prelicensure Nursing Programs. Retrieved from Article <http://www.rn.ca.gov/practice/npa.shtml#ccr>

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UC Edu. Retrieved from [http://www.uc.edu/content/dam/uc/provost/docs/undergraduate\\_affairs/nursing\\_rubric.pdf](http://www.uc.edu/content/dam/uc/provost/docs/undergraduate_affairs/nursing_rubric.pdf)



## BSPS PROGRAM LEARNING OUTCOMES

**BSPS PLO1:** Use critical thinking skills to identify, analyze, and solve pharmaceutical science problems.

**BSPS PLO2:** Retrieve, assess, and use information effectively.

**BSPS PLO3:** Demonstrate the ability to communicate effectively with others in both the spoken and written word.

**BSPS PLO4:** Use logic to solve problems and draw valid conclusions by interpreting mathematical formulas, tables, and graphs.

**BSPS PLO5:** Recognize and assess the interdependence of social and cultural systems and evaluate their impact on achieving unity and harmony in everyday life (cultural competence).

**BSPS PLO6:** Demonstrate Christian values in serving others.

**BSPS PLO7:** Integrate principles of chemistry, biochemistry, biology, and mathematics in drug d

**BSPS PLO1: CRITICAL THINKING**

<b>Criteria</b>	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> Selecting and using information to investigate a point of view or conclusion	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis.  Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.  Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.  Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation.  Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).  Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

	(perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	issue.		
	Others' points of view are acknowledged within position (perspective, thesis/hypothesis).			
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

## **BSPS PLO2: RETRIEVING, ASSESSING, AND USING INFORMATION**

Criteria	Outstanding	Proficient	Adequate	Minimal
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Determine the Extent of Information Needed</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
<b>Access the Needed Information</b>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
<b>Evaluate Information and its Sources Critically*</b>	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
<b>Access and Use Information Ethically and Legally</b>	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected

<b>Criteria</b>	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<p>ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>do not relate to concepts or answer research question.</p>

**BSPS PLO3A: ORAL COMMUNICATION**

<b>Criteria</b>	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation.  Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation.  Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to

Criteria	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

### **BSPS PLO3B: WRITTEN COMMUNICATION**

Criteria	Outstanding	Proficient	Adequate	Minimal
	4	3	2	1
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and	Demonstrates an attempt to use sources to support ideas in the writing.

Criteria	Outstanding	Proficient	Adequate	Minimal
	4	3	2	1
Control of Syntax and Mechanics	genre of the writing	the writing.	genre of the writing.	genre of the writing.
	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

**BSPS PLO4: LOGIC**

Criteria	Outstanding	Proficient	Adequate	Minimal
	4	3	2	1
<b>Interpretation</b> <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.	Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.
<b>Representation</b> <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
<b>Calculation</b>	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
<b>Application / Analysis</b> <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
<b>Assumptions</b> <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.

**BSPS PLO5: CULTURAL COMPETENCY**

Crieteria	Outstanding	Proficient	Adequate	Minimal
	4	3	2	1
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Show minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.

<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
<b>Attitudes</b> <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/ his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, but is unaware of own judgment.

**BSPS PLO6: CHRISTIAN VALUES**

Criteria	Outstanding	Proficient	Adequate	Minimal
	4	3	2	1
<b>Knowledge of Christian values</b>	Describes key values, behaviors, or ideas practiced by Christians with great depth and clarity.	Identifies many but not all the key values, behaviors, or ideas practiced by Christians	Identifies the immediate and obvious key values, behaviors, or ideas practiced by effective Christians	Describes minimal key values, behaviors, or ideas practiced by Christians
<b>Direct Reference to Biblical Verses and Stories</b>	Be readily able to memorize and cite multiple biblical verse and stories accurately and comprehensively relevant to any questions asked	Memorizes some biblical verse and stories relevant to key questions asked	Refers to some of biblical verse and stories, but has some inaccuracies.	Vaguely describes biblical verses and stories.
<b>Interpretation of Biblical Verses and Stories</b>	Understands, interprets and verbally explains biblical verses and stories, with great depth and clarity; and identifies key Christian values and ideas	Demonstrates adequate understanding of biblical verses and stories, but fails to identify them into key Christian values and ideas	Demonstrates partial understanding of biblical verses and stories, and fails to understand the complexity of elements important to Christian values and ideas.	Demonstrates surface understanding of biblical verses and stories, and fails to understand the complexity of elements important to Christian values and ideas.
<b>Application of Christian Values and Ideas</b>	Independently applies Christian values and ideas to an academic and life question accurately, and is able to consider full implications of the application.	Independently (to a new example) applies Christian values and ideas to an academic and life question accurately, but does not consider the specific implications of the application.	Applies Christian values and ideas to an academic and life question, independently (to a new example) and the application is inaccurate.	Applies Christian values and ideas to an academic and life question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply Christian values and ideas independently (to a new example.).

**BSPS PLO7: DRUG DEVELOPMENT AND DRUG DELIVERY SYSTEMS**

<b>Criteria</b>	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Chemistry</b>	Describes how principles of chemistry are integrated into drug development and the design of drug delivery systems	Identifies the principles of chemistry that are used in drug development and designing drug delivery systems	Describes the role chemistry plays in drug development and designing drug deliver systems	Discuss the basic principles of chemistry in drug development
<b>Biochemistry</b>	Describes how principles of biochemistry are integrated into drug development and the design of drug delivery systems	Identifies the principles of biochemistry that are used in drug development and designing of drug delivery systems	Describes the role biochemistry plays in drug development and designing drug deliver systems	Discuss the basic principles of biochemistry in drug development.
<b>Biology</b>	Describes how principles of biology are integrated into drug development and the design of drug delivery systems	Identifies the principles of biology that are used in drug development and designing drug delivery systems	Describes the role biology plays in drug development and designing drug deliver systems	Discuss the basic principles of biology in drug development
<b>Mathematics</b>	Describes how principles of mathematics are integrated into drug development and the design of drug delivery systems	Identifies the principles of mathematics that are used in drug development and designing drug delivery systems.	Describes the role mathematics plays in drug development and designing drug deliver systems	Discuss the basic principles of mathematics in drug development

## **MSCR PROGRAM LEARNING OUTCOMES**

- 1. Apply knowledge in biostatistics, epidemiology and health sciences into clinical and translational research;**
- 2. Demonstrate knowledge and skills in evidence-based clinical and translational research;**
- 3. Apply ethical, legal, regulatory codes and professional standards in a culturally-sensitive manner into the conduct of clinical and translational research;**
- 4. Develop and implement innovative therapeutic interventions contributing to the promotion of community health and health care.**

**MSCR PLO 1: Apply Knowledge in Biostatistics, Epidemiology and Health Sciences into Clinical and Translational Research**

Criteria	Outstanding	Proficient	Adequate	Minimal
	4	3	2	1
<b>Epidemiology: Prevalence, Incidence, and Risk Factors</b>	<p>The prevalence, incidence, and risk factors associated with the disease under study are accurately noted.</p> <p>Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>	<p>The prevalence, incidence, and risk factors associated with the disease under study can be generally discussed.</p> <p>Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>	<p>Most of the prevalence, incidence, and risk factors associated with the disease under study can be generally discussed.</p> <p>Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>	<p>Some of the prevalence, incidence, and risk factors associated with the disease under study can be generally discussed.</p> <p>Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>
<b>Biostatistics: Choosing the proper test</b>	<p>Alternative biostatistical tests that can be used to analyze clinical trial data can be selected and used.</p> <p>Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>	<p>A biostatistical test that can be used to analyze clinical trial data can be selected and used.</p> <p>Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>	<p>A biostatistical test that may be used to analyze clinical trial data can be selected.</p> <p>Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>	<p>The type of biostatistical test that may be used to analyze clinical trial data can be discussed.</p> <p>Consistently demonstrates the ability to critically evaluate own knowledge and those of others, and compare diverse fields of knowledge.</p>
<b>Safety and Efficacy Factors</b>	All safety and efficacy factors in any clinical trial has been properly	All safety and efficacy factors in any clinical trial	Most safety and efficacy factors in any clinical trial can	Some safety and efficacy factors in any clinical trial can be

	identified and applied.	can be discussed.	be identified.	identified.
<b>Connections of multi disciplines</b>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.

**MSCR PLO 2: Demonstrate Knowledge and Skills in Evidence-Based Clinical and Translational Research**

Criteria	Outstanding	Proficient	Adequate	Minimal
	4	3	2	1
<b>A Comprehensive And Systematic Review Of The Literature</b>	Synthesizes in-depth literature from relevant sources representing various points of view/ approaches.	Presents in-depth literature from relevant sources representing various points of view/ approaches.	Presents literature from relevant sources representing limited points of view/ approaches.	Presents literature from irrelevant sources representing limited points of view/ approaches.
<b>Formulate A Well-Defined Clinical Or Translational Research Question;</b>	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less- explored aspects of the topic.	Identifies a focused and manageable/ doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/ doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
<b>Select An Appropriate Research Design And Methodologies To Address A Clinical Or Translational Research Question;</b>	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
<b>Compute, Describe, And Evaluate Descriptive And Inferential Statistics Appropriate To The Chosen Study Design;</b>	Use accurate and advanced statistical methodology and analyze data to its best reliability and validity	Use accurate statistical methodology and analyze data correctly	Use appropriate statistical methodology and analyze data correctly	Use basic statistical methodology
<b>Analysis</b>	Organizes and synthesizes	Organizes evidence to	Organizes evidence, but the	Lists evidence, but it is not

<b>Criteria</b>	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	evidence to reveal insightful patterns, differences, or similarities related to focus.	reveal important patterns, differences, or similarities related to focus.	organization is not effective in revealing important patterns, differences, or similarities.	organized and/ or is unrelated to focus.
<b>Conclusions</b>	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.
<b>Limitations and Implications</b>	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.
<b>Demonstrate Successful Scientific Writing Skills By Producing Scholarly Works And Writing An Approved Clinical Research Proposal;</b>	Demonstrates detailed attention to and successful execution of a wide range of conventions of research paper(s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions of research paper (s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to of research paper (s)for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.

***MSCR PLO 3: Apply Ethical, Legal, Regulatory Codes and Professional Standards in a Culturally-Sensitive Manner into the Conduct of Clinical and Translational Research***

<b>Criteria</b>	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
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	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>knowledge of laws, regulations, and policies related to clinical research</b>	Demonstrate thorough knowledge of laws, regulations, and policies in the design and conduct of clinical research.	Demonstrate knowledge of laws, regulations, and policies in the design and conduct of clinical research.	Demonstrate basic knowledge of laws, regulations, and policies in the design and conduct of clinical research.	Demonstrate little knowledge of laws, regulations, and policies in the design and conduct of clinical research.
<b>Apply ethical principles in the design and conduct of clinical research</b>	All data and reported results are credible and accurate and the rights, integrity, and confidentiality of research subjects are protected.	All clinical data and reported results have been identified and steps to protect the rights, integrity, and confidentiality of research subjects have been laid out.	The majority of data and reported results have been identified and most of the steps to protect the rights, integrity, and confidentiality of research subjects have been laid out.	There is an awareness of the type of clinical trial data and results that should be reported and the need to protect the rights, integrity, and confidentiality of research subjects.
<b>Safety and Efficacy Factors</b>	All safety and efficacy factors in any clinical trial has been properly identified and applied.	All safety and efficacy factors in any clinical trial can be discussed.	Most safety and efficacy factors in any clinical trial can be identified.	Some safety and efficacy factors in any clinical trial can be identified.
<b>Cultural Knowledge</b>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
<b>Cultural Communication</b>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication	Recognizes and participates in cultural differences in	Identifies some cultural differences in verbal and	Has a minimal level of understanding of cultural

<b>Criteria</b>	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	(e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.

**MSCR PLO 4: Develop and Implement Innovative Therapeutic Interventions Contributing to the Promotion of Community Health and Health Care**

Criteria	Outstanding	Proficient	Adequate	Minimal
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Sense of Social Responsibility for Community Health and Health Care</b>	Takes informed and responsible action to address community health and health care challenges and evaluates the local and broader consequences of therapeutic interventions.	Analyzes the community health and health care challenges and identifies a range of actions informed by one's sense of social responsibility.	Explains the community health and health care challenges.	Identifies the community health and health care challenges.
<b>Community Commitment &amp; Service</b>	Provides evidence of strong research interest in community health and health care	Provides evidence of research interest in community health and health care	Evidence suggests interest in community health and health care is generated from expectations or course requirements rather than from a sense of community identity.	Provides little evidence of interest in community health and health care and does not connect experiences to community identity.
<b>Competency in Therapeutic Interventions</b>	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.
<b>Taking Risks</b>	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
<b>Solving Problems</b>	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate	Having selected from among alternatives, develops a logical, consistent plan to solve the	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.

<b>Criteria</b>	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
reason for choosing solution.				problem.
<b>Innovative Thinking Novelty or uniqueness (of idea, claim, question, form, etc.)</b>	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
<b>Connecting, Synthesizing, Transforming</b>	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

## APPENDIX X: SOP COMPREHENSIVE ASSESSMENT PLAN

### **1. Goals of the School's Comprehensive Assessment Plan**

The American University of Health Sciences School of Pharmacy's (SOP) Comprehensive Assessment Plan (CAP) was developed by the members of Curriculum and Assessment Committee. The CAP serves as a guide for student learning and programmatic assessment activities to ensure the quality improvement of the program. The SOP's achievement of Mission, Vision, and Goals is evaluated through Program Learning Outcomes (PLOs), strategic objectives in the Academic Master Plan, and program outcome measures contained within the CAP.

### **2. Key Stakeholders in Assessment**

Assessment fosters wider improvement when representatives from across the School and University are involved. The School's assessment efforts involve the following stakeholders:

Assessment Stakeholders	Role in Assessment Process
Program Dean	The Dean supports faculty development activities related to learning and program assessment and provides resources to facilitate assessment efforts.
Executive Committee (EC)	The EC reviews compiled assessment information and assists Dean in setting policy related to assessment initiatives.
Director of Institutional Research and Assessment	The Director of Institutional Research and Assessment serves as a member of Curriculum and Assessment Committee. The Director of Institutional Research and Assessment is responsible for collecting, disseminating, and analyzing programmatic assessment data.
Assessment Coordinator	The SOP Assessment Coordinator is responsible for collecting, disseminating, and analyzing curricular assessment data. The Assessment Coordinator guides faculty in the development and implementation of learning outcome assessment tools.
Curriculum and Assessment Committee (CAC)	The Curriculum and Assessment Committee is responsible for the evaluation, maintenance, and improvement of curriculum. Regarding assessment, the CAC: Promote a culture of assessment within the SOP Annually review and recommend modifications to the assessment plan Evaluate assessment tools and metrics Prepare reports with recommendations for relevant stakeholders.
Director of Experiential Education	The Office of Experiential Education (OEE) collects data on the student learning outcomes of IPPE and APPE objectives and informs the Assessment Coordinator. The OEE monitors and assesses sites and preceptors to assure that students receive optimal practice experiences.
Senior Associate Dean of Academic Affairs	The Senior Associate Dean of Academic Affairs oversees the assessment efforts of the program. The Assessment Coordinator reports to the Senior Associate Dean of Academic Affairs.
Associate Dean of Student Affairs	The Associate Dean of Student Affairs, in collaboration with the Admissions Committee, collects and evaluates data related to admissions and student progression.
Course Coordinators	The course coordinators ensure that assessments mapped to Course Learning Outcomes (CLOs). At the end of each quarter, the course coordinators evaluate the CLOs, PLOs, and student course surveys with their Department Chair.

Assessment Stakeholders	Role in Assessment Process
Faculty	The faculty design and implement course-level formative and summative assessments. They deliver results to the Assessment Coordinator. The faculty review, provide suggestions, and ultimately approve the School's assessment plan.
Preceptors	Preceptors provide feedback through surveys and advisory meetings. They assess students' performance and attitude throughout their experiential rotation.
Students	Students in the School participate in didactic and experiential assessments. They complete course-related assignments and reflections, and maintain a portfolio of activities and achievements. Students respond to survey instruments related to various aspects of the program and participate in focus groups to provide feedback on curriculum, learning, and program experiences.

### 3. Assessment Methods and Tools

#### 3.1 Formative and Summative Assessments

Feedback from formative assessments allows students to assess their strengths and weaknesses as they progress within courses and in their overall development. Formative assessments are usually non-graded and may include:

- audience response questions to multiple-choice items or fill-in-blank,
- minute papers with muddiest point and professor provides feedback in next class period,
- group analyses of basic science case study applied to pharmacy practice with brief group presentation to class,
- think-pair-share: when a single pair of students answer a question for the whole class. Students confer with their neighbor and then respond to the question.
- Mid-point evaluations of students by preceptors in IPPEs and APPEs. Students will be provided with explicit feedback about how to improve during the midpoint evaluation.
- Co-curricular reflections: students will receive feedback from faculty advisors on a regular basis on reflection papers written for co-curricular activities.

Summative assessments provide feedback to the students regarding their progression within the curriculum. Faculty use the feedback from summative assessments to address course learning outcomes and teaching effectiveness. Summative (unit or end of quarter) assessments are performed utilizing different assessment strategies

- Multiple-choice items
- Short vignettes that are followed by several multiple-choice items related to the vignette (i.e. case)
- Short answer items graded with a rubric that specifies necessary info in the response
- Group project reports graded with a rubric or analytic checklist
- Brief research papers graded with a rubric or analytic checklist. Can be individuals, pairs, or small group.
- Case study analyses that are graded with a rubric
- Endpoint evaluations of students by preceptors in IPPEs and APPEs

The School utilizes a variety of formative and summative assessments throughout didactic curriculum, co-curriculum, and experiential rotations (See Table 1: Description of Formative and Summative Assessments of Student Learning and Professional Development in the SOP Curriculum).

#### 3.2. Direct Assessments

Direct assessments include all assessments (e.g. multiple-choice exams, in-class assignments, peer teaching activities, OSCEs, clinical lab exams/assignments, etc.) that are used in courses to calculate students' grades. These

assessments are mapped to the CLOs, PLOs, and ILOs. Direct assessments of CLOs and PLOs provide evidence whether students are meeting the curricular outcomes.

The School will also use a required standardized test – the Pharmacy Curriculum Outcomes Assessment (PCOA) – to provide evidence that students have learned the didactic curriculum. The PCOA examination will be administered to students at the end of their PY1 and PY2 years. The exam provides formative feedback to the students as they progress through the program. The other standardized and comparative assessments will include the North American Pharmacist Licensure Examination (NAPLEX), California Pharmacist Jurisprudence Exam (CPJE), and/or Multistate Pharmacist Jurisprudence Examination (MPJE). Students will take the NAPLEX, CPJE, and/or MPJE at the end of the PY3 year.

### **3.3. Indirect Assessments**

A variety of surveys and focus groups involving faculty, students, preceptors, and other stakeholders are utilized as indirect assessment tools to evaluate various aspects of the curriculum and the program.

- AACP surveys of graduating students, faculty, preceptors, and alumni will be used as an indirect assessment tool. All the survey items are mapped to the ACPE Standards 2016. Each survey has items that map to standards 1 – 4. Every graduating class of students will complete the graduating student survey. The other surveys will be administered every 2-3 years.
- Surveys of applicants on interview day and matriculating students will be used to evaluate the admissions process.
- Faculty and Course Evaluations (FCE) completed by students will evaluate instructors and courses. FCE results will be disseminated to the Department Chairs and Office of Academic Affairs. Department Chairs will review the results of the FCE with the course instructors. The Office of Academic Affairs will perform a qualitative analysis of the course narrative feedback.
- Student focus groups will be formed to collect data on student academic concerns.
- Department Chair and peer evaluations will be utilized to assess performance of faculty.
- Student Evaluations of Site and Preceptor inform the Office of Experiential Education about the quality of the student experiences. Annual site-visit evaluations by the Office of Experiential Education analyze the quality of the site.

The School will use portfolios to document students' achievements and reflections throughout the curriculum, co-curriculum, and practice experiences. The program is using CORE ELMS to house students' reflections for the co-curriculum and the evaluation forms for experiential education. Students will meet with their faculty advisor each quarter to review their portfolio. This portfolio will provide a platform for continual documentation of progress towards an individual student's professional and personal goals. In addition, it will serve as a tool for faculty advisors to provide meaningful feedback to students about their performance and offer valuable tips for continual improvement and preparedness towards a successful career path after graduation.

**Table 1. Description of Formative and Summative Assessments of Student Learning and Professional Development in the SOP Curriculum**

Assessment Tool	Usage Type	Domain	Description
<b>DIRECT ASSESSMENT</b>			
Audience Response Questions	Formative	Cognitive	Audience response questions are utilized as formative assessment. Types of questions include multiple choice, short answer, fill-in-blank, and calculations.
Exams	Summative	Cognitive	Exams are utilized as summative assessment to evaluate student learning and reinforce knowledge and concepts as they progress through the course. Types of questions include multiple choice, short answer, fill-in-blank, and calculations.

Assessment Tool	Usage Type	Domain	Description
Quizzes	Formative Summative	Cognitive	Quizzes are utilized as formative or summative assessments to evaluate student learning and reinforce knowledge and concepts as they progress through the course. Types of questions include multiple choice, short answer, fill-in-blank, and calculations.
Case Studies	Formative Summative	Cognitive	In multiple courses, students are exposed to various case studies including simple basic science case study applied to pharmacy practice and complicated patient-care studies. The case studies are as formative or summative assessment. All patient-care case studies throughout the curriculum are graded using the same rubric.
Concept Mapping	Formative Summative	Cognitive	In various courses such as Pharmacogenomics & Genetics and Integrated Pharmacotherapy II: Cardiology, Students generate the concept maps and submit to instructor for grading and feedback. The concept maps are evaluated using a rubric.
Debate	Formative Summative	Cognitive Affective	Debates are utilized in courses and assessed using rubrics. In Epidemiology-Public Health & Policy course, students participate in debates addressing current and anticipated public health issues. Students' feedback on content and evidence used for debate is for formative assessment. Communication, debate delivery, tools, resources and presentation are evaluated as summative assessment.
Presentations	Formative Summative	Cognitive	In various courses, student present on topics related to lecture materials or assigned topics related to the course. The presentations are evaluated using rubrics as a form of formative and summative assessment.
Role Play	Formative Summative	Cognitive Affective Psychomotor	Various courses include patient counseling role play scenarios, in which faculty evaluate students playing the role of a pharmacist counseling the patient. Some iterations serve as formative assessment while a final graded version serves as summative assessment.
Journal Club	Formative Summative	Cognitive	In various courses such as Integrated Pharmacotherapy (Cardiology, Infectious Disease, Oncology & Nutrition) and Practice Readiness, students critically evaluate data from journal articles and solve clinical problems on topics discussed in the courses. Students complete literature critiques and in some cases, work in groups for journal club presentations. Journal club presentations are evaluated using rubrics.
Written Assignment	Summative	Cognitive	Written assignment in courses are designed to further reinforce and engage students in materials presented in lectures.
Group Projects	Summative	Cognitive Affective	Students complete a variety of group projects throughout the curriculum. For example, group case studies in Integrated Pharmacotherapy courses and group projects on business plan development in Pharmacy Practice Management course are assignment for students as a group effort.
OSCEs	Formative Summative	Cognitive Affective Psychomotor	Students develop and refine their communication, problem-solving, team interaction as well as ethical and professional judgement skills through OSCEs in various courses such as Self-Care Pharmacotherapy & Alternative Therapy, Integrated Pharmacotherapy (Cardiology, Pulmonary & Nephrology, Neurology & Psychiatry, Infectious Disease), and Practice Readiness. For example, students complete OSCE cases with a

Assessment Tool	Usage Type	Domain	Description
			focus on patient advocacy in Self-Care Pharmacotherapy & Alternative Therapy course. The OSCEs are evaluated using rubrics.
Skill Demonstration	Formative Summative	Cognitive Psychomotor	Students learn pharmacy practice knowledge, skills related to self-care, patient physical assessment skills (blood pressure, diabetic foot exam), basic point of care testing (blood glucose and cholesterol screening,) and immunizations in multiple courses such as Professional Communications, Self-Care Pharmacotherapy & Alternative Therapy, and IPPEs. The skill demonstration is evaluated using rubrics and checklist.
Preceptor Evaluation	Formative Summative	Cognitive Affective Psychomotor	In IPPEs and APPEs, students are evaluated by their respective preceptors in the following domains: professional behavior and attitude, communication skills, medication use and distribution systems, clinical knowledge, drug information skills as well as performance. As formative assessment, preceptor evaluations are performed at mid-point which provides feedback to students for areas of improvement in the aforementioned domains. The endpoint evaluation of students based on the entire rotation by preceptors serves as summative assessment.
Continuing Professional Development (CPD) Plan	Formative	Cognitive Affective	Throughout the curriculum, students develop and refine individual CPD plans that provide students with a clear record of their work and growth, and also support their self-directed lifelong learning. In IPPEs and APPEs, students evaluate and refine their CPD plans with guidance from faculty advisors as a commitment to self-directed lifelong learning by building upon their short and long-term professional goals.
<b>INDIRECT ASSESSMENT</b>			
Self-Evaluation	Formative Summative	Affective	Students are required to complete a Self-Evaluations to pass all IPPE courses. The Self-Evaluation are conducted at the midpoint and towards the end of their rotation and are identical to the Student Evaluation by Preceptors. The Self-Evaluations serve to provide ongoing communication between the students and preceptors to provide continuous feedback and assessment of the students' progress. It also serves to help students be self-aware of their strengths, weaknesses, and performance.
Peer Evaluation	Formative	Affective	Students are provided opportunities to lead and work towards a shared goal in a variety of group projects throughout the curriculum. Peer evaluation of student performance and presentations is used as an indirect formative assessment.
Reflections	Formative Summative	Cognitive Affective	Reflections are utilized in various courses, and in some cases, graded using rubrics. Reflection of student performance on IPPE/APPE rotations, including but not limited to areas of improvement, professional development and clinical applications are used as formative assessment. During co-curricular activities, students write reflection on their experiences, focusing on leadership, self-awareness, entrepreneurship, and professionalism. The reflections for cocurricular activities are not graded but students receive feedback from their respective faculty advisors on a regular basis.

#### 4. Assessment of Student Learning Outcomes in Curriculum

Areas of student learning in curriculum, as outlined in Standards 1-4, include: 1) foundational knowledge, 2) essentials for practice and care (patient centered care, medication use systems management, health and wellness, population-based care), 3) approach to practice and care (problem-solving, educator, patient advocacy, interprofessional collaboration, cultural sensitivity, and communication), and 4) personal and professional development (self-awareness, leadership, innovation and entrepreneurship, and professionalism).

#### **4.1. Foundational knowledge**

The program develops in the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to apply the foundational sciences to the provision of patient-centered care. Specifically, the graduate can develop, integrate, and apply knowledge from the foundational sciences (i.e., biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care. Throughout the curriculum, a diverse formative and summative assessments of both direct and indirect measures will be utilized to assess foundational knowledge. The assessments may be of no stakes, low stakes, or high stakes.

#### **4.2. Essentials for Practice and Care**

**Multiple courses will engage students in patient-centered care, health and wellness, medication use systems management, population-based care, cultural competency, and patient advocacy areas particularly relevant to diverse patient populations.** Throughout curriculum, **students will build on foundational knowledge and skills related to essential components of pharmacy practice and care.** Traditional formats of direct assessment using quizzes and exams will be utilized to assess student's knowledge in each areas of patient care. Population-based care activities are likely to include the following and other activities: formulary management, drug utilization review, medication reconciliation, antimicrobial stewardship, clinical pathway development, pharmacy benefit management, clinical/critical pathways, adverse drug reaction monitoring, and numerous other services. The assessment of student abilities in population-based care includes knowledge-based assessments, evaluation of projects or papers on population-based care (drug monographs, utilization reviews, service proposals or evaluations), preceptor evaluations during population-based care in APPEs and IPPEs, self-assessment and AACP Graduating Student and Alumni Surveys.

#### **4.3. Approach to Practice and Care**

The key elements of Standard 3 require that the program prepare graduates with knowledge, skills, abilities, behaviors, and attitudes necessary to solve problems, **educate and advocate for patients, work effectively as a team-player, recognize social determinants of health, and communicate effectively. These areas are vital to pharmacy practice.** Achievement of learning objectives related to these skills is evaluated in various **active learning strategies such as peer-teaching, service learning, simulations, OSCEs, SOAP cases, clinical performance evaluations throughout the curriculum and co-curriculum. Other indirect assessment measures will include surveys and student portfolios.**

#### **4.4. Personal and Professional Development**

Standard 4: Personal and Professional Development requires the graduates gain the knowledge, skills, and attitudes necessary to demonstrate self-awareness, leadership, innovation and entrepreneurship, and professionalism. At AUHS SOP, achievement of learning objectives related to these skills is evaluated in various **active learning strategies throughout the curriculum and co-curriculum.** Faculty have mapped school's programmatic learning outcomes (PLOs). The curriculum includes a variety of formative and summative assessments within each course including quizzes, exams, skills-based activities, and direct observation at experiential sites. The standardized scoring rubrics for assessing Portfolio reflections, Interprofessional Education (IPE) activities, Introductory Pharmacy Practice Experiences (IPPEs), and Advanced Pharmacy Practice Experiences (APPEs) were mapped to the selected subdomains to ensure assessment of the elements of Standard 4.

#### **4.5 Experiential Education**

The IPPEs and APPEs utilize formative and summative student evaluations by preceptors. The evaluations are mapped to the CLOs, PLOs, and PPCP. Preceptors provide a mid-point evaluation to the students as a formative assessment. A summative assessment tool is used at the end of the rotation. Students document experiential reflections in their portfolios. Other assessment tools include surveys for students, graduating students and preceptors. At the end of each rotation, students complete an evaluation of site and preceptor. Feedback regarding Pharmacy Practice Experiences in the AACP survey of graduating students provides indirect assessment of experiential curricular effectiveness. Finally, feedback regarding Foundational Knowledge, Essentials for Practice, Approach to Practice and Care, and Personal and Professional Development in the AACP survey of Preceptors provides indirect assessment of overall curricular effectiveness.

#### 4.6 Interprofessional Education

Interprofessional Education (IPE) occurs in each year of the curriculum. IPE effectiveness is evaluated through rubrics that assess the four IPE competency areas. Each competency within the rubric is mapped to IPE CLOs and SOP PLOs. The IPE efforts involves high-fidelity simulations with the undergraduate nursing and medical programs. Aggregate results from the IPE are shared with the faculty during faculty retreat. Feedback regarding interprofessional education in the AACP survey of graduating students will provide indirect assessment of IPE curricular effectiveness.

#### 4.7 Co-Curriculum

Students meet a defined set of co-curricular requirements throughout the curriculum. The co-curriculum relates to activities that complement the academic learning experience; especially activities that engage students with opportunities to learn and refine technical and cognitive skills. Co-curricular activities are documented in student portfolios and reviewed by their faculty advisors each quarter. Rubrics are used to assess co-curricular learning outcomes that are in turn mapped to PLOs. See Appendix Z.

### **4.5. Summary of Planned Assessment Efforts: Curriculum Assessment**

**Table 2. Summary of Planned Assessment Efforts: Curriculum Assessment**

Assessment Tool	Benchmark	Responsible Party	Timeline	ACPE Standards
<b>Foundational Knowledge/ Didactic Curriculum</b>				
PCOA	Scaled Score of PY2 is within 2 SD of the national mean or better	SOP Assessment Coordinator	At the end of PY1 and PY2	1, 2, 3, 4
NAPLEX	Scaled Score is within 2 SD of the national mean or better	SOP Assessment Coordinator	Annual (after first class graduates)	1, 2, 3, 4
CPJE/MPJE	Scaled Score is within 2 SD of the national mean or better	SOP Assessment Coordinator	Annual (after first class graduates)	1, 2, 3, 4
Course assessments mapped to PLOs	Aggregate mean ( $\geq 70\%$ )	SOP Assessment Coordinator	Annual	1, 2, 3, 4
AACP survey of Graduating Students (Questions 12-33, 77)	% Agree/Strongly Agree is within 10% of peer/national groups or more	SOP Assessment Coordinator	Annual (after first class graduates)	1, 2, 3, 4, 10
<b>Essentials for Practice and Care (Patient-centered care, Health and wellness, Medication use systems management, Population-based care)</b>				
Course assessments mapped to PLO	Aggregate mean (( $\geq 70\%$ ))	SOP Assessment Coordinator	Annual	2
Student grades for IPPEs and APPEs that are aligned with standard 2	Aggregate mean ( $\geq 70\%$ )	SOP Assessment Coordinator	Once a year in June/July	2,

Assessment Tool	Benchmark	Responsible Party	Timeline	ACPE Standards
AACP Standardized Survey: Students – Questions 15-19	% Agree/Strongly Agree is within 10% of peer/national groups or more	SOP Assessment Coordinator	Annual (after first class graduates)	2
AACP Standardized Survey: Preceptors – Questions 22-26	% Agree/Strongly Agree is within 10% of peer/national groups or more	SOP Assessment Coordinator	Every 2 years after first class graduates	2
AACP Standardized Survey: Alumni – Questions 29-33	% Agree/Strongly Agree is within 10% of peer/national groups or better	Director of Assessment/ SOP Assessment Coordinator	Every 2 years after first class graduate	2
<b>Approach to Practice and Care (Problem solving, Educator, Patient advocacy, Interprofessional collaboration, Cultural sensitivity, Communication)</b>				
Course assessments mapped to Standard 3 from didactic and experiential courses	Aggregate mean ( $\geq 70\%$ )	SOP Assessment Coordinator	Annual	3
Assessments/Grades for the IPE activities that are mapped to std 3 key elements	Aggregate mean ( $\geq 70\%$ )	SOP Assessment Coordinator	Annual	3
Outcome data from assessments summarizing students' overall participation in IPE	Course report with #s of students from each program participating in IPE teams for each IPE activity/assessment	SOP Assessment Coordinator	End of each IPE course	3
Co-Curriculum Rubrics/ Documentation	100% of students meet requirements	Co-Curriculum Committee	Ongoing	3
AACP Standardized Survey: Students – Questions 20-26	% Agree/Strongly Agree is within 10% of peer/national groups or better	SOP Assessment Coordinator	<u>Annual</u>	3
AACP Standardized Survey: Preceptors – Questions 27-33	% Agree/Strongly Agree is within 10% of peer/national groups or better	Director of Assessment/ SOP Assessment Coordinator	<u>Every two years after the first cohort graduates</u>	3
AACP Standardized Survey: Alumni – Questions 34-40	% Agree/Strongly Agree is within 10% of peer/national groups or better	SOP Assessment Coordinator	<u>Every two years after the first cohort graduates</u>	3
<b>Personal and Professional Development (Self-awareness, Leadership, Innovation and Entrepreneurship, Professionalism)</b>				
Outcome PLO data from curriculum <ul style="list-style-type: none"> <li>• self-awareness</li> <li>• leadership</li> <li>• innovation and entrepreneurship</li> <li>• professionalism</li> </ul>	Aggregate mean ( $\geq 70\%$ )	SOP Assessment Coordinator	Annual	4
IPPE self-reflections related to specific activities	Aggregate mean ( $\geq 70\%$ )	Faculty advisors Experiential educ Directors Assoc dean of student affairs Assoc dean of academic affairs	Annual	4
Co-Curriculum Rubrics/ Documentation	100% of students meet requirements	Assoc dean of student affairs		4

Assessment Tool	Benchmark	Responsible Party	Timeline	ACPE Standards
Reflections on personal/professional growth and development: Co-curricular activity reflections	Aggregate mean ( $\geq 70\%$ ) (Graded based on rubric)	Faculty advisors, Assessment Coordinator Director of Assessment		
AACP Standardized Survey: Students – Questions 27-31, 33	% Agree/Strongly Agree is within 10% of peer/national groups or better	Director of Assessment/ SOP Assessment Coordinator	Annual	4
AACP Standardized Survey: Preceptors – Questions 34-37	% Agree/Strongly Agree is within 10% of peer/national groups or better	Director of Assessment/ SOP Assessment Coordinator	Annual	4
AACP Standardized Survey: Alumni – Questions 20, 41-44	% Agree/Strongly Agree is within 10% of peer/national groups or better	Director of Assessment/ SOP Assessment Coordinator	Annual	4
<b>Experiential Education</b>				
IPPE/APPE student evaluations by preceptors	Average score of $\geq 3$ out of 4	Director of Experiential Education	Annual	2, 3, 4, 12, 13
IPPE/APPE site and preceptor evaluations by students	Each site/ preceptor scores an average of $\geq 3.5$ out of 5	Director of Experiential Education	Annual	10, 12, 13, 22
AACP survey of Graduating Students, 32, 34-46; 66, 67, 77-79	% Agree/Strongly Agree is within 10% of peer/national groups or above	Director of Assessment/ SOP Assessment Coordinator	<a href="#">Annually after the first cohort graduates</a>	12
<b>Interprofessional Education</b>				
Assessments mapped to PLO 3.4. (Collaborator)	Aggregate mean ( $\geq 70\%$ )	Director of Assessment/ SOP Assessment Coordinator	Annually after	3, 11
AACP survey of Graduating Students, Questions 11, 46	% Agree/Strongly Agree is within 10% of peer/national groups or above	Director of Assessment/ SOP Assessment Coordinator	<a href="#">the first cohort graduates</a>	11
<b>Co-Curriculum</b>				
Co-Curriculum Rubrics/ Documentation	100% of students meet requirements	Co-Curriculum Committee	Annual	1, 2, 3, 4, 12
<b>Student Progression to APPE</b>				
Practice Readiness Course	100% of student progress	Director of Experiential Education	Annual	12, 17
<b>Student Progression</b>				
Progression Data	< 10% Attrition	Associate Dean of Student Affairs	Annual	1, 17
<b>Curricular Effectiveness</b>				
PCOA	Scaled Score of PY2 is within 2 SD of the national mean or better	SOP Assessment Coordinator	End of PY1 and PY2 Year	1, 2, 3, 4, 10
NAPLEX	Scaled Score is within 2 SD of the national mean or better	SOP Assessment Coordinator	Annually after first cohort graduates	1, 2, 3, 4, 10
CPJE/MPJE	Scaled Score is within 2 SD of the national mean or better	SOP Assessment Coordinator	Annually after first cohort graduates	1, 2, 3, 4, 10

#### **4.6. Continuous Quality Improvement of Curriculum Based on Assessment Data**

The course learning outcomes (CLOs) are aligned with the PLOs of the School. Individual course syllabi identify the teaching and learning methods as well as assessment tools. These methods and tools are reviewed by the Curriculum and Assessment Committee as a part of syllabi review and approval process each quarter. Assessment of CLO and PLO achievement occurs at each course level. Additionally, assessment data from all courses are combined to assess student achievement of the PLOs.

Assessment findings are communicated to the relevant stakeholders in various ways. At the end of each quarter, faculty are provided with the overall course evaluation. The overall achievement of the PLOs based on the aggregate outcomes data from all of the courses is also communicated to the faculty at the annual summer faculty retreats. Achievement of CLOs and PLOs is processed by the Director of Institutional Research and Assessment and is presented to course coordinators by the Assessment Coordinator as the courses progress. Instructors benefit from formative feedback within courses to adjust for observed weaknesses in student learning outcomes. Formative assessments within courses also allow for immediate intervention and course correction when faculty (and students) are not satisfied with the results. At the end of the quarter, the course coordinators and Department Chairs review course summary reports to evaluate overall teaching effectiveness related to each CLO and PLO. For courses that will not achieve CLO or PLO expectations, Action Plans will be enacted to address course improvement areas. The Action Plans will be created by the course coordinator in collaboration with the Department Chair and reviewed by the Curriculum and Assessment Committee. If changes to the syllabus are needed, the revised course syllabus will be reviewed by the CAC. CAC chair will communicate with course coordinator.

### **5. Program Assessment**

#### **5.1. Academic Master Plan**

The Assessment Coordinator will track and quarterly update to the Executive Committee on the achievement of the Academic Master Plan and reports the progress to the CAC, faculty, and other relevant stakeholders.

#### **5.2. Achievement of Mission, Vision, and Goals**

The Mission, Vision, and Goals will be assessed through specific PLOs, Academic Master Plan objectives, and program assessment measures.

#### **5.3. Curriculum Effectiveness**

The SOP utilizes student surveys of each course and faculty along with the course learning outcome results from the Office of Academic Affairs to evaluate teaching effectiveness. Each course coordinator analyzes these results with their respective Department Chair. If course modifications are needed, the course coordinator and Department Chair create an action plan that is reviewed and approved by the Assessment and the Curriculum Committees.

#### **5.4. Faculty - Chair and Peer Teaching Evaluations**

Each quarter, faculty peers and Department Chairs observe faculty members deliver a lecture or other course activity. The evaluations are shared with the faculty member to assist in self-improvement.

#### **5.5. Faculty Scholarship and Research Productivity**

Research and scholarship expectations are an integral part of each faculty member's responsibility. The Assessment Coordinator monitors these expectations through reports created by the Department Chairs.

#### **5.6. Program Leadership**

Feedback from AACP surveys are used to evaluate program leadership, including the Dean, and the Offices of Academic Affairs, Assessment, Experiential Education, and Student Affairs. Surveys are administered annually to faculty and preceptors and will be administered annually to graduating students and alumni in the future.

#### **5.7. Admissions**

The admissions process strives to select individuals who possess the necessary skills, attributes, and academic preparation to successfully graduate and become competent pharmacists. The School's Admissions Committee oversees all aspects of the admissions process and is ultimately responsible for recommending qualified applicants for admission to the Dean. The admission criteria are continually reviewed and refined by the Admissions Committee. As part of its continuous quality improvement efforts, the Office of Student Affairs reports correlation analyses of admissions variables and academic performance to the faculty.

### 5.8. Facilities and Resources

Feedback from AACP surveys are used to evaluate facilities and resources, including resources for education and scholarship. Surveys related to this area are administered annually to faculty and will be administered annually to graduating students in the future. Areas of program assessment are listed in Table 3: Summary of Planned Assessment Efforts: Program Assessment.

### 5.9. Summary of Planned Assessment Efforts: Program Assessment

**Table 3. Summary of Planned Assessment Efforts: Program Assessment**

Assessment Tool	Benchmarks	Responsible Party	Timeline	ACPE Standards
<b>Faculty – Teaching Effectiveness</b>				
Faculty and Course Evaluations (FCE) by students	Overall Score ≥ 3 out of 4 on both Faculty and Course Evaluations	Department Chair Director of Assessment	End of each quarter	10, 19
Chair and Peer Teaching Evaluations	100% of faculty are evaluated	Department Chair	Each quarter	10, 19
<b>Faculty Scholarship/ Research</b>				
Number of peer reviewed publication/ presentations	1 publication/presentation per year until the graduation of the first class	Department Chair	Annually	19
<b>Leadership – Effectiveness</b>				
AACP survey of Graduating Students, Questions 52, 55-56, 58, 64-65, 68	% Agree or Strongly Agree is within 10% of peer/national groups or better	SOP Assessment Coordinator	Annually after first cohort graduates	15
AACP survey of Preceptors, Questions 11-12	% Agree or Strongly Agree is within 10% of peer/national groups or above	SOP Assessment Coordinator	Every 2 years after first class graduates	15
AACP survey of Faculty, Questions 1-6, 10, 35, 37	% Agree or Strongly Agree is within 10% of peer/national groups or above	SOP Assessment Coordinator	Annually	8, 9
Internal surveys of students, faculty, and preceptors	80% Agree or Strongly Agree	SOP Assessment Coordinator	Annually for each survey	24, 25
<b>Leadership – Experiential Education</b>				
AACP survey of Preceptors, Questions 9, 14-18, 38-41	% Agree or Strongly Agree is within 10% of peer/national groups or better	SOP Assessment Coordinator	Every 2 years after first class graduates	9, 20
<b>Leadership - Student Affairs</b>				
AACP survey of Graduating Students, Questions 47-51, 53, 57, 58	% Agree or Strongly Agree is within 10% of peer/national groups or better	SOP Assessment Coordinator	Annually starting 2018	14

Assessment Tool	Benchmarks	Responsible Party	Timeline	ACPE Standards
<b>Leadership – Academic Affairs/ Experiential Education</b>				
Mapping of Curriculum to ACPE Appendices 1 & 2	100% of courses are mapped	Associate Dean for Academic Affairs & Experiential Education	Annually	10, 11, 12, 13
<b>Leadership – Assessment</b>				
AACP survey of Faculty, Questions 8, 36	% Agree or Strongly Agree is within 10% of peer/national groups or better	SOP Assessment Coordinator	Annually	8
<b>School Committees</b>				
AACP survey of Faculty, Questions 10-12	% Agree or Strongly Agree is within 10% of peer/national groups or better	SOP Assessment Coordinator	Annually	7, 8
<b>Academic Roles</b>				
AACP survey of Faculty, Questions 41-44	% Choosing “Appropriate” is within 10% of peer/national groups or better	SOP Assessment Coordinator	Annually	25
<b>Admissions Criteria/Process</b>				
Survey of students interviewed	80% Agree or Strongly Agree	Office of Student Affairs and Admission	Annually	16
<b>Facilities and Resources</b>				
AACP survey of Graduating Students, Questions 68-76	% Agree or Strongly Agree is within 10% of peer/national groups or better	SOP Assessment Coordinator	Annually after first cohort graduates	21, 23
<b>Facilities and Resources – Educational</b>				
AACP survey of Faculty, Questions 26, 28, 29, 31	% Agree or Strongly Agree is within 10% of peer/national groups or better	SOP Assessment Coordinator	Annually	21
<b>Facilities and Resources – Scholarship</b>				
AACP survey of Faculty, Question 24 and 27	% Agree or Strongly Agree is within 10% of peer/national groups or better	SOP Assessment Coordinator	Annually	21
<b>Academic Master Plan Goals</b>				
Objective Measures	Targets defined in each objective	SOP Assessment Coordinator	Defined in each objective of the Strategic Plan	7

#### Communication to All Stakeholders (Closing the Loop)

Assessment activities must have a mechanism for dissemination and feedback on its activities and recommendations. The CAP is designed to provide useful data and information leading to improvement in outcomes for our students and program. In any areas where benchmarks are not met, the Assessment Coordinator communicates the results to SOP leadership and the relevant committees who enact action plans to address any issues identified. During annual assessment reports, the results from the CAP are communicated to relevant stakeholders, including students, faculty, preceptors, and University Administration.

## APPENDIX Y: SON COMPREHENSIVE ASSESSMENT PLAN

Review of the mission, goals, and expected student outcomes of the programs is accomplished through several established mechanisms. Faculty periodically evaluate and assess how the mission, goals, and expected student outcomes support the mission of the University, the needs of the learners, and the needs of the community at large via a pre-established evaluation schedule set forth by School of Nursing Administration and the *SON Systematic Evaluation Plan (SON SEP, Appendix F)*. The SON SEP sets forth minimum scheduled intervals so that selected criteria such as the mission, goals, and outcomes are reviewed on a timeline throughout a cycle. These reviews are addressed in relationship to professional guidelines and standards of practice as well as relevance to the communities served by the SON. Specifically, while the mission/vision and expected outcomes are reviewed periodically, the evaluation plan calls for systematic review every five (5) years of the mission/vision, expected outcomes, and the entire curriculum. The SON SEP is aligned with the University Campus Evaluation Plan (CEP).

Further opportunities exist for the faculty to revisit, review, discuss, and revise as needed the fit of the mission, goals, and student outcomes for the nursing program. The SON's overarching program governance committee is named the Nursing Program Committee (formerly known as the Faculty General Committee and End of Quarter committee).

The governance structure has recently been revised. This committee's ultimate purpose is to ensure quality and currency and to provide oversight for the nursing program in order to foster excellence in practice and to support the ultimate goals and mission of the University. Committee membership is made up of the SON faculty, program deans and selected student representatives. Additional University personnel are available to provide advisement to the committee members as necessary. Full-time faculty members are required to attend the Nursing Program Committee and selected standing committees. Part-time and adjunct faculty members are not required to attend but are strongly encouraged and have voting privileges as stated in the by-laws.

The **Nursing Program Committee** serves as a forum for discussion and dissemination of information, as the venue for the implementation of policy, practices and procedures which support the mission, goals and student outcomes. As the principal committee for the SON, the committee works include: (1) to develop, implement and evaluate educational programs designed to prepare entry level nurses at the baccalaureate level; 2) to foster an environment that emphasizes a commitment to student learning and encourages maximum personal and professional development; 3) to provide services to the local, regional, national and international community and the profession at large through a variety of channels; and 4) to formulate policies, practices and procedures for the SON which are in communion with University policies (see SON Program and Faculty Committee, Appendix G).

During the SON's quarterly (or more frequent if needed) Program Committee Meetings, faculty, students, and administrators can add topics to the meeting agenda that address areas of concern. Thus, changes or modifications to the mission, goals, and expected student outcomes can be proposed at the committee level either by the *SON Systematic Evaluation Plan (SON SEP)* process or via its regularly scheduled meetings. The *SON Systematic Evaluation Plan (SON SEP)* outcome information is disseminated at the Nursing Program Committee Meeting or at one of its sub-standing committee meetings.

Minutes from each of the meetings discussed above provide evidence of the committees' deliberations on professional nursing standards and guidelines, needs of the Community of Interest (COI), curricular issues, including recommendations for changes based on the need for currency or data from the Systematic Evaluation, expected student outcomes, and recommendations for revisions in the mission and goals of the SON. The University and the School of Nursing enjoy a rich governance program that fosters communication and collaboration in and amongst the various programs and administration

Several sub-standing committees report up to the Nursing Program Committee. The purpose of the sub-standing committees is to consider and propose actions, policies, procedures, practices and solutions that support the nursing program, professional nursing standards and guidelines, the needs of the community of interest and ultimately the University and to evaluate the program outcomes data in focused interest areas.

The sub-standing committees of the School of Nursing consist of:

- *Curriculum Committee*

The Curriculum Committee is charged with maintaining the quality of the curriculum, ensuring that the curriculum adequately prepares students for their chosen careers. This committee is responsible for ongoing curriculum development, implementation, evaluation, revision, and ensures compliance with all program regulatory and accreditation educational standards. Members review program philosophy, purposes, objectives, and review program learning outcomes for alignment among other related topics. In addition, another focus of this committee is to assure that individual course syllabi and textbooks/journals meet AUHS standards. The Curriculum Committee reports its recommendations to the regular scheduled Nursing Program Committee.

- *Assessment and Evaluation Committee*

This committee is responsible for ensuring that there is a plan in place for the systematic evaluation of students, faculty, clinical agencies, facilities, resources, adequacy of library and technologies, and any other requirements in order to meet the regulatory and accreditation needs of the program. The responsibilities of this committee include: reviewing all existing evaluation methods and procedures for appropriateness and make recommendations for revision as necessary; developing new evaluation methods and procedures, if needed, or recommending the addition of other significant evaluation programs needed for the adequate assessment and evaluation of outcomes.

This committee consists of at least three faculty members. The SON Assessment and Evaluation Committee works in collaboration with the Director of Institutional Research. The Director of Institutional Research helps the committee with managing data and attends this meeting as a non-voting ex-officio member.

- *Faculty Affairs & Resources Committee*

The Faculty Affairs & Resources Committee directs the process of reviewing policies, practices and procedures affecting faculty and issues of concern to the faculty along with assessing and making recommendations regarding the resources necessary to operate the educational programs. Committee members also participate in the faculty hiring process. Members of this committee collaborate with the University regarding the faculty role and responsibilities related to teaching, scholarship, and service and make suggestions related to faculty interests. This committee works to formulate plans to help faculty members achieve program goals related to teaching, service, scholarship and research.

Additionally, recommendations related to program library and technology resources are responsibilities of the committee. The University Librarian or a library representative advises the committee as needed and attends this meeting as a non-voting ex-officio member.

- *Admission, Progression and Student Affairs Committee*

The Admission, Progression and Student Affairs Committee directs the process of reviewing policies and procedures affecting student admission and progression and collateral matriculation issues. The committee is responsible for recommending undergraduate and graduate student (future) admission criteria, progression, retention, advisement policies, and professional standards policies, practices and due process procedures. These are shared with students through the student handbook. In addition, matters pertaining to student interests and activities are the responsibility of this committee. Student awards, scholarships, and ceremonies such as pinning and white coat ceremonies (future) and service outcome data are specific activities assigned to this committee. This committee is chaired by a faculty member. The Admissions Director or an Admissions Department representative acts as a resource to the committee and serves as a non-voting ex-officio member of this committee.

- *SON Advisory Board Committee (Sub-group of University Advisory Board)*

The SON Advisory Board Committee, a sub-group of the University Advisory Board, consists of community of interest members who represent nursing, allied health, clinical partners, health-care agencies, clinical administrators and staff, former graduates, and other vested parties participate and advise the School of Nursing on multiple matters related to nursing and students and, in particular, student outcomes and the needs of the community of interest. The BSN program obtains feedback through annual board meetings, e-mail, and personal calls. The data gathered from community of interest continue to provide information used for the enhancement and revision of the mission, goals, and expected outcomes of the nursing program. For example, in academic year 2013-2014, additional medical surgical content both didactic and clinical hours was added to the pre-licensure curriculum in response to requests from the community of interest.

The goals and objectives of the SON Advisory Board Committee are to collaborate with its community of interest partners in order to exchange information and ideas, share goals and interests, and foster affiliations and alliances which create opportunities for students and faculty.

These committees review all curricular issues, and, in conjunction with these reviews, may recommend curricular change. As stipulated in our *SON Systematic Evaluation Plan (SON SEP)*, (*Appendix F*) the curriculum and the mission and goals are reviewed in their entirety every five years.

Governance that occurs at the University level is in the form of “Councils”. AUHS has five (5) University Councils that the faculty of the SON participates in, namely:

1. Program & Faculty Senate Council
2. Curriculum Council
3. Systematic Assessment and Evaluation Council
4. Senior Leadership Council
5. Accreditation and Regulation Council

Program Component	Evaluation Tool Expectations	Responsible Person	Frequency of Assessment	Outcome: Result	Next Date For Measurement
<b>Standard I. PROGRAM QUALITY: MISSION AND GOVERNANCE</b>					
<b>SON Mission, Goal, are Congruent with AUHS Missions and Goals</b>	Program Review Report	Faculty Asst. Dean Dean Provost	Every 5 Years	Mission statements and goal are congruent Faculty Minutes	2021
<b>Expected Student Learning Outcomes</b>	Program and Course Review Report	Director of IR Curriculum Chair Faculty Asst. Dean Dean Provost	Every 5 Years	Faculty Minutes <i>There is congruence between teaching-learning practices and expected outcomes.</i>	2021
<b>Expected Faculty Outcomes</b>	Program Review Survey Mean of 3.5	Faculty Affairs Faculty Asst. Dean Dean Provost	Quarterly/Annually	Faculty Minutes Faculty Mets 3.5 Benchmark and Above	End of each quarterly
<b>Faculty and Students Participation in Governance</b>	Meetings Voting Process Committees	Students Faculty Asst. Dean Dean Provost	Annually	Minutes – Voting Students (SNA) participates in SON meetings (Curriculum and Student Affairs)	End of Each Quarter
<b>Policies and Procedures</b>	Handbook and Catalog Review	Faculty Dean Student Affairs Provost VP	Annually	Updated Handbooks and Catalog	2017

Program Component	Evaluation Tool Expectations	Responsible Person	Frequency of Assessment	Outcome: Result	Next Date For Measurement
Committees and Councils	Voting Process Review	President All	Every 5 Years	Bylaws Reviewed and Updated in 2016 by Votes	2021
Advisory Board	Meetings	COI	Annually	Minutes Report of Support	2017
<b>Standard II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES</b>	<p><i>The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected program outcomes.</i></p>				
Budget	Report Annual Review	Faculty Dean Provost VP President Faculty Dean Provost	Annually	Adequate to Support Program and SLO	2017
Resources: Supplies, Equipment and Facilities	Report Inventory List	VP President	Quarterly	Adequate to support SLO Inventory List on File	End of Quarter
Library Resources and Books	Report	Librarian Faculty Dean Provost VP President	Annually	Adequate to support SLO and Program	2017

<b>Program Component</b>	<b>Evaluation Tool Expectations</b>	<b>Responsible Person</b>	<b>Frequency of Assessment</b>	<b>Outcome: Result</b>	<b>Next Date For Measurement</b>
<b>Dean</b>	Evaluation Tool	Provost	90 Days, 6 Months, and Annually	Job Description	Annually
<b>Staff</b>	Evaluation Tool	Dean	Annually	Job Description	Annually
<b>Faculty Hiring and Qualifications</b>	Record Faculty Files	Dean Provost VP of Development HR	Ongoing	Adequate to support program  CA BRN Approval List	Ongoing
<b>Faculty Handbook Faculty Bylaws</b>	Review	Faculty Dean Provost VP President	Every 5 years	Revised and Updated in 2016	2021
<b>Faculty Performance</b>	Evaluation Tool	Faculty Dean Provost VP President	90 Days, 6 Months, and Annually	Job Description	Annually
<b>Faculty Development</b>	Presentations Publications Seminar Workshops...	Faculty Faculty Affairs Dean Provost	Quarterly	In-services on File  Updated CV	End of Quarter

Program Component	Evaluation Tool Expectations	Responsible Person	Frequency of Assessment	Outcome: Result	Next Date For Measurement
<b>Standard III. PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES</b>	<b>Standard 3: Program Quality: Curriculum and Teaching-Learning Practices</b>  <i>The curriculum is developed in accordance with the mission, goals, and expected outcomes of the program. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected outcomes. The environment for teaching- learning fosters achievement of the expected outcomes.</i>				
Curriculum Review	Review Report	Curriculum Committee Dean Provost VP Director of IR	Every 5 Years	Minutes Alignment Report Formative and Summative	2021
Curriculum Alignment	Review Report	Curriculum Committee Dean Provost VP Director of IR	Every 5 Years	Minutes Alignment Report	2021
Instruction Effectiveness of Courses	Survey Mean of 3.5 and above	Curriculum Committee Dean Provost VP Director of IR	2x a Year	Minutes and Met	2016
Syllabus	Alignment Report Mean of 3.5 and above	Faculty Dean Provost VP Director of IR	2x a Year	Alignment Report Met	2017
Textbooks	Review	Faculty Librarian Dean	Quarterly	Updated Quarterly	Before Start of Quarter

<b>Program Component</b>	<b>Evaluation Tool Expectations</b>	<b>Responsible Person</b>	<b>Frequency of Assessment</b>	<b>Outcome: Result</b>	<b>Next Date For Measurement</b>
<b>ATI Testing</b>	Survey 76%	Faculty Dean Provost VP Director of IR	Quarterly	100% of Student above Benchmark	2017
<b>Level Outcomes</b> <b>Level 1</b> <b>Level 2</b> <b>Level 3</b>	Survey 70%	Faculty Dean Provost Director of IR	Quarterly & Annually	Over 70% achieved Satisfactory	End of Quarter
<b>Clinical Evaluation – Clinical Experiential Behavioral Evaluation Tool</b>	Survey 70%	Faculty Dean Provost VP Director of IR	Quarterly	Met	End of Quarter
<b>Clinical Sites</b>	Survey Mean of 3.5 and above	Faculty Dean Provost VP Director of IR	Quarterly	Met 100% of Clinical sites approved by CA BRN	End of Quarter
<b>NCLEX Pass Rate</b>	Report 80% and above	Faculty Dean Provost VP Director of IR Dean	Quarterly/Annually	91.94% for 2016 See Report	End of Quarter
<b>Student Learning Outcomes</b>	Survey GPA = 3.0	Provost VP Director of IR	Quarterly	Met	End of Quarter
<b>Student Exemplary Work</b>	Report Papers Care Plans	Faculty Dean	Quarterly & Annually	Students Sample Care Plans and Work	2017

Program Component	Evaluation Tool Expectations	Responsible Person	Frequency of Assessment	Outcome: Result	Next Date For Measurement
<b>Standard IV. PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES</b>	<p><b>Standard 4: Program Effectiveness: Student Performance and Faculty Accomplishments</b></p> <p><i>The program is effective in fulfilling its mission, goals, as evidence by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement</i></p>				
<b>Student Satisfaction</b>	Survey Mean of 3.5 and above	Dean Provost VP Director of IR Student Affairs	2x a Year	Met	2017
<b>Exit Interview</b>	Survey Mean of 3.5 and above	Dean Provost VP Director of IR Student Affairs Career Services	2x a Year	Met	2017
<b>Completion Rates – Graduation Rate</b>	Survey 70%	Director of IR Student Affairs Career Services	Annually	Met	2017
<b>Alumni</b>	Survey Mean 3.5 and above	Director of IR Student Affairs Career Services	1-3-5 Years	Met	2019
<b>Employment (Job) Placement</b>	Survey 70%	Career Services Director of IR	Annually – 12 Months	Met	2017
<b>Employer Satisfaction</b>	Survey Mean of 3.5 and above	Career Services Director of IR	Annually, Every 3 Years, Every 5 Years	Met	2017

<b>Program Component</b>	<b>Evaluation Tool Expectations</b>	<b>Responsible Person</b>	<b>Frequency of Assessment</b>	<b>Outcome: Result</b>	<b>Next Date For Measurement</b>
<b>Preceptor Evaluation</b>	Survey Mean of 3.5 and above	Faculty Dean Director of IR Student Affairs	Annually	Met	2017
<b>Preceptor Roster</b>	Report	Clinical Coordinator Faculty	Annually	Available on File	2017
<b>Retention Rate</b>	Survey 80%	Director of IR Student Affairs	Annually	Met	2017
<b>Completion Rate</b>	Survey 70%	Director of IR Student Affairs Career Services	Annually	Met	2017
<b>Program Integrity</b>	CA BRN Approval and CCNE Accreditations	Faculty Dean Provost VP President Director of IR	Every 5-10 years	Current Approval and Certifications on File	2016 for CCNE 2017 for CA BRN
<b>SON Assessment “Wheel” (SAW)</b>	Report	All	3 Year Cycle		Fall 2016

SCHOOL OF NURSING SYSTEMATIC EVALUATION PLAN (SON-SEP)

SON MSN COMPREHENSIVE ASSESSMENT PLAN

COMMISSION ON COLLEGIATE NURSING EDUCATION: STANDARDS FOR ACCREDITATION OF BACCALAUREATE AND GRADUATE NURSING PROGRAMS.  
AMMENDED 2018, EFFECTIVE JANUARY 2019

**STANDARD I. PROGRAM QUALITY: MISSION AND GOVERNANCE**

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

KEY ELEMENTS	Evaluation Tools and Benchmark	Accountability	Frequency of Assessment	Expected Outcomes vs Benchmark	Assessment Period Cycle
<p>1-A. The mission, goals, and expected program outcomes are:</p> <ul style="list-style-type: none"> <li>• congruent with those of the parent institution; and</li> <li>• reviewed periodically and revised as appropriate</li> </ul> <p><u>Evaluation Tools and Benchmark (VIA tools)</u></p> <ul style="list-style-type: none"> <li>• Program outcomes Review Report: Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program (Survey data) – ILOs, PLOs, CLOs, Wheel Alignment</li> <li>• AUHS Mission, goals and outcomes review</li> <li>• Assessment Review and Outcomes</li> </ul>	<p>Faculty, Asst. Deans</p> <p>Dean, Provost, Chief</p> <p>Nurse Administrator</p> <p>(CNA), IRA Director,</p> <p>SEAC Members</p>	<p>Every 5 Years</p>	<p>Mission statements and goal are congruent and reviewed</p> <p>Assessment Outcomes finalized and distributed: - Revisions to mission, goals, and outcomes made as appropriate</p>	<p>2021</p>	

<p>I-B. The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.</p> <p><u>Evaluation Tools and Benchmark</u></p> <ul style="list-style-type: none"> <li>• Program and Course Review Report</li> <li>• Review mission, goals, and expected program outcomes are consistent with:</li> <li>• The Essentials of Baccalaureate Education for Professional Nursing Practice</li> <li>• [American Association of Colleges of Nursing (AACN), 2008];</li> <li>• The Essentials of Master's Education in Nursing (AACN, 2011);</li> <li>• The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006); and</li> <li>• Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2016]</li> </ul>	<p>Faculty, Asst. Deans  Dean, Provost, Chief  Nurse Administrator  (CNA), IRA Director  SEAC Members  Faculty Senate</p>	<p>Every 5 Years</p>	<p>AUHS mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals and expected outcomes.</p>	<p>2021</p>
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KEY ELEMENTS	Evaluation Tools and Benchmark	Accountability	Frequency of Assessment	Expected Outcomes vs Benchmark	Assessment Period Cycle
<p>I-C. The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.</p> <p><u>Evaluation Tools and Benchmark (EvaluationKit tool)</u></p> <ul style="list-style-type: none"> <li>• Program Review Survey: Mean of 3.5</li> <li>• Advisory Board and Council Meeting Minutes and Survey</li> <li>• Review of Mission, goals, and expected outcomes</li> </ul>	Faculty, Asst. Deans Dean,  Provost, CAN, IRA Director  SEAC Members  Advisory Board,  Council Members, SNA  & Students	Quarterly and Annually	Evidence that the AUHS mission, goals and expected program outcomes are met  Reflect the input, needs, expectations of the community of interest.	End of each quarterly  Annually	
<p>I-D. The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.</p> <p><u>Evaluation Tools and Benchmark</u></p> <ul style="list-style-type: none"> <li>• Evidence that expectations for faculty are congruent with those of the AUHS.</li> <li>• SON's expectations for faculty, (teaching, scholarship, service, practice, or other areas) may vary for FT, PT, adjunct</li> <li>• Review of Tripartite Faculty Evaluation</li> </ul>	Faculty, Asst. Deans Dean,  Provost, Chief Nurse Administrator (CNA), IRA Director  SEAC Members  Faculty Affairs Committee  Students, Student Nurses  Association (SNA)	Annually	SON's expectations for faculty are met or exceed  Evidence that SON's expectations are congruent with AUHS	End of Each Quarter  Annually	

<p>I-E. Faculty and students participate in program governance.</p> <p><u>Evaluation Tools and Benchmark</u></p> <ul style="list-style-type: none"> <li>• Handbook and Catalog Review</li> <li>• Review of Faculty minutes, SNA minutes, U2 update Meetings</li> <li>• Board of Trustees Academic Affairs Committee minutes: Participation of faculty and students' representatives</li> <li>• Review Policy-making meeting minutes: Nursing faculty involvement in development, review, and revision of academic program policies.</li> </ul>	<p>Faculty, Asst. Deans Dean,  Provost, Chief Nurse  Administrator (CNA)</p> <p>SEAC Members</p> <p>Student Affairs Committee</p>	<p>Quarterly &amp; annually</p>	<p>Evidence of effective utilization of  Decision Making and Approval flow chart  Faculty or other relevant policy making decisions process: Evidence of Faculty involvement.</p>	<p>End of Each Quarter  Annually</p>
<p>I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are: • fair and equitable; • published and accessible; and • reviewed and revised as necessary to foster program improvement.</p> <p><u>Evaluation Tools and Benchmark</u></p> <ul style="list-style-type: none"> <li>• Review Academic policies ( student recruitment, admission, retention, and progression)</li> <li>• Review written Policies communications to relevant constituencies. Review process on policies review cycle, and revisions.</li> <li>• SON policies and AUHS policies supports achievement of the program's mission, goals, and expected outcomes.</li> </ul>	<p>Faculty, Asst. Deans Dean,  Provost, Chief Nurse  Administrator (CNA)</p> <p>SEAC Members</p> <p>Director of Marketing and Publications</p> <p>All SON Committees</p>	<p>Every 3 years</p>	<p>Evidence that AUHS and SON policies are:  • Congruent and supports the mission, goals, and expected program outcomes  Revision as appropriate</p>	<p>Faculty, Asst. Deans Dean,  Provost/ CNA</p> <p>SEAC Members</p> <p>SON Committees</p> <p>Admissions</p>

Admissions Department				Department
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KEY ELEMENTS	Evaluation Tools and Benchmark	Accountability	Frequency of Assessment	Expected Outcomes vs Benchmark	Assessment Period Cycle
<p>I-G. The program defines and reviews formal complaints according to established policies.</p> <p><u>Evaluation Tools and Benchmark</u></p> <ul style="list-style-type: none"> <li>• Review AUHS Complaint types, process and policies</li> <li>• Review records of formal complaints received.</li> <li>• Formal complaints and the procedures for filing a complaint are communicated to relevant constituencies : review catalog, student handbook, faculty handbook.</li> </ul>		<p>Faculty, Asst. Deans Dean,</p> <p>Provost, Chief Nurse</p> <p>Administrator (CNA),</p> <p>Student Affairs Committee</p> <p>SEAC Members</p> <p>Director of Student Services</p>	<p>Every 5 Years</p>	<ul style="list-style-type: none"> <li>• Evidence of types of complaints definition</li> <li>• Complaint records are maintained</li> <li>• Complaint procedure are listed in the catalog, student handbook, faculty handbook</li> </ul>	2021

I-H. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications. Evaluation tools and Benchmark

- Accurate disclosure of CCNE accreditation status
- References to the AUHS programs, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate
- Information on licensure and/or certification examinations will eligibility for AUHS graduates is accurate.
- Transcripts specify the APRN role and population-focus

Faculty, Asst. Deans		
Dean,	Annually	• Documents and publications are accurate annually
Provost, Chief Nurse		• Efficient process in disseminating documents and publication changes are established, revision is made as necessary
Administrator (CNA)		
SEAC Members		
Director of Student ServicesRegistrar		
Director of		
Marketing and Publications		

## STANDARD II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.

KEY ELEMENTS	Evaluation Tools and Benchmark	Accountability	Frequency of Assessment	Expected Outcomes vs Benchmark	Assessment Period Cycle
II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed. <u>Evaluation Tools and Benchmark</u> <ul style="list-style-type: none"> <li>SON Annual budget report:</li> <li>Dean, asst. dean, &amp; Faculty salary compensation and qualifications</li> <li>Performance Evaluations &amp; Development</li> <li>Faculty and staff Recruitment and retention</li> <li>Budget for Program Review and Assessment</li> </ul>		Faculty, Asst. Deans Dean, Provost, Chief Nurse Administrator (CNA) President, VP/COO, Chief Financial Officer (CFO), SEAC Members	Quarterly and annually	<ul style="list-style-type: none"> <li>SON Budget is sufficient to meet program goals, mission, and expected outcomes.</li> <li>AUSH Budget is sufficient to support SON's budget</li> <li>Identify additional fiscal resources to support SON operations.</li> </ul>	Annually
II-B. Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed. <u>Evaluation Tools and Benchmark</u> <ul style="list-style-type: none"> <li>Review list of clinical sites, review clinical sites surveys</li> <li>Assess physical facilities and space</li> <li>Review equipment and supplies</li> </ul>		Faculty, Asst. Deans Dean, Provost, Chief Nurse Administrator (CNA) President, VP/COO,	Quarterly & annually	<ul style="list-style-type: none"> <li>Physical resources and clinical sites are adequate to fulfill SON its mission, goals, and expected outcomes.</li> <li>Evidence that resources are reviewed quarterly and annually</li> </ul>	Annually

	Chief Financial Officer (CFO), SEAC Members			
II-C. Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis. <u>Evaluation Tools and Benchmark</u> <ul style="list-style-type: none"> <li>Review and utilize survey data for Academic support services: CAS, library, technology, distance education support, research support, and</li> <li>Assess review process of academic support services, and improvements are made as appropriate.</li> </ul>	Faculty, Asst. Deans Dean, Provost, Chief Nurse Administrator (CNA) SEAC Members Director, Student Services Center for Academic Success (CAS) Coordinator	Annually	<ul style="list-style-type: none"> <li>Academic Support Services are sufficient to meet SON program and student needs</li> <li>Revision as appropriate</li> </ul>	Annually

KEY ELEMENTS	Evaluation Tools and Benchmark	Accountability	Frequency of Assessment	Expected Outcomes vs Benchmark	Assessment Period Cycle
<p>II-C. Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis. <u>Evaluation Tools and Benchmark</u></p> <ul style="list-style-type: none"> <li>• Review and utilize survey data for Academic support services: CAS, library, technology, distance education support, research support, and</li> <li>• Assess review process of academic support services, and improvements are made as appropriate.</li> </ul>	<p>Faculty, Asst. Deans Dean, Provost, Chief Nurse Administrator (CNA) SEAC Members Director, Student Services Center for Academic Success (CAS) Administrator</p>	<p>Annualy</p>	<p>Academic Support Services are sufficient to meet SON program and student needs Revision as appropriate</p>		<p>Annually</p>

<p><b>II-D. The chief nurse administrator of the nursing unit:</b></p> <ul style="list-style-type: none"> <li>• is a registered nurse (RN);</li> <li>• holds a graduate degree in nursing;</li> <li>• holds a doctoral degree if the nursing unit offers a graduate program in nursing;</li> <li>• is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and</li> <li>• provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.</li> </ul> <p><b>Evaluation Tools and Benchmark</b></p> <ul style="list-style-type: none"> <li>• consults, as appropriate, with faculty</li> <li>• consults with other communities of interest to make decisions to accomplish the SON mission, goals, and expected program outcomes.</li> <li>• is an effective leader of the SON</li> </ul>	President/CEO  Administration  Faculty, Asst. Deans Dean,  Provost, Chief Nurse  Administrator (CNA)  SEAC Members	Annually	<p>CNA meets or exceeds the required credentials and qualifications to:</p> <ul style="list-style-type: none"> <li>• accomplish the mission, goals, and expected program outcomes; and</li> <li>• provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes</li> </ul>	Annually
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KEY ELEMENTS	Evaluation Tools and Benchmark	Accountability	Frequency of Assessment	Expected Outcomes vs Benchmark	Assessment Period Cycle
<p>II-E. Faculty are:</p> <ul style="list-style-type: none"> <li>• sufficient in number to accomplish the mission, goals, and expected program outcomes;</li> <li>• academically prepared for the areas in which they teach; and</li> <li>• experientially prepared for the areas in which they teach.</li> </ul> <p><u>Evaluation Tools and Benchmark</u></p> <ul style="list-style-type: none"> <li>• Review Tripartite Faculty Performance Evaluation • Review policy on faculty workloads.</li> <li>• Review Faculty-to-student ratios to provide adequate supervision and evaluation</li> <li>• Review classification of APRN faculty: nationally certified on the same population-focused area of practice in role</li> <li>• Review qualifications and graduate degree credentials , certifications, licenses of faculty: meets regulatory and accrediting agencies requirements</li> <li>• Review Faculty files</li> <li>• Review faculty ranking</li> </ul>	<p>Faculty, Asst. Deans Dean, Provost, Chief Nurse Administrator (CNA)</p> <p>Students</p> <p>Faculty Affairs Committee</p>	<p>Every 5 years</p>	<p>Quadripartite Faculty Performance</p> <p>Evaluation meets or exceeds</p> <p>Faculty Workload and faculty-to-student ratio are clear and adequate</p> <p>Faculty credentials, licenses, certifications meet or exceeds regulatory and accrediting agencies requirements</p> <p>Faculty ranking meets institutional goal, and consistent with other higher education faculty ranking</p>	<p>2021</p>	

<p>II-F. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.</p> <p><u>Evaluation Tools and Benchmark</u></p> <p>Expected roles and performance for preceptors: teaching, supervision, and student evaluation:</p> <ul style="list-style-type: none"> <li>• clearly defined and communicated to preceptors;</li> <li>• congruent with the mission, goals, and expected student outcomes</li> <li>• congruent with relevant professional nursing standards and guidelines; and</li> <li>• reviewed periodically and revised as appropriate</li> </ul>	<p>Faculty, Asst. Deans Dean,  Chief Nurse Administrator  (CNA)</p> <p>Clinical Site Supervisor</p>	<p>Quarterly  Annually</p>	<p>Roles and Performance expectations were communicated clearly per contract and acknowledgement</p> <p>Preceptor and preceptee contract signed</p> <p>Revision as appropriate</p>	<p>Annually</p>
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KEY ELEMENTS	Evaluation Tools and Benchmark	Accountability	Frequency of Assessment	Expected Outcomes vs Benchmark	Assessment Period Cycle
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<p>II-G. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.</p> <p><u>Evaluation Tools and Benchmark</u></p> <ul style="list-style-type: none"> <li>• Review Tripartite Faculty Performance Evaluation</li> <li>• Faculty have opportunities for ongoing development in teaching.</li> <li>• Review service and scholarship support for expected faculty outcomes</li> <li>• Review service and scholarship support for expected faculty outcomes are clearly defined and supported.</li> <li>• Review policy on opportunities provided for faculty to maintain practice competence.</li> <li>• AUHS support ensures that faculty are current in their clinical practice and is maintained for faculty in roles that require it.</li> </ul>	<p>President, VP, CFO, Provost, Chief Nurse Administrator (CNA)</p> <p>Faculty Affairs Committee</p>	<p>Quarterly Annually</p>	<p>Expected outcomes are met . Continue to encourage and support faculty teaching, scholarship, service, and practice.</p>	<p>End of Quarter</p>
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#### SUPPORTING DOCUMENTATION FOR STANDARD II

CCNE recognizes that reasonable alternatives exist when providing documentation to address the key elements.

1. Nursing unit budget for the current and previous two fiscal years.
2. Current curricula vitae of the chief nurse administrator and faculty.
3. Summary (e.g., list, narrative, table) of name, title, educational degrees with area of specialization, certification, relevant work experience, and teaching responsibilities of each faculty member and administrative officer associated with the nursing unit.
4. Schedule of courses for the current academic year and faculty assigned to those courses.

5. Policies regarding faculty workload.
6. Current collective bargaining agreement, if applicable.
7. Policies and/or procedures regarding preceptor qualifications and evaluation. Documentation of preceptor qualifications and evaluation.
8. Policies and/or procedures that support professional development (e.g., release time, workload reduction, funding).
9. Documents that reflect decision-making (e.g., minutes, memoranda, reports) related to institutional commitment and resources.

### STANDARD III. PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

KEY ELEMENTS	Evaluation Tools and Benchmark	Accountability	Frequency of	Expected Outcomes vs. Benchmark	Assessment Period Cycle
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			Assessment		
<p>III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:</p> <ul style="list-style-type: none"> <li>• are congruent with the program's mission and goals;</li> <li>• are congruent with the roles for which the program is preparing its graduates; and</li> <li>• consider the needs of the program–identified community of interest.</li> </ul> <p><u>Evaluation Tools and Benchmark</u></p> <ul style="list-style-type: none"> <li>- Curriculum Review</li> <li>- Curriculum Alignment and mapping</li> <li>- Data on PLOs, CLOs, and ULOs achievement</li> <li>- Expected Student Learning Outcomes are clearly stated</li> </ul>	<p>Faculty, Asst. Deans Dean,  Provost, Chief Nurse Administrator (CNA) IRA Director  SEAC Members  Student Representatives  Curriculum Committee  Assessment and  Evaluation Committee</p>	<p>Quarterly Annually</p>	<p>AUHS SEAP was implemented accurately AUHS SEAP 23 Key  Indicators are met or exceeded the benchmark for each indicator Revise curriculum as appropriate –  Submit curriculum revision to accrediting and approving agencies.</p>	<p>2016</p>	<p>Quarterly</p>

<p>III-B. Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</p> <p><u>Evaluation Tools and Benchmark</u></p> <ul style="list-style-type: none"> <li>• BSN degree program incorporates professional nursing standards and guidelines relevant to that program and each MSN track offered.</li> <li>• BSN program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum.</li> <li>• Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)</li> </ul>	<p>Faculty, Asst. Deans Dean,  Provost, Chief Nurse Administrator (CNA)</p> <p>SON Curriculum Committee</p> <p>SON Assessment and Evaluation Committee</p> <p>Faculty Senate</p>	<p>Every 5 years</p>	<p>BSN Curriculum reflects integration of relevant professional nursing standards evident in the curriculum and student learning outcomes</p>	<p>2021</p>
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KEY ELEMENTS	Evaluation Tools and Benchmark	Accountability	Frequency of Assessment	Expected Outcomes vs. Benchmark	Assessment
					Period Cycle
<p>III-C. Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</p> <p><u>Evaluation Tools and Benchmark</u></p> <ul style="list-style-type: none"> <li>• Master's program curricula incorporate professional standards and guidelines as appropriate <ul style="list-style-type: none"> <li>a. All master's degree programs incorporate The Essentials of Master's Education in Nursing(AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.</li> <li>b. All master's degree programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016).</li> </ul> </li> <li>• Graduate-entry master's program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) and appropriate graduate program standards and guidelines.</li> </ul>	<p>Faculty, Asst. Deans Dean,  Provost, Chief Nurse Administrator (CNA)</p> <p>SON Curriculum Committee</p> <p>SON Assessment and Evaluation Committee</p> <p>Faculty Senate</p>	<p>Every 5 years</p>	<p>MSN Curriculum reflects integration of relevant professional nursing standards evident in the curriculum and student learning outcomes</p>	<p>2024</p>	

<p>III-D. DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</p> <ul style="list-style-type: none"> <li>• DNP program curricula incorporate professional standards and guidelines as appropriate.</li> </ul> <p>a. All DNP programs incorporate The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.</p> <p>b. All DNP programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016).</p> <ul style="list-style-type: none"> <li>• Graduate-entry DNP program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) and appropriate graduate program standards and guidelines.</li> </ul> <p>This post-graduate APRN program is not offered at this time</p> <p>This DNP graduate program is not offered at this time</p>	N/A	N/A	N/A	N/A
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Appendices

KEY ELEMENTS	Evaluation Tools and Benchmark	Accountability	Frequency of Assessment	Expected Outcomes vs. Benchmark	Assessment Period Cycle
III-E. Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016).	This post-graduate APRN program is not offered at this time	N/A	N/A	N/A	N/A
III-F. The curriculum is logically structured to achieve expected student outcomes.	<ul style="list-style-type: none"> <li>Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.</li> <li>Master's curricula build on a foundation comparable to baccalaureate-level nursing knowledge</li> </ul>	Faculty, Asst. Deans Dean, Provost, Chief Nurse Administrator (CNA)	Every 5 years	MSN Curriculum reflects integration of relevant professional nursing standards evident in the curriculum and student learning outcomes	2021 (BSN) 2024 (MSN)
DNP & post-graduate APRN program is not offered at this time	<ul style="list-style-type: none"> <li>DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.</li> <li>Post-graduate APRN certificate programs build on graduate-</li> </ul>	SON Curriculum Committee			

<p>level nursing competencies and knowledge base.</p>	<p>SON Assessment &amp; Evaluation Committee Faculty Senate</p>			
<p><b>III-G. Teaching-learning practices:</b></p> <ul style="list-style-type: none"> <li>• support the achievement of expected student outcomes;</li> <li>• consider the needs and expectations of the identified community of interest; and</li> <li>• expose students to individuals with diverse life experiences, perspectives, and backgrounds</li> </ul> <p><u>Evaluation Tools and Benchmark</u></p> <ul style="list-style-type: none"> <li>• Teaching-learning practices (e.g., simulation, lecture, flipped classroom, case studies) in all environments (e.g., virtual, classroom, clinical experiences, distance education, laboratory): support achievement of expected student outcomes</li> <li>• Teaching-learning practices: appropriate to the student population (e.g., adult learners, second-language students, students in a post-graduate APRN certificate program),</li> <li>• Teaching-learning practices: consider the needs of the program-identified community of interest, and broaden student perspectives.</li> </ul>	<p>Faculty, Asst. Deans Dean,  Provost, Chief Nurse Administrator (CNA)</p> <p>SON Curriculum Committee</p> <p>SON Assessment and Evaluation Committee</p> <p>Faculty Senate</p> <p>Faculty Affairs</p>	<p>Quarterly &amp; Annually</p>	<p>Teaching-learning practices</p> <ul style="list-style-type: none"> <li>• support the achievement of expected student outcomes;</li> <li>• consider the needs and expectations of the identified community of interest; and</li> <li>• expose students to individuals with diverse life experiences, perspectives, and backgrounds</li> </ul>	<p>Quarterly &amp; Annually</p>

III-H. The curriculum includes planned clinical practice experiences that:	Committee				
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KEY ELEMENTS	Evaluation Tools and Benchmark	Accountability	Frequency of Assessment	Expected Outcomes vs. Benchmark	Assessment Period Cycle
III-H. The curriculum includes planned clinical practice experiences that:	<u>Evaluation Tools and Benchmark</u> <ul style="list-style-type: none"> <li>• enable students to integrate new knowledge and demonstrate attainment of program outcomes;</li> <li>• foster interprofessional collaborative practice; and</li> <li>• are evaluated by faculty</li> </ul>	Faculty, Asst. Deans Dean, Provost, Chief Nurse Administrator (CNA)	Quarterly & Annually	Evidence that planned clinical practice experiences fosters <ul style="list-style-type: none"> <li>• Interprofessional collaboration</li> <li>• Enable integration of knowledge and achievement program outcomes</li> </ul>	

	SON Curriculum Committee			
III-I. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied. <u>Evaluation Tools and Benchmark</u> <ul style="list-style-type: none"> <li>• Review of Student learning Outcomes</li> <li>• Review grading criteria</li> <li>• Faculty evaluation in collaboration with preceptor</li> <li>• Review methods of communicating grades to students</li> </ul>	SON Assessment and Evaluation Committee  Faculty Senate  Clinical Site Supervisor	Quarterly & Annually		
III-J. The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.  <u>Evaluation Tools and Benchmark</u> <ul style="list-style-type: none"> <li>• Data from faculty and student evaluation of teaching-learning practices is used by faculty to inform decisions that facilitate the achievement of student outcomes.</li> <li>• Evaluation activities may be formal or informal, formative or summative.</li> <li>• The curriculum is regularly evaluated by faculty and revised as appropriate.</li> </ul>	Faculty, Asst. Deans Dean,  Provost, Chief Nurse Administrator (CNA)  SON Curriculum	Quarterly & Annually	Evidence that curriculum and teachinglearning practices are evaluated at quarterly and annually; and evaluation data are used by faculty to foster ongoing improvement	Quarterly  2020

	Committee  SON Assessment and  Evaluation Committee  Faculty Senate			
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#### SUPPORTING DOCUMENTATION FOR STANDARD III

1. The supporting documentation listed below is included in the self-study document or provided for review on site. CCNE recognizes that reasonable alternatives exist when providing documentation to address the key elements.
2. Evidence that faculty participate in the development, implementation, and revision of curricula.
3. Course syllabi for all courses included in the curricula.
4. Examples of course content and/or assignments reflecting incorporation of professional nursing standards and guidelines in the curriculum.
5. Evidence that APRN education programs incorporate separate comprehensive graduate-level courses to address the APRN core.
6. Evidence that graduate-level content related to the APRN core is taught in master's degree programs that have a direct care focus (e.g., nurse educator and clinical nurse leader).
7. The program of study/curricular plan for each track/program under review.
8. Examples of student work reflecting student learning outcomes (both didactic and clinical).
9. Examples of clinical practice experiences that prepare students for interprofessional collaborative practice.
10. Evidence of direct care clinical experiences for all programs/tracks preparing students for a direct care role (including, but not limited to, post-licensure baccalaureate and nurse educator tracks).
11. Current affiliation agreements with institutions at which student instruction occurs.
12. Examples of student performance evaluations (didactic and clinical), including evaluation tools (e.g., exams, quizzes, projects, presentations).
13. Documentation that faculty are responsible for grading all courses and clinical experiences.
14. Examples of tools for curriculum assessment (e.g., end-of-course and faculty evaluations, student and faculty evaluations of clinical experiences).

15. Documents (e.g., minutes, memoranda, reports) that demonstrate data analysis of student and/or faculty evaluations to support ongoing improvement of curriculum and teaching-learning practices.

#### STANDARD IV. PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

KEY ELEMENTS	Evaluation Tools and Benchmark	Accountability	Frequency of Assessment	Expected Outcomes vs. Benchmark	Assessment Period Cycle
IV-A. A systematic process is used to determine program effectiveness.  <u>Evaluation Tools and Benchmark</u> • AUHS SEAP to determine Program Effectiveness: (Refer to SEAP to guide the assessment process: Key Indicators) • Compare expected outcomes to actual outcomes (student achievement, faculty outcomes, program outcomes, etc..) using aggregated and disaggregated data outcomes and analysis	Faculty, Asst. Deans Dean, Provost, Chief Nurse Administrator (CNA)	Quarterly and annually	Implementation of SEAP  Met or exceeded SEAP Key indicator	Quarterly and annually	

	SON Curriculum Committee		Benchmark on expected program outcomes	
	SON Assessment and Evaluation Committee			
IV-B. Program completion rates demonstrate program effectiveness.	Faculty Senate	Quarterly and annually	Implementation of SEAP	Quarterly and annually
<u>Evaluation Tools and Benchmark</u>  Completion rate Report: 70% or higher  <ul style="list-style-type: none"> <li>• most recent calendar year (January 1 through December 31)</li> <li>• over the three most recent calendar years</li> <li>• for the most recent calendar year or over the three most recent calendar years when excluding: students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education</li> <li>• describe the formula used to calculate the completion rate.</li> <li>• Describe identified factors and numbers of students excluded</li> </ul>	Director of Student Services		Met or exceeded SEAP Key indicator	Benchmark on expected program outcomes
IV-C. Licensure pass rates demonstrate program effectiveness.	CAS Coordinator			
<u>Evaluation Tools and Benchmark</u>  NCLEX-RN® pass rate for each campus is 80% or higher in <u>any one</u> of	Deans Dean, Provost, Chief  Nurse Administrator (CNA)	Quarterly and annually	Implementation of SEAP	Quarterly and annually
	CAS Coordinator		Met or exceeded SEAP Key indicator	Benchmark on expected program

<p>the following for:</p> <ul style="list-style-type: none"> <li>• first-time takers - most recent calendar year (January 1 to December 31);</li> <li>• first-time and repeaters - most recent calendar year;</li> <li>• first-time takers - three most recent calendar years; or</li> <li>• first-time and repeaters - over the three most recent calendar years.</li> </ul> <p>Identify which of the above options was used to calculate the pass rate</p>	<p>Director of Student Services</p>	<p>outcomes</p>
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KEY ELEMENTS	Evaluation Tools and Benchmark	Accountability	Frequency of Assessment	Expected Outcomes vs. Benchmark	Assessment Period Cycle
	<p>IV-D. Certification pass rates demonstrate program effectiveness.</p> <p><u>Evaluation Tools and Benchmark</u></p> <p>Review certification pass rate of 80%, for each Track examination, in any one of the following ways:</p> <ul style="list-style-type: none"> <li>• first-time takers - most recent calendar year (January 1 to December 31);</li> <li>• first-time and repeaters - most recent calendar year;</li> </ul>	<p>Faculty, Asst. Deans Dean, Provost, Chief Nurse</p>	<p>Quarterly and annually</p>	<p>Implementation of SEAP</p>	<p>Quarterly and annually</p>
				<p>Met or exceeded SEAP Key indicator Benchmark on expected program</p>	

- first-time takers - over the three most recent calendar years;
- first-time and repeaters - over the three most recent calendar years.

Identify which of the above options was used to calculate the pass rate.

Provide certification pass rate data for each examination: calculate the pass rate & may combine certification pass rate data for multiple examinations relating to the same role and population.

#### IV-E. Employment rates demonstrate program effectiveness.

##### Evaluation Tools and Benchmark

Review achievement of required employment rates outcomes: 70% or higher

- employment rate for each degree program (baccalaureate, master's, and DNP) and the post-graduate APRN certificate program.
- employment data collected: at the time of program completion or at any time within 12 months of program completion.

If the employment rate is less than 70%: the employment rate is 70% or higher when excluding graduates who have elected not to be employed.

	Administrator (CNA)	outcomes	
	SON Curriculum Committee		
	SON Assessment and Evaluation Committee		
	Faculty Senate	Quarterly and annually	Implementation of SEAP
	Director of Student Services		Met or exceeded SEAP Key indicator Benchmark on expected program outcomes
	CAS Coordinator		
	Career Services Coordinator		

IV-F. Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.

Quarterly and annually  
Implementation of SEAP

Quarterly and annually

#### Evaluation Tools and Benchmark

Review and use outcome data (completion, licensure, certification, and employment) for improvement.

- Discrepancies between actual and CCNE expected outcomes: inform areas for improvement
  - program completion rates 70%,
  - licensure pass rates 80%,
  - certification pass rates 80%,
  - employment rates 70%
- ongoing and deliberate analysis of program changes to foster improvement and achievement of program outcomes
- Faculty are engaged in the program improvement process.

Met or exceeded SEAP Key indicator Benchmark on expected program outcomes

KEY ELEMENTS	Evaluation Tools and Benchmark	Accountability	Frequency of Assessment	Expected Outcomes vs. Benchmark	Assessment Period Cycle
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**IV-G. Aggregate faculty outcomes demonstrate program effectiveness.**

Evaluation Tools and Benchmark (EvaluationKit Tool)

Review and utilize achievement of expected faculty outcomes.

**Expected faculty outcomes:**

- outcomes are consistent with and contribute to achievement of the program's mission and goals
- are congruent with institution and program expectations
- are identified for the faculty as a group;
- specify expected levels of achievement for the faculty as a group; and
- reflect expectations of faculty in their roles.

Compare actual faculty outcomes to expected levels of achievement. Actual faculty outcomes are presented in the aggregate.

If expected faculty outcomes vary for FT, PT, adjunct: present actual faculty outcomes separately for each different group of faculty.

Quarterly and annually  
Implementation of SEAP

Quarterly and annually

Faculty, Asst. Deans  
Dean,

Provost, Chief Nurse

Administrator (CNA)

SON Curriculum Committee

SON Assessment and Evaluation Committee

Met or exceeded  
SEAP Key indicator  
Benchmark on  
expected program  
outcomes

IV-H. Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.

Evaluation Tools and Benchmark Review & utilize

faculty outcome data:

- Explain discrepancies between actual and expected outcomes: Create improvement plan
- Analyze changes deliberately and ongoing

Faculty Senate

Quarterly and annually

Implementation of SEAP

Quarterly and annually

Director of Student Services

CAS Coordinator

Career Services Coordinator

Met or exceeded SEAP Key indicator Benchmark on expected program outcomes

IV-I. Program outcomes demonstrate program effectiveness.

Evaluation Tools and Benchmark (EvaluationKit Tool)

- Evidence of outcomes achievement other than those related to:
  - completion rates
  - licensure pass rates
  - certification pass rates
  - employment rates and
  - faculty outcomes
- Program outcomes are defined by the program and incorporate expected levels of achievement.
- Describe how outcomes are measured.
- Compare actual levels of achievement to expected levels of

Quarterly and annually

Implementation of SEAP

Quarterly and annually

Met or exceeded SEAP Key indicator Benchmark on expected program outcomes

- achievement: overall achievement of outcomes.
- Analyze: Program outcomes are appropriate and relevant to the degree and certificate programs offered.

KEY ELEMENTS	Evaluation Tools and Benchmark	Accountability	Frequency of Assessment	Expected Outcomes vs. Benchmark	Assessment Period Cycle
<p>IV-J. Program outcome data are used, as appropriate, to foster ongoing program improvement.</p> <p><u>Evaluation Tools and Benchmark</u> Review &amp; utilize faculty outcome data:</p> <ul style="list-style-type: none"> <li>Explain discrepancies between actual and expected outcomes: Create improvement plan</li> <li>Analyze changes deliberately and ongoing</li> <li>Evidence that faculty are engaged in the program improvement</li> </ul>	<p>Faculty, Asst. Deans Dean, Provost, CNA</p> <p>Faculty Senate</p> <p>SON Curriculum Committee</p> <p>SON Assessment and</p>	<p>Quarterly and annually</p>	<p>Implementation of SEAP</p> <p>Met or exceeded SEAP Key indicator Benchmark on expected program outcomes</p>	<p>Quarterly and annually</p>	

process

Evaluation Committee

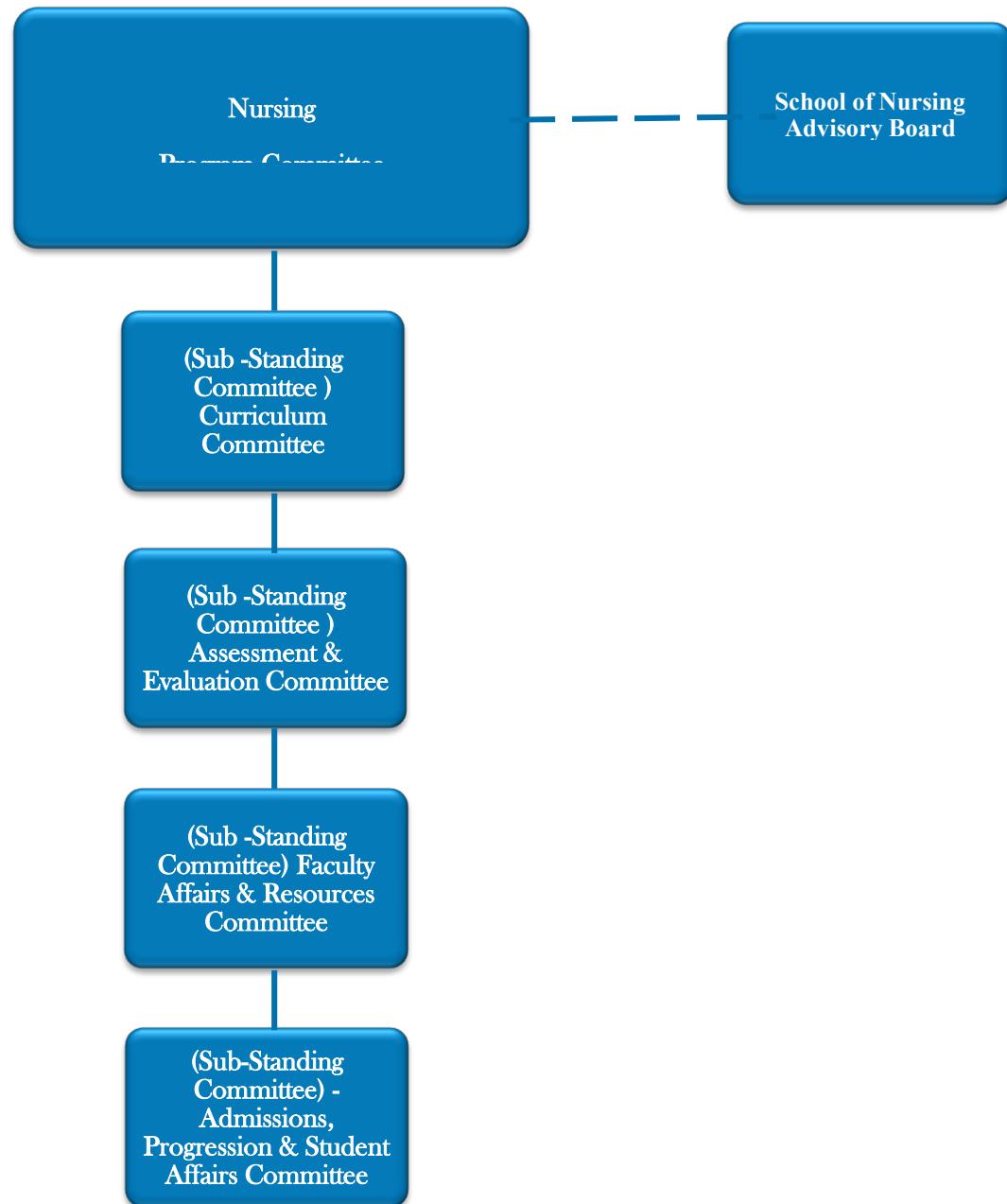
Data Team and Assessment  
Coordinators

Faculty Senate

Director of Student Services

CAS Administrator







**APPENDIX Z: CO-CURRICULAR ASSESSMENT:**  
**ACADEMIC & PROFESSIONAL KNOWLEDGE AND SKILLS**

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Knowledge of the Discipline</b>	Makes explicit references to general education and professional knowledge and skills, including concepts, theories, and methodologies, and applies them in an innovative (new and creative) way that knowledge and skills to demonstrate comprehension and performance in novel situations.	Makes references to general education and professional knowledge and skills, including concepts, theories, and methodologies, and shows evidence of applying that knowledge and skills to demonstrate comprehension and performance in novel situations.	Makes references to general education and professional knowledge and skills, including concepts, theories, and methodologies, and attempts to apply that knowledge and skills to demonstrate comprehension and performance in novel situations.	Makes vague references to general education and professional knowledge but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
<b>Connections of Disciplines</b>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, acts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Transfer</b> <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	<p>study or perspective.</p> <p>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</p>	<p>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</p>	<p>Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.</p>	<p>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.</p>
<b>Communication</b>	<p>Fulfils the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.</p>	<p>Fulfils the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.</p>	<p>Fulfils the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).</p>	<p>Fulfils the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.</p>

### PERSONAL INTEGRITY, ETHICAL REASONING AND VALUES

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Ethical Self-Awareness</b>	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
<b>Understanding Different Ethical Perspectives/ Concepts</b>	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
<b>Ethical Issue Recognition</b>	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
<b>Application of Ethical Perspectives/ Concepts</b>	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical

		application.	
<b>Evaluation of Different Ethical Perspectives/ Concepts</b>	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)

## LEADERSHIP

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Communication Skills</b>	Communication strategies to effectively express, listen, and adapt to others to establish relationships in the co-curricular activities.	Effectively communicates in co-curricular activities, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in co-curricular context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in co-curricular context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives
<b>Teamwork Leadership</b>	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple co-curricular activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and <i>team leadership</i> , with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in co-curricular activities and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some co-curricular activities but shows little internalized understanding of their aims or effects and little commitment to future action.
<b>Collaborative Abilities</b>	Demonstrates ability and commitment to <i>collaboratively work in co-curricular activities and contexts</i> .	Demonstrates ability and commitment to work actively <i>in co-curricular activities and contexts</i> .	Demonstrates experience identifying intentional ways to <i>participate in co-curricular activities and contexts</i> .	Experiments with community contexts and structures, <i>tries out a few to see what fits</i> .

### COMMUNITY ENGAGEMENT

	<b>Outstanding</b>	<b>Proficient</b>	<b>Adequate</b>	<b>Minimal</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Diversity of Communities and Cultures</b>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
<b>Analysis of Knowledge</b>	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/discipline to one's own participation in community services.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to one's own participation in community services.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/ field/discipline to one's own participation in community services.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/ field/discipline to one's own participation in community services.
<b>Community Identity and Commitment</b>	Provides evidence of experience in community activities and describes what has learned about self as it relates to a reinforced and clarified sense of community identity and continued commitment to community services	Provides evidence of experience in community engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of community identity and commitment.	Evidence suggests involvement in community engagement activities is generated from expectations or course requirements rather than from a sense of community identity.	Provides little evidence of experience in community-engagement activities and does not connect experiences to community identity.
<b>Communication</b>	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further community activities.	Effectively communicates in community context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in community context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in community context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives
<b>Action and</b>	Demonstrates independent experience	Demonstrates independent experience	Has clearly <i>participated</i> in community-	Has <i>experimented</i> with some

<b>Reflection</b>	and <i>shows initiative in team leadership</i> of complex or multiple community engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	and <i>team leadership</i> of community action, with reflective insights or analysis about the aims and accomplishments of one's actions.	focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	community activities but shows little internalized understanding of their aims or effects and little commitment to future action.
<b>Community Contexts</b>	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures <i>to achieve a community goal.</i>	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a community goal.</i>	Demonstrates experience identifying intentional ways to <i>participate in</i> community contexts and structures.	Experiments with community contexts and structures, <i>tries out a few to see what fits.</i>