

http://www.usiouxfalls.edu/index.php?option=com_content&task=view&id=1598

Institutional Refund Policy

This policy applies to students who withdraw from a class or classes, reducing his or her enrollment status to less than full-time and it applies to students who completely withdraw from school and have not applied for or been awarded Federal Title IV financial aid.

The amount of the refund will be determined by the University of Sioux Falls Institutional Refund Policies. Click on the link below to find which policy applies to you.

[Refund Calender](#)

Students receiving Federal Title IV financial aid will have their refunds applied to the aid program from which the student receives the funding based on the calculation in the Federal Return of Title IV Funds Policy. Students receiving institutional aid will have their aid refunded based on the Institutional Refund Policy and the Federal Return of Title IV Funds Policy when applicable.

The refund policy for summer sessions is published in the course offering booklet for those terms. No refunds will be issued after the third day of classes. Federal Title IV aid refunds are calculated based on those sessions.

Federal Return of Title IV Funds Policy

This policy applies to all students who have been awarded Federal financial aid (including FFELP loans). The University of Sioux Falls is in compliance with the Higher Education Amendments of 1998. This refund policy provides a fair and equitable refund for students who have applied for and been awarded Title IV funds and completely withdraw from the University. In order for refunds to be calculated accurately a student must complete official withdrawal forms. The official withdrawal date is the date a student initiates withdrawal. For undergraduate students the official office to begin withdrawal is the Office of Retention and Academic Advising. For the Degree Completion Program and all graduate programs, official withdrawal notice must be given to the director of the respective program. Failure to withdraw officially will result in grades of "F".

This Federal Return of Title IV Funds Policy does not apply to students who withdraw after 60 percent of the enrollment period has elapsed.

The University of Sioux Falls will calculate refunds based on a percentage of the period of enrollment completed on the date of withdrawal. The number of days completed in the enrollment period will be divided by the total number of days in the enrollment period to determine the percentage of aid to be refunded. If no date of withdrawal can be determined, USF will use the midpoint of the semester as the date of withdrawal. No refund will be calculated after 60 percent of the enrollment period has elapsed. In accordance with the mandated Federal Return of Title IV Funds Policy, refund amounts calculated for Federal Title IV programs will be returned to the aid programs in the following order:

- 1) Federal Unsubsidized Stafford Loan
- 2) Federal Subsidized Stafford Loan
- 3) Federal Perkins Loan

- 4) Federal PLUS Loan
- 5) Federal Pell Grant
- 6) Federal SEOG Grant
- 7) other Title IV assistance for which a return is required

If the Federal Return of Title IV Funds Policy allows for a "Post-Withdrawal Disbursement" to the student, the student will be notified by mail. The student will also be notified by mail of any refunds the University is required to make to the Federal Title IV programs as well as any refunds (repayments) that the student is required to make.

The Return of Title IV Funds calculation may result in an amount that must be repaid by the student. Federal regulation mandates that the student repay the Title IV programs in the same order as the refund made by the institution on behalf of the student. If the repayment is to a FFEL Program, it can be made in accordance with FFELP regulations.



University of **Sioux Falls**

School of Nursing

NUR 431 Nursing Capstone Preceptor Resource Book

Revised: January 21, 2013

**University of Sioux Falls
NUR 431 Nursing Capstone
Preceptor Resource Book**

The USF School of Nursing reserves the right to make changes or updates at any time to the Student Resource Book to reflect changes in current policies or procedures.

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A. Introduction

The University of Sioux Falls initiated a new baccalaureate nursing program, January 2010. This program is based on the primary concept of **Caring Service**, which is a major focus of the university. We believe that the strength of a baccalaureate nursing program requires collegial relationships among students, faculty and those registered nurses who act as preceptors and role models for our students. This Preceptor Resource Book has been developed to assist you in your role as a preceptor. We welcome suggestions from you in your experience as a preceptor and thank you for your willingness to share your clinical experience and expertise in helping prepare caring and competent professional nurses.

B. USF School of Nursing Mission, Goals, & Expected Outcomes

1. Mission: USF School of Nursing

The mission of the USF School of Nursing is to prepare graduates to practice a career of service within an ethical framework that views all people equally worthy of humanistic and accessible care. The School of Nursing faculty will create an environment that fosters academic and clinical excellence and actualizes holistic care including spiritual, emotional, physical and culturally sensitive care of both self and clients.

2. Goals: USF School of Nursing

1. Create a climate within the School of Nursing that encourages both students and faculty to reach their maximum potential as professional nurses.
2. Inspire and motivate students to provide safe holistic care by incorporating a strong liberal arts core to enhance nursing knowledge.
3. Emphasize the service and healing focus within the nursing profession, and instill in students a desire to practice ethically and without bias.
4. Empower students to assume leadership roles within the nursing profession.

3. Expected Student Outcomes

1. Acquire the knowledge, clinical skills and critical thinking skills required to plan and provide excellent evidence-based clinical care, with a strong foundation in the arts and sciences.
2. Be prepared and inspired and prepared to become leaders who have an appreciation for the human dignity of every individual and practice within an ethical framework with social justice at the core.
3. Promote the health of all people, regardless of race, color, creed, age or any other human discriminators.
4. Understand the value of inter and intra-disciplinary collaboration and communication and integrate this into one's practice.
5. Integrate a strong commitment to life-long learning, in order to respond to clinical and technological advances, changes in health care delivery and health systems, population changes, genetic advances and access to health care globally.
6. Be prepared to practice within different settings and complexities of situations, including caring for people across the life span.

C. NUR 431 Nursing Capstone Introduction

The capstone course is a required course for the nursing major. This course will bring all of the students' experiences together to help them choose an area of practice in which they would like to focus on for a capstone experience. Students will respond to the expected graduate outcomes and how they believe they are prepared to enter the world of professional nursing. Students will complete 96 hours in a clinical experience with a nurse expert in that area. All students address the same program objectives by selecting a clinical area of interest and developing a senior contract.

The USF nursing faculty member is responsible for matching students with preceptors in their chosen area of interest. The preceptor serves as a role model, resource, consultant and teacher for the student in the clinical setting. The preceptor provides clinical experiences that meet the objectives of the contract in a safe and nurturing environment.

The student is required to complete a Capstone Contract in which they identify their goals and evaluations methods. The course requirement is that the student will complete a total of 96 clinical hours. After this is approved by the faculty member, the student will then meet with the preceptor to explain the contract he/she has developed to be sure that the areas identified will be able to be met in this experience. If the student and preceptor agree that this contract contains goals that are obtainable in this experience, the preceptor will sign the contract and the faculty member and student will also sign the contract. The student will also provide the preceptor a copy of the course syllabus, which contains the course objectives.

1. Qualifications

The registered nurse preceptor must possess at least a bachelor's degree in nursing, have demonstrated competencies appropriate for the student's learning experience, and be licensed (and certified as required or appropriate) in the state(s) in which he/she practices. A preceptor who is not a nurse, but is part of the interdisciplinary team caring for clients, must have at least a bachelor's degree and any other credentials required for professionals in their discipline.

The individual selected must have a positive attitude towards nursing, the educational process, and students. The preceptor must be perceived as a role model for professional nursing practice. They must exhibit enthusiasm and be able to work with students and faculty in a constructive manner.

2. Roles and Responsibilities

a. Preceptor Roles and Responsibilities

- i. The primary role of the preceptor is to guide and provide direct supervision of a senior nursing student in a directed clinical experience. The preceptor will serve as a clinical expert, role model teacher and evaluator.
- ii. Arrange orientation and access to clinical learning experience.
- iii. Assist in planning experiences for the student based on the student's learning needs and clinical contract/objectives.
- iv. Supervise the student's clinical experiences and work closely with the student to facilitate positive experiences.

- v. Assist the student in correlating the clinical experience with the knowledge base in this area, emphasizing evidence-base practice.
- vi. Communicate with the faculty advisor at least twice during this experience and additionally if concerns and or questions arise.
- vii. Evaluation of the Clinical Experience
 - a. Provide frequent feedback to the student
 - b. Provide feedback to faculty advisor regarding any clinical experience for student and/or suggestions for program development.
 - c. Collaborate with faculty advisor to review the progress of the student towards meeting the terminal objectives.
 - d. Complete mid-term and final evaluation form and submit to faculty advisor

b. Student Roles and Responsibilities

The student is expected to take primary responsibility for this experience, in collaboration with the preceptor and faculty advisor.

- i. Submit the completed clinical contract to the faculty advisor for approval.
- ii. Meet with preceptor and receive approval for clinical contract. Develop a clinical schedule with the preceptor for a total of 96 clinical hours and provide this to the faculty advisor.
- iii. Participate in the orientation initiated by the preceptor.
- iv. Take the initiative to make this a positive experience by utilizing excellent communication skills with preceptor and others in the designated learning environment.
- v. Represent the University Of Sioux Falls School Of Nursing in a professional manner.
- vi. Increase knowledge base in this clinical area by utilizing the library resources available in the nursing program.
- vii. Initiate contact with the faculty advisor at least weekly to discuss progress of the experience, and progress in meeting the contract goals.
- viii. At the end of the experience, complete both a preceptor and program evaluation.

c. Faculty Roles and Responsibilities

- i. Ensure that a current clinical contract is in place with the agency.
- ii. Assure students have all agency requirements, including immunizations, CPR certification and liability insurance.
- iii. Provide the preceptor with adequate orientation to the clinical
- iv. Assume overall responsibility for teaching and evaluation of the student.
- v. Act as a liaison to the preceptor's supervision of the student's performance of skills and educational opportunities.
- vi. Discuss with preceptor and student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.

D. Bill of Rights for Preceptors¹

The *Bill of Rights for Preceptors* is a listing of rights a preceptor should expect while serving in that role. Adherence to these rights will serve to minimize difficulties and problems during the capstone. It is our hope that the preceptor role is fulfilling and rewarding for you.

Preceptors have a right to:

1. A clear definition of their role.
2. A clearly stated set of expectations for their performance.
3. A clear delineation of their responsibilities to the student.
4. A clear delineation of their responsibilities related to others involved in the clinical capstone experience.
5. A clearly identified set of expected learning outcomes for the student.
6. Adequate training in the knowledge, skills, and attitudes necessary to fulfill their preceptor responsibilities.
7. Resources necessary to fulfill their role.
8. Valid evaluation tools for appraisal of student's performance.
9. Regular communication and accessible responsive support from faculty for the fulfillment of preceptor responsibilities. Some spacing is off here
10. Feedback from students and faculty regarding their effectiveness as a preceptor.

¹ Adapted from: Alspach, J.G. (1991). *From staff nurse to preceptor: A preceptor training program Preceptor handbook*. Aliso Viejo, CA: AACN Critical Care Publications.

E. Job Description for Clinical Coordinator

Description: The clinical coordinator for each clinical area will be responsible for coordinating all of the clinical experiences, including both inpatient and alternative experiences. This person may be the primary instructor for the didactic portion of the course or may be someone only responsible for clinical coordination.

1. Responsibilities to the program
 - a. Identify clinical sites for select clinical courses and meet with director to collaboratively arrange for securing of clinical sites.
 - b. Develop a schedule including all students, dates, specific experiences and objectives and “what students should learn” for each clinical course and alternative experience. Collaborate with the director of the program to review this proposed schedule before submission to the designated approval person for the agency.
 - c. Assist director of program in identifying clinical instructors.
 - d. Set up an orientation day for all clinical instructors in collaboration with other clinical coordinators previous to new semester. Instructors who have taught previously can bring experiences to share with other faculty. (Suggest 1.5 hours together; 1.5 hours in specific course sections.)
 - e. Review expected responsibilities with students while in the clinical areas.
 - f. Obtain a mid-term and/or final evaluation from each instructor.
 - g. Meet with all clinical instructors at the end of the course to obtain feedback regarding each student and collect clinical evaluation grids for each student. Assign a grade of P/F for each student.

2. Responsibilities to the clinical site:
 - a. Inform clinical sites of schedule after it has been approved by the designated person by that agency, including specific dates and times on unit, names of students, names and phone numbers for clinical instructors and clinical coordinators.
 - b. Inform the person in charge of the clinical site that they can call the clinical coordinator at any time if any issue arises that is not satisfactorily resolved with the clinical instructor.
 - c. Visit clinical site at the beginning and end of the experience and as frequently as is required to ensure instructors and students needs are being met.

3. Responsibilities to the student:
 - a. Meet with the students previous to the clinical experience informing them of your role, the role of the clinical instructor and introduce them to their clinical instructor at the orientation session if possible.
 - b. Review all clinical policies students must be aware of and refer them to the Student Resource Book, which contains this information.
 - c. Obtain current phone numbers for each student and share with clinical instructors.
 - d. Respond to any requests by students or clinical faculty regarding issues arising in their clinical experience.

Revised AH: 12/10/2012

E. Evaluation

Formal evaluation of the student's performance is expected at the end of the experience. Examples of evaluation forms follow. Other forms may be utilized if appropriate as determined by the student, faculty and preceptor. The faculty member participates in the evaluation of the student performance and retains the responsibility for assigning the course grade.

1. Student Evaluation of Preceptor and Capstone Experience

Student Evaluation of Preceptor and Capstone Experience

Preceptor: _____

Agency: _____

My preceptor:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Facilitated meeting my learning outcomes.					
Created an environment conducive to learning.					
Demonstrated genuine interest in me as a student.					
Provided guidance and direction.					
Provided valuable feedback.					
Served as a role model for nursing practice.					

Please comment on the extent to which each of your learning outcomes was met. Please use additional sheets if necessary.

Student's Signature: _____ Date: _____

2. Preceptor Evaluation of Student Performance

Evaluation of Student Performance

Student: _____

Please evaluate the student's performance by ranking each of the behaviors listed. Your ranking should be based on your observation of specific student actions.

5=Exceptional Performance 3=Average Performance 1=Needs Improvement

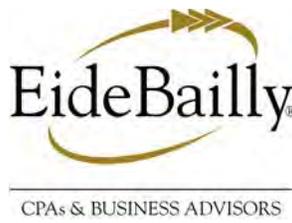
STUDENT BEHAVIORS	5	4	3	2	1	NA
1a. Integrates concepts from the arts, humanities, and sciences with nursing science.						
1b. Uses evidence-based professional nursing practices.						
3. Communicates clearly and effectively.						
4. Applies critical thinking skills in deliberative decision-making.						
5. Provides holistic nursing care in increasingly complex situations.						
6. Provides ethical nursing practice that respects the uniqueness and worth of the individual.						
7. Designs, manages, and coordinates nursing care within the context of local, national, and international perspectives.						
a. Designs nursing care						
b. Manages nursing care						
c. Coordinates nursing						
8. Demonstrates knowledge and skills to continue intra and interpersonal role development of the professional nurse.						
9. Demonstrates knowledge of skills, techniques, and procedures related to specific area of practice.						
10. Utilizes preceptor for guidance and as a resource person.						
11. Carries out responsibilities as outlined in the student's contract.						
Please place any comments on the back of the form.						
Preceptor's Signature: _____ Date: _____						



Consolidated Financial Statements
June 30, 2012 and 2011

University of Sioux Falls

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Independent Auditor's Report

The Boards of Trustees and Directors
University of Sioux Falls and University of Sioux Falls Foundation
Sioux Falls, South Dakota

We have audited the accompanying consolidated statements of financial position of the University of Sioux Falls and the University of Sioux Falls Foundation (collectively, the University) as of June 30, 2012 and 2011, and the related consolidated statements of activities and cash flows for the years then ended. These consolidated financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of University of Sioux Falls and the University of Sioux Falls Foundation as of June 30, 2012 and 2011, and the results of their operations and cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2012, on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audits.

A handwritten signature in black ink that reads "Eide Bailly LLP".

Sioux Falls, South Dakota
October 29, 2012

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	2012	2011
Assets		
Current Assets		
Cash and cash equivalents	\$ 2,109,434	\$ 3,692,860
Inventory	179,605	171,277
Prepaid expenses	219,731	185,127
Receivables		
Student accounts receivable, net of allowance of \$297,874 and \$210,275 in 2012 and 2011, respectively	827,069	674,886
Federal grants receivable	393,917	436,752
Pledges receivable, net of allowance	362,495	115,553
Other receivables	150,936	189,243
Total current assets	4,243,187	5,465,698
Receivables		
Student loans receivable, net of allowance of \$69,920 in 2012 and 2011	1,558,254	1,569,029
Pledges receivable, net of allowance and discount	1,000,448	754,434
Total receivables	2,558,702	2,323,463
Investments		
Investments held for long-term purposes	19,389,074	18,360,708
Investments limited as to use	3,329,496	1,809,120
Total investments	22,718,570	20,169,828
Property and Equipment		
Institutional property and equipment, net of accumulated depreciation	48,437,424	49,280,705
Non-campus real estate, net of accumulated depreciation	450,981	470,601
Total property and equipment	48,888,405	49,751,306
Other Assets		
Cash surrender value of life insurance	953,024	914,839
Deferred financing fees, net of accumulated amortization	264,095	278,834
Beneficial interest in perpetual trusts	1,024,782	1,080,442
Total other assets	2,241,901	2,274,115
	\$ 80,650,765	\$ 79,984,410

See Notes to Consolidated Financial Statements

University of Sioux Falls
Consolidated Statements of Financial Position
June 30, 2012 and 2011

	2012	2011
Liabilities and Net Assets		
Current Liabilities		
Accounts payable and accrued liabilities	\$ 1,649,320	\$ 1,463,329
Deposits held in custody for others	115,597	194,059
Deferred revenue - students	534,747	440,085
Deferred revenue	342,922	342,922
Bonds and notes payable	650,000	630,000
Capital lease payable	130,896	130,896
Annuity obligations	111,767	127,400
	3,535,249	3,328,691
Non-Current Liabilities		
Asset retirement obligations	177,189	183,638
Deferred revenue	3,715,097	4,058,519
Government grants refundable	1,683,379	1,663,055
Bonds and notes payable	17,315,000	16,765,000
Capital lease payable	65,449	196,345
Interest rate swap	1,319,414	734,971
Annuity obligations	408,098	460,842
	24,683,626	24,062,370
	28,218,875	27,391,061
Net Assets		
Unrestricted	32,026,971	32,843,878
Temporarily restricted	9,018,470	9,523,095
Permanently restricted	11,386,449	10,226,376
	52,431,890	52,593,349
	\$ 80,650,765	\$ 79,984,410

	2012			Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
Operating				
Revenue and other support				
Tuition and fees, net of scholarship allowances	\$ 14,707,748	\$ -	\$ -	\$ 14,707,748
Contributions	1,513,432	485,208	-	1,998,640
Government grants and contracts	991,111	-	-	991,111
Other income	565,486	485,040	-	1,050,526
Auxiliary enterprises	3,120,311	932	-	3,121,243
	<u>20,898,088</u>	<u>971,180</u>	<u>-</u>	<u>21,869,268</u>
Net assets released from restriction for operating purposes	<u>1,334,124</u>	<u>(1,334,124)</u>	<u>-</u>	<u>-</u>
Total revenue and other support	<u>22,232,212</u>	<u>(362,944)</u>	<u>-</u>	<u>21,869,268</u>
Expenses				
Education and general				
Instruction	6,430,714	-	-	6,430,714
Public service	61,323	-	-	61,323
Academic support	593,409	-	-	593,409
Student services	5,185,510	-	-	5,185,510
Institutional support	3,965,704	-	-	3,965,704
Operation and maintenance of plant	1,661,256	-	-	1,661,256
Interest	851,445	-	-	851,445
Depreciation, amortization, and accretion	2,404,389	-	-	2,404,389
	<u>21,153,750</u>	<u>-</u>	<u>-</u>	<u>21,153,750</u>
Auxiliary enterprises	<u>2,026,083</u>	<u>-</u>	<u>-</u>	<u>2,026,083</u>
Total expenses	<u>23,179,833</u>	<u>-</u>	<u>-</u>	<u>23,179,833</u>
Change in Net Assets from Operating Activities	<u>\$ (947,621)</u>	<u>\$ (362,944)</u>	<u>\$ -</u>	<u>\$ (1,310,565)</u>

See Notes to Consolidated Financial Statements

University of Sioux Falls
Consolidated Statements of Activities
Years Ended June 30, 2012 and 2011

2011			
Unrestricted	Temporarily Restricted	Permanently Restricted	Total
\$ 15,168,506	\$ -	\$ -	\$ 15,168,506
947,687	378,561	-	1,326,248
1,015,920	-	-	1,015,920
584,152	357,311	-	941,463
3,445,398	-	-	3,445,398
21,161,663	735,872	-	21,897,535
1,075,184	(1,075,184)	-	-
22,236,847	(339,312)	-	21,897,535
6,154,738	-	-	6,154,738
62,676	-	-	62,676
565,744	-	-	565,744
4,555,243	-	-	4,555,243
4,196,158	-	-	4,196,158
1,504,895	-	-	1,504,895
877,697	-	-	877,697
2,339,241	-	-	2,339,241
20,256,392	-	-	20,256,392
2,122,288	-	-	2,122,288
22,378,680	-	-	22,378,680
\$ (141,833)	\$ (339,312)	\$ -	\$ (481,145)

	2012			
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Nonoperating				
Contributions	\$ 11,074	\$ 991,369	\$ 1,241,524	\$ 2,243,967
Investment income	12,619	367,074	-	379,693
Realized gain on sale of investments	1,227	66,389	-	67,616
Unrealized gain (loss)	21,465	(770,059)	-	(748,594)
Change in value of split interest agreements	(9,723)	(49,209)	(87,125)	(146,057)
Change in fair value of interest rate swaps	(584,443)	-	-	(584,443)
Change in value of cash surrender value of life insurance	14,427	2,923	5,674	23,024
Gain on disposal of institutional property and equipment	3,900	-	-	3,900
Development bad debt expense	-	(90,000)	-	(90,000)
Loss on retirement of bonds	-	-	-	-
Total nonoperating	(529,454)	518,487	1,160,073	1,149,106
Net assets released from restriction for capital improvements	363,536	(363,536)	-	-
Interfund transfers	296,632	(296,632)	-	-
Change in Net Assets from Nonoperating Activities	130,714	(141,681)	1,160,073	1,149,106
Change in Net Assets	(816,907)	(504,625)	1,160,073	(161,459)
Net Assets, Beginning of Year	32,843,878	9,523,095	10,226,376	52,593,349
Net Assets, End of Year	\$ 32,026,971	\$ 9,018,470	\$ 11,386,449	\$ 52,431,890

See Notes to Consolidated Financial Statements

University of Sioux Falls
Consolidated Statement of Activities
Years Ended June 30, 2012 and 2011

2011			
Unrestricted	Temporarily Restricted	Permanently Restricted	Total
\$ 77,528	\$ 279,369	\$ 171,500	\$ 528,397
11,341	323,375	-	334,716
5,071	232,607	-	237,678
32,551	2,485,304	-	2,517,855
74,768	103,086	174,411	352,265
171,932	-	-	171,932
-	2,153	4,180	6,333
-	-	-	-
-	-	-	-
(220,962)	-	-	(220,962)
152,229	3,425,894	350,091	3,928,214
409,292	(409,292)	-	-
-	-	-	-
561,521	3,016,602	350,091	3,928,214
419,688	2,677,290	350,091	3,447,069
32,424,190	6,845,805	9,876,285	49,146,280
<u>\$ 32,843,878</u>	<u>\$ 9,523,095</u>	<u>\$ 10,226,376</u>	<u>\$ 52,593,349</u>

University of Sioux Falls
Consolidated Statements of Cash Flows
Years Ended June 30, 2012 and 2011

	2012	2011
Operating Activities		
Change in net assets	\$ (161,459)	\$ 3,447,069
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation, amortization, and accretion	2,404,389	2,339,241
Amortization of deferred revenue	(342,422)	(342,422)
Loss on retirement of bonds	-	220,962
Gain on disposal of property and equipment	(3,900)	-
Realized gain on sale of investments	(67,616)	(237,678)
Unrealized loss (gain) on investments	748,594	(2,517,855)
Change in fair value of interest rate swap	584,443	(171,933)
Unrestricted and temporarily restricted gifts other than cash	(171,463)	(194,050)
Change in split-interest agreements	104,013	(151,718)
Change in cash surrender value of life insurance	(38,185)	(90,224)
Provision for bad debt	71,149	(102,351)
Restricted for long-term purposes		
Permanently restricted contributions	(1,228,039)	(118,821)
Permanently restricted gifts other than cash	(13,485)	-
Changes in assets and liabilities		
Student accounts, federal grants, and other receivables	(158,640)	(246,313)
Pledges receivable, other than permanently restricted	(482,056)	1,163,129
Inventory and prepaid expenses	(42,932)	179,505
Accounts payable and accrued liabilities	(115,587)	(292,504)
Asset retirement obligation	(15,681)	8,685
Deferred revenue	93,662	99,045
Net Cash from Operating Activities	1,164,785	2,991,767
Investing Activities		
Acquisition of property and equipment	(1,215,939)	(1,467,399)
Proceeds from disposal of property and equipment	3,900	-
Proceeds from sales and maturities of investments	4,904,672	14,648,418
Purchases of investments	(6,726,095)	(7,863,013)
Issuance of student loans receivable	(190,230)	(69,996)
Payments collected on student loans receivable	201,005	231,781
(Increase) decrease in cash designated for investments limited as to use	(1,223,349)	932,195
Net Cash (used for) from Investing Activities	\$ (4,246,036)	\$ 6,411,986

University of Sioux Falls
Consolidated Statements of Cash Flows
Years Ended June 30, 2012 and 2011

	2012	2011
Financing Activities		
Proceeds from issuance of bonds and notes payable	\$ 1,200,000	\$ -
Payments on bonds and notes payable	(630,000)	(8,712,045)
Payments on capital lease	(130,896)	(65,449)
Payments to annuitants	(116,730)	(127,400)
Proceeds from permanently restricted gifts and revenue	1,233,589	92,443
Decrease in deposits held in custody for others	(78,462)	(55,806)
Increase in government grants refundable	20,324	97,329
	1,497,825	(8,770,928)
Net Cash from (used for) Financing Activities		
	(1,583,426)	632,825
Net Change in Cash and Cash Equivalents		
	3,692,860	3,060,035
Cash and Cash Equivalents, Beginning of Year		
	\$ 2,109,434	\$ 3,692,860
Cash and Cash Equivalents, End of Year		
Supplemental Cash Flow Disclosures		
Cash payments for interest	\$ 829,643	\$ 904,389
Supplemental Disclosure of Noncash Investing and Financing Activities		
Equipment purchased with capital lease	-	392,690
Purchase of property and equipment included in accounts payable	301,578	-

Note 1 - Nature of Organization and Significant Accounting Policies

Principles of Consolidation

The consolidated financial statements include the accounts of the University of Sioux Falls and the University of Sioux Falls Foundation (collectively, the University). All material intercompany balances and transactions have been eliminated.

Principal Business Activity

The University of Sioux Falls (USF) is an institution of higher education and is an affiliate of the American Baptist Churches in the United States of America, a denomination with headquarters in Valley Forge, Pennsylvania. The campus is located in Sioux Falls, South Dakota and the majority of its students come from South Dakota and adjacent states. The University of Sioux Falls is accredited by the North Central Association of Colleges and Schools, the National Council for Accreditation of Teacher Education, and the Council on Social Work Education.

The University of Sioux Falls Foundation (Foundation) was incorporated for the purpose of providing assistance to and benefits for the University of Sioux Falls, its students, faculty and programs. The Board of Trustees of the University of Sioux Falls approves each member of the Board of Directors of the Foundation, and the President of the University of Sioux Falls serves as a director on the Foundation's Board of Directors. Net assets of the Foundation will be transferred to the University of Sioux Falls, in the event of the dissolution of the Foundation.

Basis of Accounting

The consolidated financial statements of the University have been prepared on the accrual basis of accounting and accordingly, reflect all significant receivables, payables, and other assets and liabilities.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentration of Credit and Market Risk

Financial instruments that potentially subject the University to concentrations of credit and market risk consist of cash and cash equivalents, marketable securities, and receivables.

Management believes it places its cash and cash equivalents with high quality credit institutions; however, at times these accounts may be in excess of FDIC insurance limits. Marketable securities, which consist of both debt and equity securities, are placed in professionally managed funds selected to diversify investments and limit market and credit risk.

The University provides credit in the normal course of business to its students and others and performs ongoing credit evaluations of these parties. It maintains allowances for doubtful accounts based on factors surrounding the credit risk of specific parties, historical trends, and other information. Credit losses, when realized, have been within the range of the University's expectations and, historically, have not been significant.

Trade receivables and pledges do not accrue interest. Interest is charged on outstanding student accounts receivable balances 30 days after classes begin. Student accounts receivable accrue interest until the student account is sent to a collection agency, which generally occurs once outstanding balances reach 180 days with no payment. Interest is charged on student loans receivable after a student is no longer enrolled as a full-time student and their grace period has ended. Student loans receivable continue to accrue interest throughout the life of the loan. Interest is recognized as charged. Late charges are imposed if payments are not made by the payment due date and are recognized as they are received.

The University periodically adjusts the allowance for principal and interest on loans to account for the estimated uncollectible portion. Student accounts and student loans receivable are written off when all collection efforts have been exhausted. To the extent the University has provided an allowance for interest or principal, the charge off is netted against the allowance. Students may be granted a deferment, forbearance, or cancellation of their student loans receivable based on eligibility requirements defined by the United States Department of Education. Student accounts and student loans receivable with outstanding balances in excess of 90 days that are still accruing interest were \$479,015 as of June 30, 2012.

The University generally does not require collateral to support financial instruments subject to credit risk.

Cash and Cash Equivalents

The University considers all highly liquid investments, except those limited as to use or held for long-term investment, with maturity of three months or less when purchased to be cash equivalents.

Pledges Receivable

Pledges representing unconditional promises to give that are expected to be received within one year are recorded at the gross amount of the promise, net of an allowance for uncollectible pledges. Unconditional promises to give, net of an allowance for uncollectible pledges that are expected to be received in more than one year are recorded at the present value of estimated future cash flows using a discount rate, which is commensurate with the risks involved. These pledges are reported as temporarily restricted for the passage of time unless the donor expressly stipulates, or other circumstances surrounding the pledge make it clear, that the donor intended it to be used to support activities of the current period. At times, receivable balances from certain individual donors, including Board members or University employees, may represent a substantial portion of the total outstanding receivables. Net pledges receivable from Board members or University employees totaled approximately \$394,000 and \$601,000 as of June 30, 2012 and 2011, respectively.

Student Accounts and Student Loans Receivable

Student accounts receivable are comprised of credit extended to students during the course of enrollment for tuition, books, auxiliary, and other. Student loans receivable consist primarily of Perkins loans receivables. An allowance for doubtful accounts is provided for receivables believed to be potentially uncollectible.

Investments

Investments in marketable equity and all debt securities are recorded at fair value with realized and unrealized gains and losses included in the consolidated statements of activities. Certain funds have been pooled for ease of management and to achieve greater diversification of investments. Fluctuations in the US and global markets can have a direct effect on the value of the investments presented in the accompanying financial statements.

Inventory

Inventory consists of books, supplies, and miscellaneous items held for resale and is valued at the lower of cost or market, determined on a first-in, first-out basis.

Split-Interest Agreements

Donors have made gifts to perpetual trusts in which the University holds a beneficial interest as an income beneficiary but is not the sole beneficiary. These agreements have been valued based upon the current market value of the trusts' assets and other factors stipulated in the agreements.

The University has entered into gift annuity agreements, which provide that the University shall pay periodic amounts to designated beneficiaries until their death. Payments continue even if the assets gifted or acquired as a result of the gift have been exhausted. The University records the gifts at market value net of a corresponding liability for the actuarially determined present value of payments to be made to designated beneficiaries. The obligation is adjusted annually for amortization of the discount and for the change in life expectancies. Revenue is recognized in the year of the agreement for the difference between the assets received and payable established. The present value of future payments to be made under these agreements, discounted at rates ranging from 3% to 14.6%, totals \$519,865 and \$588,242 at June 30, 2012 and 2011, respectively.

Property and Equipment

Property and equipment is stated at cost at the date of acquisition or fair value at the date received as a contribution, less accumulated depreciation. Assets are depreciated on the straight-line basis over estimated useful lives as follows:

Buildings	10 - 100 years
Library books	10 - 40 years
Works of art	20 years
Non-campus real estate	20 years
Land improvements	15 years
Equipment and fixtures	3 - 10 years
Transportation equipment	5 years

Normal repair and maintenance expenses are charged to operations as incurred. Physical plant additions in excess of \$2,500 are capitalized. Construction period interest costs are allocated and capitalized as part of building additions except when contributions have been received for the addition.

Deferred Financing Fees

Deferred financing fees represent costs incurred by the University to obtain bond financing. These costs are amortized on a straight-line basis over the term of the related indebtedness.

Asset Retirement Obligation

The University has identified costs related to legal obligations to perform certain activities in connection with the retirement, disposal or abandonment of campus assets that contain asbestos. The University recognizes the fair value of the liability in the period in which it is incurred, if a reasonable estimate of the fair value of the obligation can be made. When the liability is initially recorded, the cost of the retirement obligation is capitalized by increasing the carrying value of the related asset. Over time, the liability is accreted to its annual present value, and the capitalized cost associated with the retirement obligation is depreciated over the useful life of the related asset. Upon settlement of the obligation, any difference between the cost to settle the asset retirement obligation and the liability recorded is recognized as a gain or loss in the statements of activities. The University reviews its estimates annually and adjusts the recorded liability as needed.

The future value of the asset retirement obligation as of June 30, 2012, is estimated to be approximately \$610,000. The liability was estimated using inflation rates ranging from 0.99% to 3.8%. The asset retirement obligations are calculated using discount rates ranging from 5.43% to 6.5%. Changes in the accrual for asset retirement obligation during the years ended June 30, 2012 and 2011, are as follows:

	2012	2011
Balance, beginning of year	\$ 183,638	\$ 174,953
Abatement of asset retirement liability	(15,681)	-
Accretion of asset retirement liability	9,232	8,685
Balance, end of year	\$ 177,189	\$ 183,638

Interest Rate Swap Agreement

The fair value of the University's interest rate swap agreement is recognized as either an asset or liability in the consolidated statement of financial position, with changes in fair value reported in the consolidated statements of activities.

Deferred Revenue and Deferred Revenue - Students

Deferred revenue consists primarily of cash received for naming rights of the University's athletic complex, cash received for food service renovations, scoreboard equipment received for the University's athletic complex, and tuition payments received in advance. The naming rights revenue related to the athletic complex, the food service revenue related to renovations, and the advertising revenue from the scoreboard are recognized over the life of the agreements as exchange transactions.

Deferred revenue – students consists of tuition and attendance related revenue that is recognized in the academic term to which the revenue applies.

Government Grants Refundable

Funds provided by the United States Government under the Federal Perkins Loan Program are loaned to qualified students and may be re-loaned after collections. These funds are ultimately refundable to the Government and are included as liabilities in the consolidated statements of financial position. Revenues from other Government grants are recognized as they are earned in accordance with the agreement. Any funding received before it is earned is recorded as a refundable advance. Costs incurred before cash is received are recorded as an expense, revenue, and a receivable.

Scholarship Allowances

Scholarships, grants and discounts are offered by the University to attract and retain students. The University offers institutional grants to students in the form of merit-based scholarships and need-based grants at the University's discretion. These scholarships, grants and discounts which totaled \$9,779,506 and \$9,254,144 for the year ended June 30, 2012 and 2011, are recognized as a reduction of tuition and fees in the accompanying consolidated statements of activities.

Net Assets

The University records its activities into the following three classes of net assets according to the existence or absence of donor-imposed restrictions:

Unrestricted net assets are not subject to donor-imposed stipulations and represent resources over which the Boards of Trustees and Directors have discretionary control.

Temporarily restricted net assets are subject to donor-imposed stipulations that will be met by actions of the University, the passage of time, or both, including donor-imposed endowment fund earnings that have not been appropriated for expenditure. Temporarily restricted net assets are restricted for the following purposes:

	2012	2011
Scholarships, instruction, and other departmental support	\$ 8,749,582	\$ 9,157,054
Acquisition of property and equipment	168,692	234,522
Deferred gifts	85,943	117,376
Student loan funds	14,253	14,143
	\$ 9,018,470	\$ 9,523,095

Permanently restricted net assets are subjected to donor-imposed stipulations that they be maintained permanently by the University. Generally, the donors of these assets permit the University to use all or part of the income earned on related investments for general or specific purposes. Permanently restricted net assets are dedicated to support the following purposes:

	2012	2011
Scholarships, instruction, and other departmental support	\$ 11,386,449	\$ 10,226,376

Revenue is reported as an increase in unrestricted net assets unless the use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Realized gains and losses on investments are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor imposed stipulations, by the passage of time, or by law. Expirations of temporary restrictions on net assets are reclassified as unrestricted net assets and reported in the consolidated statements of activities as net assets released from restriction.

Income and net gains on investments of endowments and similar funds are reported as increases in permanently restricted net assets if the terms of the gift require that they be added to the principal of a permanent endowment fund and as increases in temporarily restricted net assets in all other cases until the funds are appropriated and spent. Net losses on investments of endowments and similar funds are reported as reductions in temporarily restricted net assets to the extent of accumulated endowment earnings reported as such, if any, with the remaining net losses reported as reductions in unrestricted net assets.

Donated Services

Many individuals, particularly board members, have contributed significant amounts of time to the activities of the University without compensation. These services do not meet the criteria for being recorded as contributions under accounting principles generally accepted in the United States of America and, accordingly, have not been recorded.

Contributions

The University reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, temporarily restricted net assets are reclassified as unrestricted net assets and reported in the consolidated statements of activities as net assets released from restrictions.

The University reports gifts of property and equipment or other long-lived assets without donor stipulations concerning the use of such assets as revenue in unrestricted support. Gifts of cash or other assets that must be used to acquire long-lived assets are reported as restricted support. If an explicit donor stipulation specifying the length of time in which a long-lived asset must be maintained does not exist, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the consolidated statements of activities as net assets released from restriction for capital improvement when the long-lived asset is acquired and placed into service.

Donor-imposed restricted support that stipulates that resources be maintained permanently by the University but allows the University to use up or expend part or all of the income derived from the donated assets are classified as permanently restricted net assets.

Fundraising Costs

The University incurred direct fundraising costs of \$580,441 and \$566,096 for 2012 and 2011, respectively. These costs are included in education and general expenses on the accompanying consolidated statements of activities.

Advertising

The University expenses advertising costs the first time the advertising takes place. Advertising expenses totaled \$195,633 and \$157,803 as of June 30, 2012 and 2011, respectively, and are included in education and general expenses on the accompanying consolidated statements of activities.

Tax Status

USF and the Foundation are separate nonprofit organizations each exempt from federal income taxes under Section 501 (c)(3) of the Internal Revenue Code.

Management evaluates its tax positions on an annual basis and has determined there are no uncertain tax positions at June 30, 2012 and 2011, which meet the criteria for recognition in the financial statements. As of June 30, 2012 and 2011, there was no unrecognized tax benefit accrual recorded.

USF and the Foundation are subject to tax examinations and will recognize future accrued interest and penalties related to unrecognized tax benefits in income tax expense if incurred.

Fair Value Measurements

The University defines fair value as the exchange price that would be received for an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. Valuation techniques maximize the use of observable inputs, minimize the use of unobservable inputs, and prioritize inputs into three broad levels.

Level 1 inputs consist of quoted prices in active markets for identical assets or liabilities that the reporting entity has the ability to access at the measurement date. Level 2 inputs are inputs other than quoted prices included within Level 1 that are observable for the related asset or liability. Level 3 inputs are unobservable inputs related to the asset or liability.

Reclassifications

Certain amounts from the accompanying 2011 financial statements have been reclassified to agree with the 2012 presentation. These reclassifications did not affect the previously reported financial position or the change in net assets.

Note 2 - Pledges Receivable

Pledges receivable at June 30, 2012 and 2011, represent unconditional pledges restricted for various purposes. Pledge maturities are summarized as follows:

	2012	2011
Receivable in less than one year	\$ 673,143	\$ 530,112
Receivable in one to five years	1,195,929	785,786
Receivable in more than five years	-	103,571
Total pledges receivable	1,869,072	1,419,469
Allowance for uncollectible pledges	(413,435)	(429,885)
Discount on pledges receivable (discount rates ranging from 1.2% to 6.2%)	(92,694)	(119,597)
	\$ 1,362,943	\$ 869,987

Note 3 - Investments

Investments and investments limited as to use at June 30, 2012 and 2011, consist of the following:

	2012	2011
Fair Value		
Mutual funds	\$ 9,034,089	\$ 7,562,166
Exchange traded and closed end funds	4,817,518	3,988,512
Life insurance policies	4,038,517	3,919,997
Fixed income securities	2,057,090	3,158,154
Equity securities	891,085	759,650
Total fair value	20,838,299	19,388,479
Cost		
Cash and cash equivalents	1,880,271	781,349
	\$ 22,718,570	\$ 20,169,828

Investments limited as to use at June 30, 2012 and 2011, are designated for the following purposes:

	2012	2011
Bond reserve and repairs and maintenance funds	\$ 2,084,986	\$ 1,787,959
Future investment in property and equipment	1,244,510	21,161
	\$ 3,329,496	\$ 1,809,120

Note 4 - Fair Value of Assets and Liabilities

The fair value of assets and liabilities measured on a recurring basis at June 30, 2012 is as follows:

	Quoted Prices in Active Markets Level 1	Other Observable Inputs Level 2	Unobservable Inputs Level 3	Total
Assets				
Mutual funds				
International	\$ 5,671,662	\$ -	\$ -	\$ 5,671,662
Mid Cap	1,465,950	-	-	1,465,950
Sector	982,969	-	-	982,969
Small Cap	864,608	-	-	864,608
Balanced	39,872	-	-	39,872
Large Cap	9,028	-	-	9,028
Exchange traded and closed end funds	4,817,518	-	-	4,817,518
Life insurance policies	-	-	4,038,517	4,038,517
Fixed income securities				
Domestic	1,329,898	-	-	1,329,898
International	727,192	-	-	727,192
Domestic equity securities	891,085	-	-	891,085
Beneficial interest in perpetual trusts	-	-	1,024,782	1,024,782
	<u>\$ 16,799,782</u>	<u>\$ -</u>	<u>\$ 5,063,299</u>	<u>\$ 21,863,081</u>
Liabilities				
Interest rate swap	<u>\$ -</u>	<u>\$ 1,319,414</u>	<u>\$ -</u>	<u>\$ 1,319,414</u>

The fair value of assets and liabilities measured on a recurring basis at June 30, 2011, is as follows:

	Quoted Prices in Active Markets Level 1	Other Observable Inputs Level 2	Unobservable Inputs Level 3	Total
Assets				
Mutual funds				
International	\$ 4,814,022	\$ -	\$ -	\$ 4,814,022
Mid Cap	1,222,967	-	-	1,222,967
Sector	800,136	-	-	800,136
Small Cap	696,140	-	-	696,140
Balanced	22,244	-	-	22,244
Large Cap	6,657	-	-	6,657
Exchange traded and closed end funds	3,988,512	-	-	3,988,512
Life insurance policies	-	-	3,919,997	3,919,997
Fixed income securities				
Domestic	1,339,174	-	-	1,339,174
International	1,818,980	-	-	1,818,980
Domestic equity securities	759,650	-	-	759,650
Beneficial interest in perpetual trusts	-	-	1,080,442	1,080,442
	<u>\$ 15,468,482</u>	<u>\$ -</u>	<u>\$ 5,000,439</u>	<u>\$ 20,468,921</u>
Liabilities				
Interest rate swap	<u>\$ -</u>	<u>\$ 734,971</u>	<u>\$ -</u>	<u>\$ 734,971</u>

The fair value of mutual funds, exchange traded and closed end funds, and fixed income and equity securities is determined by reference to quoted market prices. The fair value of the interest rate swap is based on the related LIBOR swap rate in effect during the term of the swap agreements. The fair value of the life insurance policies and the beneficial interest in perpetual trusts is estimated at the present value of the expected future cash flow.

Following is a reconciliation of activity for assets and liabilities measured at fair value that are based upon significant unobservable (non-market) information:

	Life Insurance Policies	Beneficial Interest in Perpetual Trusts
Balance, June 30, 2010	\$ -	\$ 937,325
Net additions	3,952,303	-
Adjustments to fair market value	<u>(32,306)</u>	<u>143,117</u>
Balance, June 30, 2011	3,919,997	1,080,442
Adjustments to fair market value	<u>118,520</u>	<u>(55,660)</u>
Balance, June 30, 2012	<u><u>\$ 4,038,517</u></u>	<u><u>\$ 1,024,782</u></u>

Note 5 - Property and Equipment

Property and equipment as of June 30, 2012 and 2011, consists of the following:

	2012	2011
Institutional property and equipment		
Buildings - educational and general	\$ 36,507,948	\$ 36,200,450
Buildings - auxiliary enterprises	12,627,352	12,538,773
Equipment and fixtures	11,886,266	11,164,593
Campus grounds	7,786,899	7,780,781
Library books	1,052,335	1,051,788
Artwork	156,980	153,980
Transportation equipment	106,171	136,446
Construction in progress	396,257	44,823
	<u>70,520,208</u>	<u>69,071,634</u>
Accumulated depreciation	<u>(22,082,784)</u>	<u>(19,790,929)</u>
Total institutional property and equipment	<u>48,437,424</u>	<u>49,280,705</u>
Non-campus real estate		
Off-campus houses	673,063	666,463
Accumulated depreciation	<u>(222,082)</u>	<u>(195,862)</u>
Total non-campus real estate	<u>450,981</u>	<u>470,601</u>
	<u><u>\$ 48,888,405</u></u>	<u><u>\$ 49,751,306</u></u>

Depreciation expense was \$2,380,418 and \$2,315,817 for the years ended June 30, 2012 and 2011, respectively.

Note 6 - Cash Surrender Value

The University is the owner or assignee and beneficiary in certain whole life insurance policies that were received as gifts. The aggregate cash surrender value of these policies is included in the accompanying statements of financial position and totals \$953,024 and \$914,839 as of June 30, 2012 and 2011, respectively. These policies have aggregate face values of \$7,734,000 and \$6,734,000 as of June 30, 2012 and 2011, respectively.

Note 7 - Deferred Revenue

In November 2005, the University entered into an agreement with Sanford Medical Center (Sanford) to give Sanford exclusive rights, including naming rights, of the University's athletic complex in exchange for \$3,200,000. Recognition of this revenue has been deferred and is being recognized over the term of the twenty-year agreement, which expires June 30, 2027. As of June 30, 2012 and 2011, the unamortized portion of the revenue, \$2,400,000 and \$2,560,000, respectively, is included in deferred revenue on the accompanying consolidated statements of financial position. Subsequent to June 30, 2012, the University entered into an agreement with Sanford which provides for relinquishment of the naming rights in connection with the closing of a contract to purchase the athletic complex (Note 16).

In April 2007, the University entered into an agreement with Aramark for the University to receive \$1,200,000 for food service renovations in exchange for extending the terms of their existing food service agreement for twenty years. Recognition of this revenue has been deferred and is being recognized over the term of the twenty-year agreement, which expires June 30, 2027. The unamortized portion of the revenue, \$900,000 and \$960,000 as of June 30, 2012 and 2011, is included in deferred revenue on the accompanying consolidated statements of financial position.

In April 2008, the University entered into a multi-year advertising agreement with Daktronics, Inc. to supply scoreboard equipment to the University. Recognition of the equipment as revenue has been deferred and is being recognized over the term of the agreement, which expires June 30, 2019. The unamortized portion of the revenue, \$758,019 and \$881,441 as of June 30, 2012 and 2011, is included in deferred revenue on the accompanying consolidated statements of financial position.

Note 8 - Bonds and Notes Payable

2010 Revenue Bonds

The University obtained \$18,000,000 of financing in an arrangement with the South Dakota Health and Education Facilities Authority (the Authority) related to the Authority's issuance of Series 2010 Revenue Bonds. Approximately \$15,700,000 of the proceeds was used to repay existing debt with the remaining \$2,300,000 used to fund construction projects and pay debt issuance costs. The bonds consist of Series 2010A-E bonds which were acquired by four bank purchasers. The bonds amortize over twenty years to a final maturity date of June 1, 2030.

The bonds are secured by specified University property and equipment, receivables, bank deposits, inventory, and intangibles and are subject to certain financial and other covenants. The aggregate outstanding balance of the bonds at June 30, 2012 and 2011, totaled \$16,765,000 and \$17,395,000, respectively.

Series 2010 A has a variable interest rate (2.27% and 2.36% as of June 30, 2012 and 2011, respectively) based upon the 30-day LIBOR rate and certain adjustment factors published by US Bank. Series 2010 B through 2010 D have interest rates fixed at 4.35%, and Series E has an interest rate fixed at 4.85%. Each series has an initial 3, 5, or 7-year interest-reset date ranging from June 1, 2013 to June 1, 2017. At the time of an interest-reset date, the University may select from certain variable or fixed-rate options and terms specified in the Bond Trust Indenture. If an existing bank purchaser declines the terms selected by the University, the University may find another purchaser of the series at the selected terms or it can convert the bonds into demand bonds with weekly interest-reset dates marketed through a remarketing agent. The University is required to secure a letter of credit for any series that is converted. The bonds are required to be redeemed at the interest-reset date if a series is not extended at the specified terms or the bonds are not remarketed.

Note Payable

As of June 30, 2012, the University had an outstanding balance of \$1,200,000 on an unsecured note payable to a private lender. Interest on the note was fixed at 1.50%. The note plus accrued interest is payable in full on December 31, 2013.

Scheduled Maturities

The estimated principal maturities of the bonds and notes payable by year based on scheduled payments at June 30, 2012, are summarized as follows:

<u>Years Ending June 30,</u>	
2013	\$ 650,000
2014	1,890,000
2015	710,000
2016	735,000
2017	<u>13,980,000</u>
	<u>\$ 17,965,000</u>

The Series A bonds have an interest-reset date of June 1, 2013. Bonds of approximately \$5,000,000 will be required to be redeemed at the interest-reset date if the series is not extended at the specified terms or the bonds are not remarketed. The University intends to pursue options to reach an extension of the specified terms or to remarket the bonds.

Note 9 - Interest Rate Swap

In connection with the issuance of the Series 2010 A Revenue Bonds, the University amended an interest rate swap agreement held with a commercial bank (originally dated February 23, 2005). The agreement, which is not designated as a hedging instrument, reduces the interest rate volatility of the University's variable rate bond. The notional amount under the agreement decreases as principal payments are made on the Series 2010 A bonds. The notional amounts were \$5,205,000 and \$5,350,000 at June 30, 2012 and 2011, respectively. Under the swap agreement, the University pays interest at a fixed rate equal to 3.773% and receives interest at a variable rate based on LIBOR (0.35% and 0.32% as of June 30, 2012 and 2011, respectively). The agreement requires payments be made or received monthly and expires October 1, 2034.

Changes in the fair value of the interest rate swap are the result of fluctuations in LIBOR levels. Fair value adjustments of \$(584,443) and \$171,932 as of June 30, 2012 and 2011, respectively, have been recorded in nonoperating activities on the accompanying consolidated statements of activities. Fair value adjustments have resulted in an interest rate swap liability of \$1,319,414 and \$734,971 at June 30, 2012 and 2011, respectively, which has been recorded on the accompanying consolidated statements of financial position.

Note 10 - Endowment Fund and Net Asset Classifications

The endowment of University of Sioux Falls and the University of Sioux Falls Foundation consists of 298 individual funds established for a variety of purposes. The endowment includes both donor-restricted endowment funds and funds designated by the Board of Trustees of the University of Sioux Falls and the Board of Directors of the University of Sioux Falls Foundation (the governing Boards) to function as endowments. Net assets associated with endowment funds, including funds designated by the governing Boards to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

Interpretation of Relevant Law

The governing Boards have interpreted the South Dakota Uniform Prudent Management of Institutional Funds Act (UPMIFA) as requiring an organization to adopt investment and spending policies which recognize the fiduciary duty to preserve a donor-restricted endowment fund in perpetuity while considering a donor's intent to prudently spend from the fund to support the purposes of the fund. The governing Boards are required to evaluate these factors on an annual basis.

The governing Boards have established a floor at which spending is no longer deemed prudent. If the total balance of an endowment fund drops to or below the spending floor, through any combination of market losses or spending, all spending from the fund will cease until the value of the investments once again exceeds the floor. A reasonable spending floor has been identified by extrapolating expectations for portfolio market risk while including a spending factor. This allows for some flexibility to honor a donor's intent to provide spending from a fund in spite of short-term market declines. An analysis of endowment portfolio asset allocation assumptions and risk observations reveals that a "worst case" scenario of one year market losses combined with a spending factor can be reasonably estimated to reduce the value of a fund by 34%. Consequently, 66% of a fund's original gift value will serve as the spending floor.

Absent donor restrictions to the contrary, the University classifies as permanently restricted net assets 66% of the historical dollar value of (a) the original value of the gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund.

The remaining portion of the donor-restricted endowment fund that is not classified as permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the governing Boards in a manner consistent with the standard of prudence prescribed by UPMIFA. In accordance with UPMIFA, the governing Boards consider the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

1. The duration and preservation of the fund
2. The purposes of the University and the donor-restricted endowment fund
3. General economic conditions
4. The possible effect of inflation and deflation
5. The expected total return from income and the appreciation of investments
6. Other resources of the University
7. The investment policies of the University

The composition of endowment net assets by fund type as of June 30, 2012 and 2011, respectively, is as follows:

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
<u>June 30, 2012</u>				
Donor restricted endowment funds	\$ -	\$ 7,094,482	\$ 11,192,030	\$ 18,286,512
Board designated endowment funds	<u>845,834</u>	<u>-</u>	<u>-</u>	<u>845,834</u>
	<u>\$ 845,834</u>	<u>\$ 7,094,482</u>	<u>\$ 11,192,030</u>	<u>\$ 19,132,346</u>
 <u>June 30, 2011</u>				
Donor restricted endowment funds	\$ -	\$ 7,552,037	\$ 9,965,587	\$ 17,517,624
Board designated endowment funds	<u>472,483</u>	<u>-</u>	<u>-</u>	<u>472,483</u>
	<u>\$ 472,483</u>	<u>\$ 7,552,037</u>	<u>\$ 9,965,587</u>	<u>\$ 17,990,107</u>

The changes in the endowment net assets for the years ended June 30, 2012 and 2011, respectively, are as follows:

<u>June 30, 2012</u>	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Endowment net assets, beginning of year	\$ 472,483	\$ 7,552,037	\$ 9,965,587	\$ 17,990,107
Investment return				
Investment income	123,626	321,737	-	445,363
Realized gains	1,227	66,390	-	67,617
Unrealized losses	<u>(27,412)</u>	<u>(776,410)</u>	<u>-</u>	<u>(803,822)</u>
Total investment return	97,441	(388,283)	-	(290,842)
Contributions	-	650,297	1,216,165	1,866,462
Appropriation of endowment funds for expenditure	(123,928)	(462,737)	-	(586,665)
Other changes				
Change in cash surrender value of life insurance	-	2,923	5,673	8,596
Change in value of split interest agreements	-	36,877	4,605	41,482
Transfers to board designated endowment funds	103,206	-	-	103,206
Interfund transfers	<u>296,632</u>	<u>(296,632)</u>	<u>-</u>	<u>-</u>
Endowment net assets, end of year	<u>\$ 845,834</u>	<u>\$ 7,094,482</u>	<u>\$ 11,192,030</u>	<u>\$ 19,132,346</u>

University of Sioux Falls
Notes to Consolidated Financial Statements
June 30, 2012 and 2011

<u>June 30, 2011</u>	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Endowment net assets, beginning of year	\$ 359,491	\$ 4,618,973	\$ 9,702,309	\$ 14,680,773
Investment return				
Investment income	7,204	420,804	-	428,008
Realized gains	5,071	220,128	-	225,199
Unrealized gains	<u>70,331</u>	<u>2,475,391</u>	<u>-</u>	<u>2,545,722</u>
Total investment return	82,606	3,116,323	-	3,198,929
Contributions	-	92,330	148,052	240,382
Appropriation of endowment funds for expenditure	(97,472)	(370,346)	-	(467,818)
Other changes				
Change in cash surrender value of life insurance	-	2,153	4,180	6,333
Change in value of split interest agreements	-	92,604	111,046	203,650
Transfers to board designated endowment funds	<u>127,858</u>	<u>-</u>	<u>-</u>	<u>127,858</u>
Endowment net assets, end of year	<u>\$ 472,483</u>	<u>\$ 7,552,037</u>	<u>\$ 9,965,587</u>	<u>\$ 17,990,107</u>

Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor restricted endowment funds may fall below the value that the donor or UMPIFA requires the University retain as a fund of perpetual duration. Deficiencies of this nature are required to be reported as reductions to unrestricted net assets. The University had no deficiencies of this nature reported in unrestricted net assets as of June 30, 2012 and 2011.

Return Objectives and Risk Parameters

The University has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Endowment assets include those assets of donor-restricted funds that the University must hold in perpetuity or for donor-specified periods as well as board-designated funds. Under this policy, as approved by the governing Boards, the endowment assets are invested in a manner that is intended to produce results that exceed the consumer price index + 4% while assuming a moderate level of investment risk.

Spending Policy and How the Investment Objectives Relate to Spending Policy

The University has a goal of appropriating for distribution each year 5.5% of its endowment fund's average fair value over the prior three years through the calendar year-end preceding the fiscal year in which the distribution is planned. However, actual appropriation is determined on an annual basis considering the standards of prudence as prescribed by UPMIFA. In making this determination, the governing boards shall consider the long-term expected return on its endowment as well as the University's long-term objective to maintain the purchasing power of the endowment assets. Appropriation for the years ended June 30, 2012 and 2011 was approved at a maximum of 5.0%.

Note 11 - Tax Sheltered Annuity Pension Plans

The University contributes to a 403(b) tax sheltered annuity pension plan that covers eligible employees. The University provides a safe-harbor employee contribution match up to a specified percentage upon one year of eligible employment. Plan contributions for the years ended June 30, 2012 and 2011, totaled \$196,269 and \$183,897, respectively.

Note 12 - Leases

Operating Leases

The University leases vehicles with lease terms of 36 to 42 months. These leases require monthly rental payments ranging from \$360 to \$500 each. The University has also entered into several agreements to lease copy and postage machines. These leases require monthly rental payments of approximately \$4,900.

Capital Leases

During 2011, the University entered into a capital lease agreement covering technology infrastructure. At June 30, 2012 and 2011, assets under the capital lease were \$392,690 with accumulated depreciation of \$117,807 and \$39,269, respectively. These amounts are included in institutional property and equipment on the accompanying consolidated statements of financial position and depreciation, amortization, and accretion expense on the accompanying consolidated statements of activities. The capital lease expires July 2013, and contains a \$1 purchase option at the end of the lease term.

At June 30, 2012, future minimum lease payments relating to operating and capital leases are as follows:

<u>Years Ending June 30.</u>	<u>Operating Leases</u>	<u>Capital Lease</u>
2013	\$ 106,509	\$ 130,896
2014	49,790	65,449
2015	7,878	-
	<u>\$ 164,177</u>	<u>\$ 196,345</u>

Note 13 - Sioux Falls Area Community Foundation Endowment

Various endowments at the Sioux Falls Area Community Foundation (SFACF) were established for the benefit of the University. These endowments had a combined value of \$1,021,782 and \$1,077,468 at June 30, 2012 and 2011, respectively. Earnings on the endowments are distributed annually and totaled \$45,048 and \$48,375 for the years ended June 30, 2012 and 2011. All contributions are irrevocable gifts to the SFACF. At the time of the donation, the donor grants the governing board of the SFACF variance power. Variance power gives the SFACF the right to modify the terms of the fund agreement if, in the judgment of the SFACF's Board of Trustees, the restrictions and conditions of the agreement become unnecessary, incapable of fulfillment, or inconsistent with the charitable needs of the community. The SFACF has not exercised such power since its establishment in 1984. The endowments are not recorded on the University's consolidated statements of financial position.

Note 14 - Commitments and Contingencies

Self-Insured Health Insurance

The University has established a self-insurance plan for its employee health insurance. The University's maximum self-insurance exposure is \$50,000 per employee occurrence. As of June 30, 2012 and 2011, the University had \$174,245 and \$256,772, respectively, reserved for known claims and incurred but not reported claims. Plan expenses for the years ended June 30, 2012 and 2011, net of employee contributions, were \$1,014,791 and \$1,012,528, respectively. The University does not know of any claims existing at June 30, 2012 that would have a material adverse effect on its financial condition.

Maintenance Service Contract

The University has entered into a maintenance services contract for building and grounds maintenance that expires on June 30, 2027. The maintenance services contract expense was \$224,397 and \$186,146 for the years ended June 30, 2012 and 2011, respectively.

Note 15 - Credit Quality of Financing Receivables

The University's financing receivables are comprised of student loans receivables which consist of a revolving loan fund for Federal Perkins Loans for which the University acts as an agent for the federal government and other institutional student loan funds. At June 30, 2012 and 2011, student loans receivable represented approximately 1.90% of total assets.

The availability of funds for loans under the Federal Perkins Loan program is dependent on reimbursements to the pool from repayments on outstanding loans. Funds held in Federal loan programs of \$1,683,379 and \$1,663,055 at June 30, 2012 and 2011, respectively are ultimately refundable to the government and are classified as liabilities in the accompanying consolidated statements of financial position. Student loans under the Federal Perkins Loan program can be assigned to the government when no longer collectible; consequently, write-offs of student loans under the Federal Perkins Loan program reduce the amount refundable to the government.

Financing receivables were collectively evaluated for impairment at June 30, 2012 and 2011, and are presented as follows:

	Institutional Loans	Federal Perkins Loans	Total Financing Receivables
2012	\$ 29,060	\$ 1,599,114	\$ 1,628,174
2011	25,801	1,613,148	1,638,949

The credit quality indicator of the financing receivables held under the Federal Perkins Loan program and institutional loan funds as of June 30, 2012, is as follows:

Performing		\$ 907,495
Non-performing		720,679
		\$ 1,628,174

The credit quality indicator is determined by origination and servicing of the loan. Delinquency status is updated monthly by the University's loan servicer. Federal Perkins Loans that are originated and serviced properly under Department of Education regulations can be assigned to the Department of Education when deemed no longer collectible. The University is not aware of any material amount of loans not properly originated or serviced under Department of Education regulations.

Allowances for estimated losses are established based on prior collection experience and current economic factors which, in management's judgment, could influence the ability of loan recipients to repay the amounts per the loan terms. Loan balances are written off only when they are deemed to be permanently uncollectible. The University determined the allowance for estimated losses on these financing receivable by looking at historical default rates and analyzing the aging of the past due loans. The allowance for estimated losses on performing and non-performing financing receivables was \$69,920. The allowance was evaluated for impairment and did not change during 2012. Additionally, there were no individual loans impaired during the year.

The aging of the performing financing receivables portfolio as of June 30, 2012 is summarized as follows:

30-59 Days Past Due	60-89 Days Past Due	> 90 Days Past Due	Total Past Due	Total Current	Total Financing Receivables
\$ 7,230	\$ 4,591	\$ 391,174	\$ 402,995	\$ 504,500	\$ 907,495

Note 16 - Subsequent Events

The University has evaluated subsequent events through October 29, 2012, the date which these financial statements were available to be issued.

Purchase of Athletic Complex

Subsequent to June 30, 2012, the University entered into a contract for deed with Sanford Medical Center to purchase an athletic training facility located near the University's athletic complex for \$2,850,000. The first payment of \$1,000,000 was paid upon close of the contract. Two additional payments of \$925,000 are due on August 31, 2013 and 2014.

Purchase of Land

Subsequent to June 30, 2012, the University purchased approximately 47 acres of land located near the University's athletic complex for \$2,367,000. The purchase was funded through investment of University endowment funds.

Future Construction

Subsequent to June 30, 2012, the University entered into a contract to construct a football locker building at the athletic complex. Projected costs are approximately \$500,000. As of the date of issuance of these consolidated financial statements, approximately \$474,000 of the contract had yet to be paid. Payment of project costs will be made from currently available University funds and future gifts.

Facilities Management Agreement

Subsequent to June 30, 2012, the University entered into a facilities management contact for custodial and grounds management services and operations and maintenance services. The initial annual fee of approximately \$774,000 is paid in monthly installments and is increased annually by a percentage based on the Consumer Price Index.

State of South Dakota



OFFICE OF THE SECRETARY OF STATE

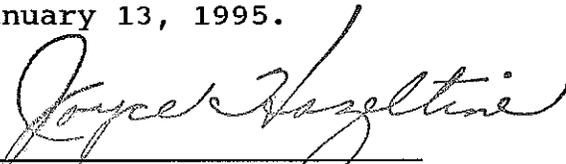
CERTIFICATE OF AMENDMENT

I, JOYCE HAZELTINE, Secretary of State of the State of South Dakota, hereby certify that duplicate of the Articles of Amendment to the Articles of Incorporation of SIOUX FALLS COLLEGE duly signed and verified pursuant to the provisions of the South Dakota Corporation Acts, have been received in this office and are found to conform to law.

ACCORDINGLY and by virtue of the authority vested in me by law, I hereby issue this Certificate of Amendment to the Articles of Incorporation and attach hereto a duplicate of the Articles of Amendment of SIOUX FALLS COLLEGE changed its name to UNIVERSITY OF SIOUX FALLS.



IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the Great Seal of the State of South Dakota, at Pierre, the Capital, this January 13, 1995.



JOYCE HAZELTINE
Secretary of State

The University of Sioux Falls
School of Nursing
Baccalaureate Nursing Program
8 Semesters Registered Nurse Cohort
Emily Glatt RN

Course: Nursing 424L Public Health Nursing
Credits: 4 (3 credits theory and 1 credit clinical)
Faculty: Emily Glatt RN and Dr. Jessica Cherenegar

Phone: Emily Glatt cell 605-376-8111
FAX:
Email: emily.glatt@usioxford.edu

Office Hours: Arranged individually, contact me by phone or email

Clinical Faculty: Emily Glatt, RN, BAN
Phone: 605.376.8111
Email: emily.glatt@usioxford.edu

Office Hours:

Course Description: The focus of this course is on the health of the community and subgroups within the community. Students learn to apply nursing and public health concepts to promoting and restoring the health of population groups. Nursing involvement in the legislative and regulatory processes as they affect health status and health care delivery is addressed. Selected community health problems and their implications for community health nursing practice are considered. In the clinical component of this course, utilizing a preceptor model, students will provide nursing care to aggregates of populations within a public health nursing model.

Course Objectives: The student will:

1. Discuss the evolution of public health nursing in the United States, including regional and national influences on public health nursing.
2. Define what is involved in health care provision to groups and how this impacts communities and populations.
3. Synthesize knowledge of nursing, public health and the arts and sciences through evidence based practice focused on prevention, health promotion and health maintenance of individuals, families and populations.
4. Describe nursing roles and settings for practice that meet the emerging health needs of families, communities, populations and nations.
5. Apply the core functions and essential services of public health nursing.
6. Incorporate public health values, ethics, and legal responsibilities into quality nursing practice for populations at the **community** level:
 - a. Collaborate with a community to assess needs.
 - b. Articulate the health issues of the aggregate population.
 - c. Develop at least one health promotion intervention for the aggregate.
 - d. Apply the policy process to effect a system health change.
 - e. Define a plan for evaluation of the aggregate under assessment.
 - f. Provide nursing care in accordance with the ANA Scope and Standards of Public Health Nursing Practice.

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Baccalaureate Essentials:

Essential V: Health Care Policy, Finance, and Regulatory Environments: Increased understanding of how healthcare policy affects access to care in populations of patients and how this influence public health nursing

Essential VI: Interpersonal Communication and Collaboration for Improving Patient Health Outcomes: Incorporate high level team building strategies into one's practice in an environment that incorporates many disciplines in the delivery of care within the community.

Essential VII: Clinical Prevention and Population: Incorporate health promotion strategies into assessment and interventions in selected populations.

Essential IX: Baccalaureate Generalist Nursing Practice: Students expand their definition of client to groups and populations, and have an increased appreciation for the diverse environments in which nursing practice occurs.

Required Texts:

American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, D.C.: Author.

Truglio-Londrigan, M., & Lewenson, S. B. (2013). *Public health nursing: Practicing population-based care* (2nd ed.). Sudbury, MA: Jones and Bartlett.

Hall, R., & Moore D., (2006). *same kind of different as me*.

Internet Reference: Textbook Resources at the publisher website-see the inside of your text.

Required Web Reference: Bookmark for easy retrieval: U S Department of Health and Human Services. Healthy People 2020. Available at <http://www.healthypeople.gov/2020/default.aspx>

Teaching Methodology: A variety of teaching methods will be used throughout this course, including: lecture, guest speakers, audio-visual materials, online and in-class discussions, as well as student presentations. Access to a computer is necessary. See computer requirements listed in the Nursing Student Handbook:

http://www.usiouxfalls.edu/index.php?option=com_content&task=view&id=3014&Itemid=

Course Requirements: Completion of assigned readings and associated assignments; active participation in discussions (see evaluation rubric in the course site), see class policies below and 32 Hours of Clinical (includes clinical seminar, shadowing/observations and community project).

Assignments: Attached

Assessment: 430 points total details attached under (Assignments and Due Dates)

Grading: In this course, plus/minus grading categories are used. Failure to attend and or participate in class affects your grade. The following scale gives the breakdown of grade:

		B+	89-91%	C+	81-83%	D+	72-74%
A	94-100%	B	86-88%	C	77-80%	D	69-71%
A-	92-93%	B-	84-85%	C-	75-76%	D-	67-68%

The minimum passing grade for all nursing courses is a C-. Failure to achieve this prevents student from progressing in the program.

Class & Clinical Policies:

1. Students are to be actively engaged in class discussion weekly (either in person or via the LMS).
2. Presence at campus meetings, scheduled clinical times and or scheduled online.
3. Completion of clinical hours (30hrs)
4. See the Nursing Student Handbook for clinical policies: Compliance With CPR Certification, Immunization and Nursing Uniform Polices.
http://www.usiouxfalls.edu/index.php?option=com_content&task=view&id=3014&Itemid=
5. Current background check

Academic Honesty: Academic dishonesty will not be tolerated. Students are expected to properly document any material obtained from any primary or secondary resource. All students should refer to the USF policy on academic dishonesty in the *USF Student Handbook* (http://www.usiouxfalls.edu/index.php?option=com_content&task=view&id=342). Any evidence of academic misconduct will result in a grade of “F” on the assignment or exam related to the misconduct.

Right to Equal Access: If you anticipate barriers related to the format or requirements of this course, please meet with me so that we can discuss ways to ensure your full participation. If you determine that disability-related accommodations are necessary, please register with Learning Accessibility Services and notify me of your eligibility. Billie Streufert, director of Learning Accessibility Services, is available in the lower level of the McDonald Center and may be reached at 605-331-6648 or access@usiouxfalls.edu. Accommodations can only be arranged through this office.

Program Assessment: Students will complete course and instructor evaluations at the end of each semester. These evaluations will be compiled by an outside source and reported as group data only. These evaluations, along with samples of student work will be compiled and a course evaluation summary will be submitted by each instructor. Previous to submission, each instructor will have one peer faculty member review the evaluations and the summary prepared by the course instructor, to determine equivalence as a form of reliability. Additionally, each semester there will be a Student Forum.

Copyright: All work created on or after January 1, 1978 is automatically granted copyright protection in the United States for the duration of the original author’s life plus 70 years (<http://www.copyright.gov>). Therefore, these course materials, including the World Wide Web links, are copyrighted and may not be reproduced without express permission of the author. The materials provided in this course are for the use of enrolled students only.

Course Outline: Foundations, Community Nursing Process, Epidemiology, EBP, Culture & Ethics, Policy & Environment, Assurance & Preparedness, Informatics & Technologies, Global and Specialty practice. Course Schedule located in LMS under Handout Section.

Statement on the Status of the Syllabus: This syllabus results from the instructor’s effort to represent fairly the plan for this course. Circumstances may cause the instructor to make changes in the plan, but such changes will not be capricious and will be made in a timely fashion. Please speak with your instructor if there is anything in the syllabus about which you are unclear.

SCHOOL OF NURSING EVALUATION AND ASSESSMENT PLAN CCNE VISIT 2010

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
Standard I							
Key Element I-A The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	Mission, Goals, Expected student outcomes	Comparison of statements with university documents, School of Nursing (SON) assessment plan and professional nursing standards used in the program	Annually at the start of the 2010 academic year for 3 years then every 2 years	Curriculum Committee	The mission, goals, and curriculum are congruent with the institutional statements and consistent with professional nursing standards and guidelines used in the School of Nursing (SON).	Program mission, goals, and expected student outcomes were developed to be congruent with the institutional mission and goals, and the standards and guidelines were chosen to reflect the mission, goals, and expected student outcomes.	Review on schedule to maintain congruency between the university and department statements.
Key Element I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to	Mission, Goals, Expected student outcomes <i>AACN Essentials</i>	Comparison of mission, goals, and expected student outcomes with the AACN	Annually at the start of the 2010 academic year for 3 years then every 2 years	Curriculum Committee	The mission, goals, and expected student outcomes are congruent with AACN Essentials and	The mission, goals, and curriculum outcomes were developed utilizing the AACN	Continue to review mission, goals, and expected outcomes every 2 years to maintain congruency with

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
reflect: professional nursing standards and guidelines; and needs and expectations of community of interest.	<i>ANA Code of Ethics</i> <i>ANA Scope and Standards of Practice</i> Student Forums	Essentials			other professional standards.	Essentials as the organizing framework.	the AACN Essentials and other professional standards.
Key Element I-C Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.	Mission Goals Expected student outcomes Faculty Development Plan (FDP)	Faculty Development Plan (FDP)	Annually at start of academic year 2011: Progress Report Every 4 years: New FDP submitted	Director Faculty Committee Assessment Committee	Faculty is supported by the program director and the university in their efforts to excel at teaching, scholarship, service, and practice endeavors.	There exists an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the missions, goals, and expected outcomes of the program.	Continue to support scholarship, service, and practice. Continue to encourage faculty to apply for Professional Development funding to present at conferences and conduct research.

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
Key Element I-D Faculty and students participate in program governance.	Department Bylaws	Student Forum with each cohort 1 time per semester	Every semester	Faculty Committee	The roles of the faculty and students in the governance of the department are clear and accurately reflect what actually occurs. Student and faculty participation in governance is meaningful.	Students participated in meetings each semester to provide feedback about the program. See student forum minutes in the resource room for specifics.	Continue to request feedback from students each semester. Consider adding students to nursing committees such as curriculum and assessment committees.
	Organizational Chart	Faculty Meetings	On-going				
	<i>Student Resource Manual</i>						
	<i>Faculty Resource Manual</i>						
	Student Forums						
Key Element I-E Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading	Internal and external publications	Review all publications & homepage	Annually at beginning of each academic year	Public Relations Committee	Documents, publications, and SON website accurately reflect the curriculum, expected outcomes, and accreditation status policies. Student Resource Book will	Completed Student Resource Book and reviewed with Registrar for accuracy. Have worked closely with website staff to maintain updated documents.	Update and review Student Resource Book at the end of each semester for 2 years then annually fall 2012 and after. Continue to work with Information Technology staff that has been designated
	USF home page, and SON home page	Review by faculty members Recommendations from students		Director of Admissions and Registrar will review all program documents for accuracy			

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
policies, degree completion requirements, tuition, and fees are accurate.					include all policies specific to the nursing program in relation to admission, progression, grading, graduation requirements and tuition and fees.	New brochures for accelerated and eight-semester tracks.	to work with SON to keep program website current and accurate.
Key Element I-F Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster	Academic policies of the institution (<i>Course Catalog</i>) Academic policies of the SON (<i>Student Resource Manual</i>)	Policies reviewed	Annually for academic years 2010-2011 and then bi-annually to correspond with printing of new Course Catalog	Assessment Committee	Academic policies are fair, equitable, justifiable, published, and relate to supporting the mission, goals, and objectives of the department and the institution.	The policies that appear in the Student Resource Manual, syllabi, and Course Catalog are fair, equitable, justifiable, and published and have been reviewed and revised as necessary to reflect ongoing	Continue to publish, review, and revise as necessary annually to ensure they are fair and equitable and reflect ongoing improvement.

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.						improvement.	
Key Element I-G There are established policies by which the nursing unit defines and reviews formal complaints.	Policy stated in <i>Student Resource Manual</i> Student complaints	Review SON policy Review any formal complaints, including grade appeals and discuss implications and needed changes in collaboration with VP for Academic Affairs and VP for Human Resources	Annually at beginning of academic year At time of formal complaint	Assessment Committee Director, VP for Academic Affairs, and any named parties in the complaint Faculty Committee	Policy is clearly stated in Student Resource Book and the Course Catalog and students are made aware of policy. Resolution of the formal complaint.	Policy clearly stated in Student Resource Book. No formal complaints to date.	Continue to review policy for any needed changes. Evaluate basis of formal complaint and discuss need to make changes in the program.

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
Standard II							
Key Element II-A Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.	Departmental Budget Clinical Lab supply and equipment inventory Faculty hired to meet program needs Clinical sites Student Forums	Faculty meeting to review program needs, including faculty, supplies, equipment and clinical resources Meeting to review departmental budget, number of nursing faculty and clinical lab needs with VP for Academic Affairs, Controller and Director	Annually at end of each academic year preceding administrative meeting	Faculty Committee Director, VP for Academic Affairs, and Controller	Identified needs are met. Adequate supplies and equipment to deliver program as identified by the faculty committee who obtain input from the clinical instructors. Survey of graduates will indicate a minimum of 80% felt faculty and physical resources were adequate.	Discussion at September 2010 faculty meeting indicated current faculty are satisfied with current fiscal and physical resources.	Review and request changes to SON budget annually. Nursing Specialist will update needs for equipment and supplies each semester.

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
Key Element II-B Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	Admissions	Meet with head of each department to review resources and identify student needs	Annually	Director and Faculty Committee	Graduation surveys reflect minimum of 80% respondents rated these resources as 4 or higher on a 5- point scale. Students will express concerns and these will be addressed within the semester.	First data will be collected April 2011.	Continue annual meetings with each department to ensure program and student needs are being met. Record minutes of Student Forum to reflect concerns and deal with them with appropriate departments and provide feedback to students.
	Registrar			Designated faculty advisor		First data will be collected October 2010.	
	Academic Success Center	Student Forums					
	Library Resources						
	Technology						
Financial Aid							
Key Element II-C The chief nurse administrator: <ul style="list-style-type: none"> • is a registered nurse (RN); • holds a graduate degree in nursing; • is academically and experientially qualified to 	Proof of Licensure Vita with education and experience listed Organizational Chart Membership on	Current copy of RN license Current resume Education credentials validated and available in Human Resources and resource room	Bi-annually	Licensure: Nursing Specialist maintains record VP for Human Resources: Validation of education and experience. Job description describes administrative	All documents are validated as current. Faculty evaluation of director will have a minimum of an 80% satisfaction rating.	All documents have been validated by Nursing Specialist. Faculty evaluation will be completed end of fall semester 2010. Input to self-evaluation	All strategies described will be continued. Additional methods of evaluation will be discussed at end of academic year 2010-2011.

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
<p>accomplish the mission, goals, and expected student and faculty outcomes;</p> <ul style="list-style-type: none"> • is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes; and • provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes. 	<p>administrative committees</p> <p>President and VP for Academic Affairs</p>	<p>Student and Faculty evaluations</p> <p>Job description updated</p> <p>Evaluation by President and VP for Academic Affairs</p>	<p>Annually</p>	<p>authority</p> <p>President and VP for Academic Affairs</p>	<p>President and VP evaluation will be included at the end of Annual Self-assessment completed by the director.</p>	<p>from President and VP for Academic Affairs positive with no recommendations.</p>	

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
<p>Key Element II-D Faculty members are:</p> <ul style="list-style-type: none"> • sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes; • academically prepared for the areas in which they teach; and • experientially prepared for the areas in which they teach. 	Current vitae with academic and experience included	Nursing Specialist will review with faculty	Annually	Nursing Specialist	Current vitae with date reviewed included.	Vitae reviewed and are current.	Continue with current plan and support current faculty who are enrolled in doctoral nursing education.
<p>Key Element II-E When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in</p>	Preceptor vitae, including education and experience, following the requirements of the South Dakota	Review vitae At end of preceptored course Update as needed based on faculty	Annually As needed	Nursing Specialist and Director Assessment Committee	Qualified preceptors as demonstrated by qualifications and validated by student evaluations.	There have been no preceptors to date.	Implement current plan and review annually.

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
the achievement of the mission, goals, and expected student outcomes.	Board of Nursing Preceptor evaluations by students <i>Preceptor Resource Book</i> outlines program expectations and guidelines	evaluations of preceptors and preceptors evaluations of student experience					
Key Element II-F 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.	Faculty Development Plans (FDP) Faculty Development Funds	Faculty Development Plans (FDP) developed to reflect mission, goals, and expected faculty outcomes Assists faculty in doctoral and other studies	Progress Reports due annually and new FDP due every 4 years Annually	Individual faculty members Assessment Committee Director Assessment Committee	Completed FDP.	Due October 2010.	Continue to maintain high achievement of all nursing faculty. Continue to review FDP plans.

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
	Online Faculty Satisfaction Survey	Complete survey	Annually	Assessment Committee	100% of full-time faculty members will rate their satisfaction as <i>high to very high</i> .	Evidence of changes in faculty meeting minutes.	Continue as described.
Standard III							
Key Element III-A The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected aggregate student outcomes.	Self-study document <i>Student Resource Book</i> <i>Faculty Resource Book</i> Faculty Course Summaries Student Evaluations	Review of curriculum expected aggregate outcomes with expected individual learning outcomes Mission, goals, and expected student outcomes identified	End of each semester through spring 2011 then annually	Curriculum Committee	The curriculum reflects clear statements of expected student learning outcomes that are consistent with the program's mission, goals, and expected student outcomes. The completed	At the end of fall 2010 all courses will be reviewed in the Curriculum Committee via the Course Evaluation Summaries by Faculty document, which includes the student evaluations for the course.	Continue present process because it works well in examining the curriculum in terms of clearness of student expectations and congruence with the AACN Essentials and our curriculum outcomes.

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
	Curriculum meeting minutes	Validate changes made to promote congruency of course and aggregate outcomes, mission and goals Presentation and discussion of every course summary evaluation			course evaluation summaries will be brought to the Curriculum Committee for discussion and recommended changes as approved by the curriculum committee.	Appropriate changes will be made. Currently faculty have determined that the new curriculum is appropriate for our mission, goals, expected student outcomes, and AACN Essentials.	
Key Element III-B Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect	Overall curriculum and course syllabi AACN <i>Essentials</i> and other professional standards and guidelines	Course syllabi reflect how each course addresses AACN Essentials	End of each semester through spring 2011 then annually	Assessment Committee	Congruency of individual expected student outcomes with roles and professional standards and guidelines.	Each course in the curriculum will be reviewed to determine reflection of the AACN Essentials and other professional standards and guidelines.	Continue the present review process because it works well in examining the curriculum in terms of reflecting the AACN Essentials. Continue to post the AACN

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
<p>relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.</p> <ul style="list-style-type: none"> Baccalaureate program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008). 						Course/unit/level outcomes will be reviewed on an annual basis for consistency with the roles for which the program is preparing its graduates.	Essentials in each syllabus including components addressed in that course.
<p>Key Element III-C The curriculum is logically structured to achieve expected individual and aggregate student outcomes.</p> <ul style="list-style-type: none"> The 	<p>Table of levels for all courses in the nursing curriculum</p> <p>Individual and</p>	Evaluate the courses and sequencing of courses in the nursing major in relation to the liberal	Annually	<p>Faculty Committee</p> <p>Curriculum Committee</p>	The support courses within the Liberal Arts requirements and required nursing courses	Curriculum for the program has been developed and defined with the AACN Essentials as	Continue to evaluate all courses in both tracks in the nursing curricula as to their “fit” within the organizing

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
<p>baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.</p>	<p>aggregate student outcomes</p> <p>Listing of all those supporting courses, which must be completed before students enter the nursing major</p>	<p>studies core</p>			<p>provide the framework essential to baccalaureate education. The curriculum is structured sequentially and is logically organized to facilitate student achievement of expected results, thus meeting program outcomes. The curriculum builds upon a foundation of the arts, sciences, and humanities.</p>	<p>the organizing framework.</p>	<p>framework of the nursing program as well as the university.</p>

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
Key Element III-D Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes.	Course syllabi	Course syllabi Faculty Course Summaries Student evaluation of courses Review all courses for content and congruence of teaching/ learning objective	Annually	Faculty Committee Curriculum Committee	Specific teaching/ learning practices are identified within all courses and are routinely examined for their value in fostering optimal student learning experiences.	One example: changes in one instructor's method of teaching resulted in a positive response by students. Rather than using PowerPoints in class, she posted them in advance online, and students came to class prepared to engage in more active discussions of the course content.	Continue to evaluate teaching/ learning activities in light of course objectives/ program outcomes.
Key Element III-E The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	Courses Course syllabi	Review and revisions of course syllabi Course Evaluations by students	At the end of each semester	Faculty Committee Curriculum Committee	Didactic and clinical teaching/ learning practices are documented within syllabi. The didactic	Course evaluations completed in the 2 semesters the program has been in session have included	Continue to assess and evaluate course syllabi and course evaluations after each course.

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
					and clinical teaching-learning environments support the achievement of student learning outcomes.	specific recommendations for changes and also have been overall very positive.	
Key Element III-F Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	Course syllabi <i>Student Resource Book</i> All course evaluation measures	Course evaluations by faculty & students Course Summary Evaluations	End of every course End of each semester	Assessment Committee Curriculum Committee Student Forum	The curriculum clearly reflects student individual outcomes. The evaluation of student performance is clearly defined and consistently applied. The evaluation criteria for each course and the grading scale will be clearly	Examples of student work showing individual student performance indicate achievement of individual student outcomes. All syllabi contain clear evaluation measures and the grading scale for these measures.	Continue as currently planned.

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
					identified in each course syllabus.		
Key Element III-G Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.	Course evaluations	Summarize and make course changes and/or recommend curriculum changes based on results of course evaluation	Completion of each course	Individual faculty	75% 3.5 rating on a 5-point scale.	Expected outcome met to date on compiled course evaluations.	
	Course summary evaluations	Make changes and share with nursing faculty and director	End of each semester	Assessment and Curriculum Committees	Summary reflects student evaluations.	First ones to be completed end of fall semester 2010.	
	Evaluation by VP for Academic Affairs	Review with faculty members	Every 2 years	VP for Academic Affairs	Feedback given to faculty member.	Feedback given.	

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
	Faculty Development Plans	Review of Faculty Development Plan by director and nursing faculty	Progress Report due every May and new FDP due every 4 years	Director and Faculty Committee	Goals identified are congruent with SON goals as validated by faculty review.	Initial FDP to be submitted fall 2010, no later than October 1.	
Standard IV							
Key Element IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN pass rates, certification examination pass rates, and employment rates, as appropriate.	Graduate Survey	Last semester for each cohort	Graduate Satisfaction and Success	Nursing Specialist	60% response rate/75% above 4 satisfaction and success rating on 5-point scale.	No data.	Will evaluate current plan after completing 1 cycle of assessment plan for this Key Element.
	Alumni 1 and 5 year survey	June 2012 and annually thereafter	Alumni Satisfaction and Success	Nursing Specialist in collaboration with Student Success Center	60% response rate/75% above 4 satisfaction and success rating on 5 point scale.	No data.	
	Employer 1 and 5 year survey	June 2012 and annually thereafter	Employer Satisfaction	Nursing Specialist	60% response rate/75% above 4 satisfaction rating on 5-point scale.	No data.	

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
	Graduation Rates	Graduation data	Annually	Director	80% of students admitted complete the program.	No data until 2011.	
	NCLEX-RN pass rates	RN licensure data	Annually	Director	75% pass on first try.	No data until 2011.	
	Employment rates	Alumni survey	Annually	Nursing Specialist	Minimum of at least 75% employed at ½ time.	No data until 2012.	
Key Element IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	<i>Aggregate Student Outcome #1:</i> Acquire the knowledge, clinical skills and critical thinking skills required to plan and provide excellent evidence-based clinical care , with a strong foundation in	NUR 340 Adult Health II: Students were expected to write a comprehensive health assessment/ case study on one patient and to present this case study to their peers. Students were encouraged	Annually	Course Instructor	80% of students will receive a passing grade on this assignment.	100% of students received a passing grade on this assignment.	Based on the outcomes, determine if will continue to use this assessment strategy to measure Aggregate Student Outcome #1.

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
	the arts and sciences.	to utilize current literature in nursing interventions for care plans.					
		NUR 320 Applied Pathophysiology: Exams focus on high-level application questions that incorporate principles from anatomy, physiology, chemistry, and microbiology.	Annually	Course Instructor	80% of students will receive a score of 80% or above.	90% of students received a score of 80% or above on the combined exam scores.	Evaluate effectiveness of exams before course is taught second time.
		NUR 346 Family Nursing I: Preparation guides and experience	Annually	Course Instructor	80% of students will receive a score of 80% or above on this assignment.	100% of students received a score of 80% or above on this	Evaluate effectiveness of assignment before course is taught second time.

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
	with social justice at the core.	Leadership, & Professional Issues: Spend a minimum of 16 hours with a nurse leader (minimum baccalaureate prepared) to actualize the role of nurse leaders at various levels.		and Preceptor Evaluations	P/F score. 80% will rate this clinical experience as <i>high</i> to <i>very high</i> in value.		after evaluating at the end of first time taught.
	<i>Aggregate Student Outcome #3:</i> Promote the health of all people, regardless of race, color, creed, age or any other human discriminators.	NUR 420 Health Promotion and Disease Prevention: Develop a community health promotion project for an underserved population.	Annually	Course Instructor	80% of students will receive a passing grade on this assignment and rate their ability to meet this outcome as <i>able</i> to <i>highly able</i> .	No data.	Based on the outcomes, determine if will continue to use this assessment strategy to measure Aggregate Student Outcome #3.

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		NUR 232 Cultural Dimensions of Holistic Care: Written reaction paper to “The Spirit Catches You and You Fall Down” including a personal response to this case study.	Annually	Course Instructor	80% of students will receive a passing grade on this assignment.	100% of students received a passing grade on this assignment.	Based on the outcomes, determine if will continue to use this assessment strategy to measure Aggregate Student Outcome #3.
		NUR 424 Public Health Nursing: Implement a community health promotion project for an underserved population.	Annually	Course Instructor	80% of students will receive a passing grade on this assignment.	No data.	Based on the outcomes, determine if will continue to use this assessment strategy to measure Aggregate Student Outcome #3.

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
	Aggregate Student Outcome #4: Understand the value of inter- and intra-disciplinary collaboration and communication and integrate this into one's practice.	NUR 230: Physical Dimensions of Holistic Care: Students were required to complete a Complete Health History on one of their classmates and one member from the general community, focusing on therapeutic communication techniques.	Annually	Course Instructor	80% of students will receive a passing grade on this assignment.	100% of students received a passing grade on this assignment.	Based on the outcomes, determine if will continue to use this assessment strategy to measure Aggregate Student Outcome #4.
		NUR 200 Nursing: Contemporary Issues: Interview a nurse, incorporate this knowledge into a	Annually	Course Instructor	100% of students will receive a passing grade on this assignment.	100% received a grade of 90% or higher on this assignment.	Evaluate at end of academic year 2010-2011.

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
		personal nursing definition, as a basis of collaboration. Work in groups to present a topic common to nursing.					
	<i>Aggregate Student Outcome #5:</i> Integrate a strong commitment to life-long learning , in order to respond to clinical and technological advances, changes in health care delivery and health systems, population changes, genetic advances and	NUR 200 Nursing: Contemporary Issues: Online discussion regarding the current Health Reform bill.	Annually	Course Instructor	95% of students will receive a grade of 90% or higher on this assignment and rate their ability to meet this outcome as <i>able to highly able</i> .	85% of students received a grade of 90% or higher on this assignment.	Based on the outcomes, determine if will continue to use this assessment strategy to measure Aggregate Student Outcome #5.
		NUR 434 Gerontological Nursing: Interview an older adult using an interview guide to	Annually	Course Instructor	90% of students will receive grade of 90% or higher on this assignment.	No data.	Determine method after course taught one time.

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
	access to health care globally.	determine self-perceptions of health concerns related to this population group and write a summary utilizing a writing rubric.					
	<i>Aggregate Student Outcome #6:</i> Be prepared to practice within different settings and complexities of situations, including caring for people across the life span.	NUR 347 Family Nursing II: Students were required to complete a developmental grid detailing developmental milestones from birth through adolescence. NUR 440 Adult Health III: Care plan for	Annually Annually	Course Instructor Course Instructor	80% of students will receive a passing grade on this assignment and rate their ability to meet this outcome as <i>able to highly able</i> . 90% of students will receive a grade of 85%	No data. No data until summer 2011.	Based on the outcomes, determine if will continue to use this assessment strategy to measure Aggregate Student Outcome #6. Based on the outcomes, determine if will continue

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
		complex patient in a high-acuity setting followed by total care of patient.			or higher on this assignment.		to use this assessment strategy to measure Aggregate Student Outcome #6.
Additional Information	Overall Role Abilities	Graduate Survey	At graduation	Assessment Committee	90% of graduates will rate their preparation for their role as a professional nurse as <i>high</i> to <i>very high</i> .	No data until May 2011.	
	Overall Role Abilities	Employer Survey	1 and 5 years	Assessment Committee	90% of employers will rate graduate as prepared for their role as a professional nurse as <i>high</i> to <i>very high</i> .	No data until May 2012.	
	Overall Role Abilities	Alumni Survey	1 and 5 years	Assessment Committee	90% of graduates will rate themselves as prepared for their role as a professional	No data until May 2012.	

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
					nurse as <i>high</i> to <i>very high</i> .		
	Knowledge/ Practice Abilities	Graduate Survey	At graduation	Assessment Committee	80% of graduates will rate their knowledge and practice ability as <i>high</i> to <i>very high</i> .	No data until May 2011.	
	Knowledge/ Practice Abilities	Employer Survey	1 and 5 years	Assessment Committee	80% of employers will rate graduates' knowledge and practice ability as <i>high</i> to <i>very high</i> .	No data until May 2012.	
	Knowledge/ Practice Abilities	Alumni Survey	1 and 5 years	Assessment Committee	80% of graduates will rate their knowledge and practice ability as <i>high</i> to <i>very high</i> .	No data until May 2012.	
	<i>Student Resource Manual</i>	Review all information in the Student Resource Manual	Annually for 3 years then every 2 years	All four department committees of the faculty as a whole	100% of the policies and procedures are reviewed on an annual basis, are	100% of the policies and procedures have been reviewed and are defined in	Our review system works well, thus we will continue to use it in the future to ensure

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
					defined in the Student Resource Manual, and are consistently applied.	the Student Resource Manual. A problem was identified regarding inconsistent application of the attendance policy, so the policy was rewritten to more clearly state the expectations.	policies and procedures are reviewed, defined, and consistently applied.
Key Element IV-C Aggregate student outcome data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.	Evaluations Surveys Focus Groups Community of Interest Advisory Group	Comparison of outcome data to mission, goals, and expected outcomes Curriculum Evaluation Course & faculty evaluations Graduate and	Annually	Curriculum Committee	All program outcome data are analyzed in a timely manner in the appropriate committee to provide evidence of program effectiveness and are used, as deemed appropriate, to foster ongoing program	To date, outcome data consists of course evaluations, and results of Student Forums held. Course Evaluations completed by faculty are in the resource room and include student	The proposed system for analyzing and using program outcome data will be reviewed on an annual basis and changes made based on recommendations and feedback from faculty, advisory committee and VP for

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		Employer Surveys Employers of graduates Advisory Board meetings			improvement. All discussions, analyses, decisions, implementation, and follow-up will be recorded in committee minutes.	evaluations and samples of student work. Minutes of Community of Interest Advisory Committee are available in the resource room.	Academic Affairs.
Key Element IV-D Aggregate student outcome data are used, as appropriate, to foster ongoing program improvement.	Student grades Kaplan test scores Student Forum	Student performance in all courses Student performance on Kaplan exams Review Student Forum minutes	Each semester	All faculty members	Students will maintain a minimum of 2.75 CGPA throughout program. Students will meet or surpass national norms for Kaplan examinations.	First data will be spring 2011. In 2 out of 3 exams, mean score surpassed National norms. In the 3 rd exam, students were 3 points below the norm.	Determine at end of 2011.

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
Key Element IV-E Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes.	Faculty Development Plan (FDP)	Faculty Development Plan (FDP): Teaching Effectiveness Scholarly Achievement/ Research Continuing Preparation Contribution to Student Growth University & Community Service VP for Academic Affairs evaluations Faculty evaluations by students	Annually	All faculty members	100% of full-time faculty members demonstrate effective performance in all four areas of FDP.	First Progress Report due May 2011. Student evaluations of faculty are consistently very positive.	No changes until evaluated for effectiveness at the end of first complete FDP, which will be year 4.
Key Element IV-F Information from formal complaints	Formal complaints	Review of formal complaints	As soon as a formal complaint	All concerned parties including	Resolve any formal complaints.	None have been received to date.	Continue with current process and evaluate

Standard & Key Element	Component	Assessment Strategy	Schedule	Responsibility	Expected Results	Actual Outcomes	Continuous Improvement, Future Plan
is used, as appropriate, to foster ongoing program improvement.		by all concerned parties in accordance with the procedures outlined in the USF Faculty and Staff Handbook, USF Student Handbook, the SON Faculty Resource Book, and the SON Student Resource Book	is received	Director, VP for Human Resources, VP for Academic Affairs			process annually.
EVALUATION & ASSESSMENT PLAN							
Evaluation & Assessment Plan encompasses all the elements necessary to support program effectiveness	All areas of Evaluation & Assessment Plan	All assessment strategies	May 2011, May 2012, and then every 3 years	Faculty, Student, Curriculum, & Assessment Committees	Evaluation & Assessment Plan covers all areas of the program. Assessment strategies	We have determined that the assessment strategies provide adequate forms of	We will continue to use the Evaluation & Assessment Plan and review the entire plan every year through May

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					<p>provide adequate forms of information to serve as basis for evaluation and assessment.</p> <p>Evaluation & Assessment Plan is manageable.</p> <p>Evaluation & Assessment Plan serves as source for on-going improvement and effectiveness.</p>	<p>information to serve as basis for evaluation and assessment.</p> <p>We have determined that the Evaluation & Assessment Plan is manageable in the present form.</p> <p>We believe strongly that the SON Evaluation & Assessment Plan serves as an excellent source for on-going improvement and effectiveness.</p>	<p>2012 and then every 3 years.</p>