

**Student Outcomes Assessment and Success Report AY2018-19**

*Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

**Unit/Program Name:** \_Baccalaureate Nursing Campus Track\_\_\_ **Contact Name(s) and Email(s)** \_\_\_Dr. Linda Walters – [Linda.Walters@indstate.edu](mailto:Linda.Walters@indstate.edu); Dr. Marcee Everly – [Marcee.Everly@indstate.edu](mailto:Marcee.Everly@indstate.edu)\_\_\_

**Part 1a: Summary of Student Learning Outcomes Assessment**

<p><b>a. What learning outcomes did you assess this past year?</b></p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome 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? Can expand on this in Part 2.</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 2018:</b> <b>N = 36</b></p> <p>Mean score = 4.42 5= 21 4= 12 3= 1 2= 1 1= 1</p> <p><b>Spring 2019:</b> <b>N = 28</b></p> <p>Mean score = 4.0 5= 7 4= 16 3= 5 2= 0 1= 0</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>Students shall score at or above the 61% preset score on Kaplan's secure predictor by the second attempt. (2) Nursing 490 – National Licensure Preparatory Course</p>	<p>90% of student shall meet or exceed 61% predictability score for secure predictor by the second attempt.</p>	<p><b>Fall 2018:</b> N= 36 &gt;61 = 34 &lt;61% = 2 <u>94% are at or above the 61% predictability score for Secure Predictor</u> <b>Spring 2018:</b> <b>FIRST ATTEMPT</b> N= 46 &gt;61% = 46 &lt;61% = <u>100% are at or above the 61% predictability score for Secure Predictor</u></p>	<p>No changes, continue to monitor.</p> <p>No changes, continue to monitor.</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 2018:</b> N = 37 Satisfactory = 36 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u> <b>Spring 2019:</b> N = 46 Satisfactory = 46 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>

<p>4. The baccalaureate prepared student will employ evidence-based practice.</p>	<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>	<p>90% of students will score at or above 85% on the EBP project and paper as defined in the operational definition</p>	<p><b>Fall 2018:</b> N = 49 90-100% = 49 80-89% = 75-79% = &gt;74% = <u>100% of students scored at or above 85% on the EBP project and paper.</u></p> <p><b>Spring 2019:</b> N = 35 90-100% = 80-89% = 75-79% = &gt;74% = <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>
<p>5. The baccalaureate prepared student will apply quality improvement principles.</p>	<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>	<p>90% of students will score at or above 85% on the CQI project and paper as defined in the operational definition</p>	<p><b>Fall 2018:</b> N = 37 90-100% = 27 80-89% = 7 75-79% = 0 &gt;74% = 2 <u>92% of students scored at or above 85% on the EBP project and paper.</u></p> <p><b>Spring 2019:</b> N = 46 90-100% = 45 80-89% = 0 75-79% = 0 &gt;74% = 1 <u>98% 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>

<p>6. The baccalaureate prepared student will utilize Informatics.</p>	<p>(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 484 – Adult Health Nursing III</p>	<p>100% of students shall achieve a satisfactory or better score regarding informatics on clinical assessment evaluation tool in the final adult health course.</p>	<p><b>Fall 2018:</b> N = 37 Satisfactory = 37 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u></p> <p><b>Spring 2019:</b> N = 46 Satisfactory = 46 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u></p>	<p>This outcome was changed to a last semester course that better reflects what is being measured. Continue to monitor.</p> <p>No changes, continue to monitor.</p>
<p>7. The baccalaureate prepared student will demonstrate leadership skills.</p>	<p>(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 &gt;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.</p>	<p>90% of students will achieve at or above 73.3% by the second attempt of the Kaplan leadership assessment.</p>	<p><b>Fall 2018:</b> (&gt;73.3%) Kaplan Leadership N= 49 &gt;73.3% = 39 &lt;73.2% = 10 <u>80% achieved at or above the 73.3% benchmark.</u></p> <p><b>Spring 2019:</b> (&gt;73.3%) Kaplan Leadership N= 39 &gt;73.3% = 34 &lt;73.2% = 5 <u>87% achieved at or above the 73.3% benchmark.</u></p>	<p>No changes, continue to monitor.</p> <p>No changes, continue to monitor.</p>

<p>8. The baccalaureate prepared student will demonstrate health promotion.</p>	<p>(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</p>	<p>90% of students will score a grade of 85% or better on the Health Promotion Project in Community Nursing course.</p>	<p><b>Fall 2018:</b> N = 49 90-100% = 49 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 2019:</b> N = 35 90-100% = 35 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>
<p>9. The baccalaureate prepared student will display professional behaviors.</p>	<p>(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</p>	<p>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>	<p><b>Fall 2018:</b> N = 37 Satisfactory = 37 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u></p> <p><b>Spring 2019:</b> N = 46 Satisfactory = 46 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>

10. 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 2018 calendar year.	<b>2018 (confirmed):</b> Campus track N = 110 Pass = 99 Fail = 11 % = 92% National average= 88%  <b>2019 (unconfirmed):</b> Campus track N = 80 (8.27.2019) Pass = 70 Fail = 10 % = 88% National average= %	No changes, continue to monitor.          No changes, continue to monitor.
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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.

Helpful Hints for Completing this Table

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should 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. Describe or attach any evaluation tools such as rubrics, scales, etc.
- 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: Review of Student Success Data & Activities**

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you):

- 1) Cohort Sizes; Year-to-Year Retention; 5-Year Graduation Rate

<b>GRADUATING CLASS</b>	<b>TOTAL GRADS</b>	<b>5 SEMESTERS</b>	<b>6 SEMESTERS</b>	<b>7 SEMESTERS</b>	<b>8 SEMESTERS</b>	<b>9 or more SEMESTERS</b>	<b>% GRADUATING IN STATED PROGRAM LENGTH (5 SEMESTERS)</b>	<b>% GRADUATING WITHIN 150% PROGRAM LENGTH (8 SEMESTERS)</b>
May 2014	44	34	8	2	0	0	77.27%	100%
August 2014	0	0	0	0	0	0	0	0
December 2014	41	31	7	2	0	1	75.61%	97.56%
May 2015	38	38	0	0	0	0	100.00%	100.00%
July 2015	4	0	4	0	0	0	0.00%	100.00%
December 2015	29	26	2	0	0	1	89.66%	96.55%
May 2016	56	41	13	2	0	0	73.21%	100.00%
July 2016	5	0	2	2	1	0	0.00%	100.00%
December 2016	38	35	3	0	0	0	92.11%	100.00%
May 2017	50	41	8	0	1	0	82.00%	100.00%
August 2017	7	1	5	1	0	1	14.29%	100.00%
December 2017	35	33	2	0	0	0	94.29%	100.00%
May 2018	58	46	11	0	0	1	79.31%	98.28%
August 2018	4	1	2	1	0	0	25.00%	100.00%
December 2018	35	35	0	0	0	0	100.00%	100.00%
May 2019	47	38	7	2	0	0	80.85%	100.00%
August 2019	4	1	2	1	0	0	25.00%	100.00%

BN – Traditional Track (New Curriculum)						Graduated or Projected to Graduate										
Admission Term	Number Admitted into the Major	Currently Enrolled	Graduated	Dropped	Dismissed	5-8 sem. (<1.5 times program of study)	Percent	> 8 sem. (>1.5 times program of study)	Percent	Projected within 1.5	5 semeste	6 semeste	7 semeste	8 semeste	9 or more	Notes
Summer 2012	1	0	1	0	0	0	0%	1	100%						1	
Spring 2013	49	0	44	2	3	44	90%	0	0%	0	38	3	3			
Summer 2013	1	0	1	0	0	1	100%	0	0%			1				
Fall 2013	49	0	42	5	2	42	86%	0	0%		26	16				
Spring 2014	48	0	45	3	0	45	94%	0	0%		42	3				
Summer 2014	1	0	1	0	0	1	100%	0	0%					1		
Fall 2014	48	0	44	1	3	44	92%	0	0%		38	6				
Spring 2015	50	0	48	1	1	48	96%	0	0%		41	5	2			
Fall 2015	51	0	47	3	1	47	92%	0	0%		36	11				
Spring 2016	50	0	49	1	0	49	98%	0	0%		46	1	2			
Fall 2016	46	0	43	2	1	43	93%	0	0%		36	1	6			
Spring 2017	50	7	40	3	0	47	94%	0	0%	47						
Fall 2017	48	43	0	2	3	43	90%	0	0%	43						
Spring 2018	50	47	0	1	2	47	94%	0	0%	47						
Summer 2018	2	1	0	0	1	1	50%	0	0%	1						
Fall 2018	47	41		2	4	41	87%	0	0%	41						
Spring 2019	40	36		3	1	36	90%	0	0%	36						
Summer 2019	1	1				1	100%	0	0%	1						
Fall 2019	45	45				45	100%	0	0%	45						
Spring 2020						0	#DIV/0!	0	#DIV/0!							
Fall 2020						0	#DIV/0!	0	#DIV/0!							
Spring 2021						0	#DIV/0!	0	#DIV/0!							
Fall 2021						0	#DIV/0!	0	#DIV/0!							
Spring 2022						0	#DIV/0!	0	#DIV/0!							
Fall 2022						0	#DIV/0!	0	#DIV/0!							
Spring 2023						0	#DIV/0!	0	#DIV/0!							



## Traditional Track Entering Cohort Size

SP14: 48

F14: 48

SP15: 50

F15: 50

SP16: 50

F16: 46

SP17: 50

F17: 49

SP18: 50

F18: 47

SP19: 40

F19: 45

What worked well in supporting student success this year?

- *Guaranteed admission continues to be a great success. Progression continues for all but one student that have been accepted.*
- *Manually tracking progression each semester regarding drops and failures so that we can identify at-risk students and intervene before making it to the senior II semester, and possibly failing out of the program.*
- *We continue to increase the number of students completing the major in 5 semesters (see table above).*
- *We continue to maintain board scores at or above the 80% state and national accreditation standards. Please refer to the first table.*
- *We continue to follow students post-graduation to help support them while studying for the NCLEX.*

What are the most significant opportunities for improvement upon which to focus in the coming year?

*Activities for admissions:*

- *Encouraging increased faculty involvement in recruiting activities.*
- *Actively seeking student recruiting opportunities.*
- *Several faculty are participating in a mentorship program (via Career Center) to mentor new freshmen students.*

*Activities re retention:*

- *Encouraging advisors to offer more help and assistance to any students who need to change their major from nursing so they might at least be retained at ISU (rather than “dismissing” them and just saying “you must change your major” without offering counsel and guidance.) Most advisors already do this well; others don’t.*

## **Part 1c: Summary of Career Readiness Activities (OPTIONAL FOR GRADUATE PROGRAMS)**

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. The template was sent to you with this form via email. It is not expected that every course in your curriculum correspond to a career readiness competency. *Answers on spreadsheet – followed directions for introduced (I), practice (P), and demonstrate (D).*

## Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

- 1) the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)**
  - *We continue to engage with students throughout the program as well as post-graduation. We have found that closely monitoring progression and meeting one-on-one has helped students maintain progress and graduate. We also follow these students post-graduation to assist them with passing their licensure examination. This connection has increased test-taking times (in 2018 all students had tested by the 3<sup>rd</sup> quarter) and board scores (at least an 8% raise in board scores).*
  - *With continuing the guaranteed admission we are seeing great things with these students. So far only one student has reverted back to the traditional admission requirements. Students that are in the program are progressing as expected and we will have the first admissions to graduate in May of 2020.*
- 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
  - *We continue to maintain and/or increase in every area.*
- 3) what your assessment plan will focus on in the coming year**
  - *The same information due to we are accredited and these are the measurements required.*
- 4) how this information will be shared with other stakeholders**
  - *We hold an annual advisory meeting every summer inviting all stakeholders and advisory board members.*

**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 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were 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: B.S.N. Baccalaureate Nursing Campus Track</b>	<b>Overall Rating: Mature (2.50/3.00)</b>
<b>Strengths</b>	<b>Recommendations</b>
<ul style="list-style-type: none"><li>• Learning outcomes are clear, specific, and measurable.</li><li>• Courses, assignments, surveys, and board exams used as assessment measures are clearly described. A mix of direct and indirect measures provides multiple perspectives through which to view learning.</li><li>• Expected and actual student performance are clearly described. Where applicable, performance is broken down by achievement level to show distribution of scores. This helps with more granular analysis, which can be especially helpful when students are high-performing overall.</li><li>• Good reflection on how past changes to student monitoring and support are promoting strong performance currently, and good note on assessment plan changes to use measures that better capture student learning.</li><li>• Faculty are clearly involved in the assessment process.</li></ul>	<ul style="list-style-type: none"><li>• Consider listing which accreditor standards align with which outcomes for ease of use in accreditation reporting.</li><li>• Expand on Part 2, Answer 2 to describe strategies for supporting continued excellence in the program or better understanding student learning. (this can be hard when your students are consistently high-performing)</li></ul>

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