

**Student Outcomes Assessment and Success Report AY2017-18**

*Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.*

**Unit/Program Name:** \_\_\_Baccalaureate Nursing – campus track\_\_\_ **Contact Name(s) and Email(s)** \_\_\_Linda Walters [linda.walters@indstate.edu](mailto:linda.walters@indstate.edu); Marcee Everly [marcee.everly@indstate.edu](mailto:marcee.everly@indstate.edu) \_\_\_

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

**Part 1a: Summary of Assessment Activities**

<p><b>a. What learning outcomes did you assess this past year?</b></p> <p>If this is a graduate program, identify the <a href="#">Graduate Student Learning Outcome</a> each outcome aligns with.</p>	<p><b>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</b></p>	<p><b>c. What were your expectations for student performance?</b></p>	<p><b>d. What were the actual data/results?</b></p>	<p><b>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report?</b></p>
<p>1. Student satisfaction upon completion of the program.</p>	<p>(1) Mean score of student program satisfaction recommending this program to others exit survey (2) Nursing 486 – Nursing Synthesis</p>	<p>Student mean group score of at least 3.75 on 5.0 Likert Scale on the Program Satisfaction recommending this program to others exit survey</p>	<p><b>Fall 2017:</b> <b>N = 15</b></p> <p>Mean score = 4.2 5=7 4=6 3=0 2= 2 1= 0</p> <p><b>Spring 2018:</b> <b>N = 46</b></p> <p>Mean score = 4.02 5=17 4=22 3=3 2= 3 1= 2</p>	<p>No changes, continue to monitor.</p> <p>No changes, continue to monitor.</p>

<p>2. The baccalaureate prepared student will provide safe and holistic patient centered care.</p>	<p>1) (Fall 2017) Students shall score at a 94% probability of passing the NCLEX ATI Comprehensive Predictor Exam. (Spring 2018) Students shall score at or above the 61% preset score on Kaplan's secure predictor. (2) Nursing 490 – National Licensure Preparatory Course</p>	<p>Fall 2017 - 90% of students shall meet or exceed the 72 raw score (94% probability) on the first attempt of the ATI RN Comprehensive Predictor Exam. Spring 2018 - 90% of student shall meet or exceed 61% predictability score for secure predictor.</p>	<p><b>Fall 2017:</b> <b>ATI COMPREHENSIVE PREDICTOR</b> <b>N = 41</b> 94 - 99% = 36 &lt;93% = 5 <u>88% achieved at or above 72 or 94% predictability</u></p> <p><b>Spring 2018:</b> <b>FIRST ATTEMPT</b> <b>N= 55</b> &gt;61% = 32 &lt;61% = 23 <u>58% are at or above the 61% predictability score for Secure Predictor</u></p>	<p>No changes for fall 2017 – last year using this testing service.</p> <p>For spring 2018 – will be discussed at curriculum/assessment meeting.</p> <p>This was the first semester of integrated Kaplan into traditional track N 490 course. Intense remediation is proving to increase second and third attempts.</p> <p>RETAKE #2: N= 23 &gt;63% = 22 &lt;62.9% = 1 <u>96% are at or above the 63% predictability score for the 2<sup>nd</sup> attempt for the Secure Predictor</u></p> <p>RETAKE #3: N = 1 &gt;61% = 1 <u>100% are at or above the 61% predictability score for the 3<sup>rd</sup> attempt for the Secure Predictor.</u></p>
<p>3. The baccalaureate prepared student will work effectively in inter-professional teams to enhance patient outcomes.</p>	<p>(1) Clinical Evaluation shall reflect a satisfactory or better score on the midterm clinical assessment evaluation tool in the senior reflective nursing course. Please see attached. (2) Nursing 484 – Reflective Practice</p>	<p>100% students shall achieve a satisfactory or better score on the midterm clinical assessment evaluation tool in the senior reflective nursing course</p>	<p><b>Fall 2017:</b> <b>N = 41</b> Satisfactory = 41 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u></p> <p><b>Spring 2018:</b></p>	<p>No changes, continue to monitor.</p>

			<p><b>N = 55</b>  Satisfactory = 55  Unsatisfactory = 0  <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u></p>	No changes, continue to monitor.
4. The baccalaureate prepared student will employ evidence-based practice.	<p>(1) Student in the Community Nursing practice course will complete an EBP paper scoring at or above an 85%. Please see the attached rubric.  (2) Nursing 444- Community Nursing</p>	90% of students will score at or above 85% on the EBP project and paper as defined in the operational definition	<p><b>Fall 2017:</b>  N = 53  90-100% = 53  80-89% = 0  75-79% = 0  &gt;74% = 0  <u>100% of students scored at or above 85% on the EBP project and paper.</u></p> <p><b>Spring 2018:</b>  N = 37  90-100% = 37  80-89% = 0  75-79% = 0  &gt;74% = 0  <u>100% of students scored at or above 85% on the EBP project and paper.</u></p>	<p>No changes, continue to monitor.</p> <p>No changes, continue to monitor.</p>
5. The baccalaureate prepared student will apply quality improvement principles.	<p>(1) Students in the Reflective Practice course will complete a problem-based service project and paper scoring at or above an 85%. Please see attached rubric.  (2) Nursing 484 – Reflective Practice</p>	90% of students will score at or above 85% on the CQI project and paper as defined in the operational definition	<p><b>Fall 2017:</b>  N = 41  90-100% = 41  80-89% = 0  75-79% = 0  &gt;74% = 0  <u>100% of students scored at or above 85% on the EBP project and paper.</u></p> <p><b>Spring 2018:</b>  N = 55  90-100% = 50  80-89% = 3  75-79% = 0</p>	<p>No changes, continue to monitor.</p> <p>No changes, continue to monitor.</p>

			>74% = 2 96% of students scored at or above 85% on the EBP project and paper.	
5. The baccalaureate prepared student will utilize Informatics.	(1) Students will demonstrate effective use of informatics to store, retrieve and input information as reflected in the clinical evaluation tool in the final adult health course. (2) Nursing 424 – Adult Health Nursing III	100% of students shall achieve a satisfactory or better score regarding informatics on clinical assessment evaluation tool in the final adult health course.	<b>Fall 2017:</b> N = 43 Satisfactory = 43 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u>  <b>Spring 2018:</b> N = 38 Satisfactory = 38 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u>	No changes, continue to monitor.  No changes, continue to monitor.
6. The baccalaureate prepared student will demonstrate leadership skills.	(1) Student shall score at or above level 2 proficiency or higher on the ATI RN Leadership exam (fall 2017). Students shall score at or >73.3% on the first attempt of the Kaplan leadership assessment (Began Fall 2017). (2) Nursing 490 - National Licensure Preparatory Course (last time fall 2017); Nursing 470 – Nursing Leadership.	90% of students will achieve at or above Level II on the Leadership ATI Content Mastery test. 90 % of students will achieve at or above 73.3% on the first attempt of the Kaplan leadership assessment.	<b>Fall 2017:</b> <b>ATI Leadership:</b> FIRST ATTEMPT N = 40 Level III = 1 Level II = 29 Level I = 10 >Level I = <u>75% of students achieved at or above a Level II on all attempts of the Leadership ATI.</u>  <b>Fall 2017:</b> <b>FIRST ATTEMPT (&gt;73.3%) Kaplan Leadership</b> N= 49 >73.3% = 42 <73.2% = 14 <u>50% achieved at or above the 73.3% benchmark.</u>  <b>Spring 2018:</b> <b>First attempt (&gt;73.3%) Kaplan Leadership</b> N= 37 >73.3% = 27 <73.2% = 10 <u>73% achieved at or above the 73.3% benchmark.</u>	Fall 2017: Still in 490  This group was the last leadership. This test has been moved back to Leadership, when maybe not as a stressful time.  Fall 2017:  Kaplan is now back in N 470 the leadership course.  Second attempt (>79%) N = 14 >79% = 14 <u>100% achieved at or above the 79% benchmark</u>  Spring 2018  Second attempt (>79%) N = 10 >79% = 7 >78.9% = 3 <u>70% achieved at or above the 79% benchmark</u>

				Need to actively discuss how to increase these scores.
7. The baccalaureate prepared student will demonstrate health promotion.	(1) Student will score a grade of 85% or better on the Health Promotion Project in Community Nursing course. Please see attached. (2) Nursing 444 – Community Nursing	90% of students will score a grade of 85% or better on the Health Promotion Project in Community Nursing course.	<p><b>Fall 2017:</b> N = 53 90-100% = 53 80-89% = 0 75-79% = 0 &gt;74% = 0 <u>100% of students scored at or above 85% on the health promotion project and paper</u></p> <p><b>Spring 2018:</b> N = 37 90-100% = 37 80-89% = 0 75-79% = 0 &gt;74% = 0 <u>100% of students scored at or above 85% on the health promotion project and paper.</u></p>	<p>No changes, continue to monitor.</p> <p>No changes, continue to monitor.</p>
8. The baccalaureate prepared student will display professional behaviors.	(1) Clinical Evaluation shall reflect a satisfactory score on midterm clinical assessment evaluation tool in the senior reflective nursing course. Please see attached rubric. (2) Nursing 484 – Reflective Practice	100% students shall achieve a satisfactory or better score on clinical assessment evaluation tool in the senior reflective nursing course for the following areas: professional, timeliness, attitude, and accountability.	<p><b>Fall 2017:</b> N = 41 Satisfactory = 41 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u></p> <p><b>Spring 2018:</b> N = 55 Satisfactory = 55 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u></p>	<p>No changes, continue to monitor.</p> <p>No changes, continue to monitor.</p>

9. National Licensure Exam (NCLEX-RN) Pass rates	(1) Results provided by National council of State Board of Nursing (NCSBN) (2) Post-graduation licensure exam.	Above national average. Results reflect 2017 calendar year.	<b>2017 (confirmed):</b> N = 115 Passes = 101 Fail = 14 88% National average = 87.11%  <b>2018 (unconfirmed):</b> Campus track N = 91 (8.14.2018) Pass = 82 Fail = 9 % = 90% National average= %	Continue to monitor.
--	---	---	---	----------------------

Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

#### Notes

- a. Use your outcomes library as a reference.
- b. Each outcome must be assessed by at least one direct measure (project, practicum, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark."
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., "85% of the 25 students whose portfolios were reviewed met the established benchmark").

### Part 1b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

1. Discoveries - are as follows:
  - a. NCLEX scores are improving.
    - i. Faculty coaching after completing the NCLEX review course has continued with increased faculty coaches (we have 5 coaches now) and has indeed helped to better support our graduating students as they prepare for this exam. Just by simple weekly contact, action plan development (which takes them up to the planned week of taking NCLEX), and encouragement/support is leading to increased NCLEX-RN scores.(two semesters).
  - b. Student satisfaction continues to be above the benchmark.
    - i. Likely to still be related to the faculty coaching that is happening at the end of the semester. The students realize that we truly are here to help.
  - c. Secure Predictor.
    - i. This was the first semester of integrated Kaplan into traditional track N 490 course. Intense remediation is proving to increase second and third attempts.
    - ii. Faculty to discuss at curriculum/assessment committee meeting in August, 2018.
  - d. Leadership assessment.

- i. Started off low, but the next semester it is definitely increasing. Again, Kaplan really focuses on the remediation of the first attempt. We will discuss outcomes and if we need to make changes at the August, 2018 meeting.
- 2. This information was shared at the June 2018 stakeholder meeting.
- 3. Focus for upcoming year – are as follows:
  - a. Faculty coaching with respect to post graduation preparation for NCLEX will continue. What started with 2 faculty has indeed increased to 5 faculty. Data is monitored and we share our efforts with faculty at department meetings.
  - b. Kaplan integration continues – we continue to work closely with Kaplan and have developed the testing coordinator position to include face-to-face remediation assistance.
  - c. Continued curriculum assessment with impending revisions coming.
    - i. Faculty have went to other universities to assess their curriculum – will report out to other faculty in August 2018.

### Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
1. Pilot 3 to 5 students for Guaranteed Admission by Fall 2018	<p>-Work-group/ad hoc committee within the department to improve the application procedure  <i>(Responsible person: Department Chair)</i></p> <p>-Develop a more efficient process for selecting candidates for interviews and improve interview process  <i>(Responsible Persons: Pilot committee [Marcee Everly, Tiffany Krabel, Linda Walters], January 17, 2017)</i></p>	Manually tracking how many students were offered guaranteed admission, and how many matriculated/registered Fall '18 as new freshmen in the Guaranteed Admission program.	We offered Guaranteed Admission to 5 incoming Freshmen. 3 accepted and are currently enrolled in their first semester at ISU.	We will have this same goal for next year. We admitted 3 to this pilot this Fall. We hope for 5 next year.

	<p>-Invite direct-admit candidates to apply (to be drawn from list of Presidential Scholars interviewees) each year. Due date to be established pending when the university has Presidential Scholars candidates list available. <i>(Responsible persons: Pilot committee[Marcee Everly, Tiffany Krabel, Linda Walters])</i></p> <p>-Process/review applications and select 3 to 5 students for pilot by February 28, 2017. <i>(Responsible persons: Pilot committee)</i></p> <p>-Students in the pilot to be carefully advised while completing prerequisites and also when in nursing courses. The academic performance and successful completion of these students will be carefully gathered and analyzed to help the department identify whether it is feasible to offer additional Presidential Scholar</p>			
--	---	--	--	--



	<p>interviewees direct admit in future years.  <i>(Responsible Persons: Department Chair and Traditional Track Director, date: ongoing after students admitted)</i></p>			
<p>2. Increase the number of students completing the major in 5 semesters (traditional track) after formal admission to the major (normal, on track progression) by 3% each year.</p>	<p>-Students below 80% average at 8 weeks, or at the discretion of the faculty member, are referred to their nursing advisor for assistance with time-management, study skills, stress management, test preparation, and effective reading. This action has been titled "Student Success Plan".  <i>(Responsible Persons: all faculty advisors)</i>          -Provide annual advising orientation to all department faculty who are advising for the first time, and for those faculty advisors who need updated information.  <i>(Responsible persons: Marcee Everly, Tiffany Krabel, Hether Messmer)</i>          -Provide a MYSAM tutorial/update to all faculty advisors at least annually.</p>	<p>We manually track completion rates from admission into the major to completion of the major.</p>	<p>82% of the students who graduated over the 2017-18 academic year did so in the stated 5 semester length after admission to the major. We were 81.1% for the 16-17 year. This is not a 3% increase, but it is still at least an increase.</p>	<p>We will continue this goal again next year.</p>

	<p><i>(Responsible persons: Tiffany Krabel and Hether Messmer)</i></p> <p>-All faculty to implement learning contracts for at-risk students (average &lt;75% at interim grades, and/or repeating the course).</p> <p><i>(Responsible persons: all department faculty)</i></p> <p>-All faculty to develop attendance policies for inclusion in syllabi and enforcement. <i>(Responsible persons: all department faculty)</i></p> <p>-All faculty to review tests one-on-one with any student not achieving at least 75% on said test. <i>(Responsible persons: all department faculty)</i></p> <p>-All faculty to adhere to the department Test Writing and Administration policy to ensure appropriate, rigorous, and fair testing and test-item analysis via random test audits. <i>(Responsible Persons: all faculty, department Chair to ensure annual peer reviews of tests)</i></p>			
<p>3. Maintain an NCLEX-RN (National Council Licensure Exam-Registered Nurse) first time pass rate at or above 80% per our state and national accreditation standards.</p>	<p>-All final semester students will create an NCLEX study plan. <i>(Responsible person: NURS 490 faculty)</i></p> <p>-Ensure testing rigor and fairness via all nursing faculty adherence to testing policy. <i>(Responsible Persons: all faculty)</i></p>	<p>Official pass rates are reported by the NCSBN and State Board of Nursing.</p>	<p>-Our 2017 first-time pass rates were: 92%</p> <p>-Our 2018 first-time pass rate to date is: 91%</p> <p>-the faculty “study coaching” pilot has gone extremely well. We believe it has helped many graduates stay on track, test sooner, and pass first attempt.</p>	<p>This goal will remain as it is also a significant requirement for accreditation by both the state and ACEN (national accreditor)</p>

	<p>-Students to be required to complete a minimum of 3000 practice NCLEX-type questions in their final semester. <i>(Responsible person: NURS 490 faculty)</i></p> <p>-Faculty pilot for “Study Coaching”. A group of faculty have volunteered their time to serve as study coaches for graduating seniors. With this project, the students who choose to participate agree to have weekly contact with their faculty coach after graduation to address things such as, but not limited to: adhering to study plan, redevelop study plan if needed, evaluate strengths and weaknesses, talk about tips for test taking, provide emotional support, help make student accountable, etc. as they continue to prepare to take the NCLEX after graduating <i>(Responsible persons: Marcee Everly, Linda Walters, Linda McQuiston, Emily Cannon)</i></p>			
--	---	--	--	--

Notes

- a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
- c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.

**Part 2b: Continuous Quality Improvement**

In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?

1. Discoveries

- a. We've found that engaging students via a faculty coach after graduation really helps them as they prepare for and take the board exam. Those students who accept and fully interact with a faculty coach after graduation appear to like it and we've seen a very nice pass rate. The graduates also realize just how vested we are in their success, as we are continuing to offer them support even after graduation. This has gone so well that we have submitted an abstract to present details about this activity and there are plans to gather solid data and feedback from the graduates so we can disperse the information via a journal publication.
- b. The Guaranteed Admission pilot continues to go well. These students seem very engaged and motivated. Presently our very first Guaranteed Admission student from a few years ago is now in her second semester of nursing courses in the major and doing well. Our second Guaranteed Admission student is starting her nursing courses this semester, and two more start their nursing courses in the Spring semester. So far, those in this program are doing well.

2. Impact

- a. First and foremost, passing the nursing board exam (NCLEX) pretty much guarantees our graduates will find jobs. Thus, the support we offer them between graduation and testing has a VERY direct impact on their career readiness. Our graduates have a 100% employment rate after they pass boards; thus anything we do to help them be successful on boards helps them prepare for their successful careers.
- b. One thing published evidence, and our own data, supports is that when adequately prepared students are admitted to nursing programs they are usually successful. So far, our guaranteed admission students are doing well. It will be interesting to see our trends so we can identify whether outstanding highschool performance can predict nursing program success. Admitting well prepared students help increase their likelihood of completing the program and passing boards.

*Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.*

Dear Linda and Marcee,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

<b>Program: Bacc Nursing</b>	
<b>Assessment Practice Overall Rating:</b> Mature (2.63/3.00)	
<b>Student Success Practice Overall Rating (see notes below in blue): Exemplary (3.00/3.00)</b>	
<b>Strengths</b>	<b>Recommendations</b>
<ul style="list-style-type: none"><li>• Learning outcomes are clear, measurable, and student-centered.</li><li>• Clear information is provided about the courses and assignments/activities used for learning outcomes assessment, including additional information about the evaluation of the assessments.</li><li>• Excellent use of courses from across the curriculum to demonstrate learning at different points throughout. Good mix of direct and indirect measures.</li><li>• Clear information is provided about the expectations for student performance and actual performance. Excellent breakout of mean scores by score level to better understand the distribution of achievement across the group of students.</li><li>• Great process for sharing assessment findings for discussion and use by faculty. Good notes of how NCLEX scores are improving based on prior decisions and ongoing support. Good notes of how current assessment findings will be used toward continuous improvement.</li><li>• <b>Student success goals are clearly data-informed and reasonably ambitious with clear action steps and creative solutions. The data</b></li></ul>	<ul style="list-style-type: none"><li>• The 1<sup>st</sup> outcome listed is about student satisfaction. This isn't so much a learning outcome as a program outcome. Consider how you could use information about student perceptions of their learning from your exit survey as indirect evidence of your learning outcomes or student success goals.</li></ul>

<b>supports the success of faculty in working toward these goals through evidenced student success. Excellent work.</b>	
---	--

*Assessment (Parts 1a & 1b) Scoring Rubric is included below. Student Success (Parts 2a & 2b) Scoring Rubric is included on the last page for reference only. Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.*

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p><b>Student Learning Outcomes</b></p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p><b>Performance Goals &amp; Measures</b></p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

<b>Analysis &amp; Results</b>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
<b>Sharing &amp; Use of Results for Continuous Improvement</b>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
<b>Overall Rating</b>	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped



**Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)Unit/Program:**

**Office of Student Success/Office of Assessment & Accreditation Evaluation Date:**

<b>Evaluation Criteria</b>	<b>0 Undeveloped</b>	<b>1 Developing</b>	<b>2 Mature</b>	<b>3 Exemplary</b>
<b>Goals/ Objectives</b>	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
<b>Action Steps</b>	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives.  No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives.  Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives  Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
<b>Data that Informs Progress on Each Goal/Objective</b>	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
<b>Assessment of Outcomes and Continuous Improvement</b>	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
<b>Overall Rating</b>	<input type="checkbox"/> <b>Undeveloped</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Mature</b>	<input type="checkbox"/> <b>Exemplary</b>