

Student Learning Summary Form AY2015-16

Due to your dean by June 1

Due from dean to assessment office by June 15

Degree Program Name: __Department of Baccalaureate Nursing-campus__ **Contact Name and Email** _Linda Walters,Linda.Walters@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.

Part One Spring 2015

<p>a. What learning outcomes did you assess this year?</p> <p>If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with.</p>	<p>b. (1) What method(s) did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What expectations did you establish for achievement of the outcome?</p>	<p>d. What were the actual results?</p>	<p>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</p>
<p>1. Critical Thinker</p>	<p>(1) Mean score of student self-perception as a critical thinker on the Adequacy of Preparation exit survey will be 3.75 or higher on 5 point Likert scale</p> <p>(2) Nursing 486-Nursing Synthesis</p>	<p>Student mean group score will be 3.75 or higher on the Adequacy of Preparation exit survey as defined by the operational definition</p>	<p>Spring 2015: Mean score = 3.8</p> <p>5=3 4=6 3=3 2=0 1=1</p>	<p>(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.</p>
<p>2. Communicator</p>	<p>(1) Student in Leadership course (N470) will complete a project scoring at or above a 80% using attached criteria (2) Nursing 470-Nursing Leadership</p>	<p>90% of students will score at or above 75% on the project as defined in the operational definition</p>	<p>Spring 2015: 90-100% = 24 80-89% = 8 75-79 = 0 <74% = 0 <u>100% of students achieved at or above 75%</u></p>	<p>(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.</p>
<p>3. Provider of Care</p>	<p>(1) ATI RN Comprehensive Predictor score at or above 94% predictability of passing NCLEX-RN on either the ATI RN Comprehensive Predictor or Kaplan Readiness exit examination. (2) Nursing 486 – Nursing Synthesis</p>	<p>90% of students' scores will demonstrate at least a 94% predicted probability of passing NCLEX –RN as defined by the operational definition.</p>	<p>Spring 2015: Both exams = 72 out of 75 passed one or the other exams with a 72% or 59.4% = 94% predictability to pass boards <u>96% achieved at or above the 94% predictability</u></p>	<p>(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.</p>

4. Leader	(1) Student shall score at or above level 2 proficiency by the second attempt on the ATI RN Leadership exam (2) Nursing 470- Nursing Leadership	90% of students will achieve at or above the operational definition	Spring 2015: ATI LEADERSHIP EXAM = OLD = 32 Level III = 1 Level II = 15 Level I = 15 Below Level 1 = 1 <u>50% received level II or greater</u>	(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.
5. Professional	(1) Evaluation shall reflect a passing score or better score in the senior reflective nursing course (N484) (2) Nursing 484	90% students shall reflect a passing score as defined by the operational definition.	Spring 2015: MAJOR WRITTEN ASSIGNMENT (formal project) = 42 90-100% = 42 80-90% = 0 75-80% = 0 <74% = 0 <u>100% achieved at or above 75%</u>	(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.
6. Life Long Learner	(1) Students shall successfully complete a culture presentation in final semester nursing capstone course (N486) (2) Nursing 486	90% of students will achieve 75% or greater as defined by the operational definition.	Spring 2015: FORMAL PRESENTATION = 31 90-100% = 10 80-89% = 21 75-79% = 0 <74% = 0 <u>100% achieved at or above 75%</u>	(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.
7. Advocate	(1) Students should analyze the role of the nurse policy developer in a variety of health care settings. As evidenced by a score of 75% or better on assignment in senior level community health course (N450) (2) Nursing 450	100% of students will successfully complete assignment of Community Health project as defined by the operational definition	Spring 2015: Course ended in fall 2014	(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.

8. Coordinator of Community Resources	(1) Student shall score at or above level 2 proficiency or higher on the second attempt on the ATI RN Community Health exam (2) Nursing 450 – Community Health Nursing	90% of students will achieve operational definition	Fall 2014: ATI-COMMUNITY =41 Level III = 11 Level II = 29 Level I = 1 <Level I = 0 98% achieved at or above 75%	(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.
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 2015 calendar year.	Traditional 98/115 (85.22%)	(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.

Part One Fall 2015 ** please note that the department switched to new curriculum during this calendar year.*

a. What learning outcomes did you assess this year? If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with.	b. (1) What method(s) did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What expectations did you establish for achievement of the outcome?	d. What were the actual results?	e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?
* Student satisfaction upon completion of the program.	(1) Mean score of student program satisfaction recommending this program to others exit survey (2) Nursing 486 – Nursing Synthesis	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	Mean score = 3.5 5=3 4=14 3=4 2=2 1=3	(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.
1. The baccalaureate prepared student will provide safe and holistic patient centered care.	(1) Students shall score at a 94% probability of passing the NCLEX ATI Comprehensive Predictor Exam. (2) Nursing 490 – National Licensure Preparatory Course	90% of students shall meet or exceed the 72 raw score (94% probability) on the first attempt of the ATI RN Comprehensive Predictor Exam.	Fall 2015: 94-100% = 29 <93% = 6 83% are at or above the 94% predictability score for Comprehensive Predictor	(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.

<p>2. 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>Midterm = 37 Satisfactory = 37 Unsatisfactory = 0 100% achieved at or above 75%</p>	<p>(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.</p>
<p>3. 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>Fall 2015: 90-100% = 53 80-89% = 0 75-79% = 0 >74% = 0 100% of students scored at or above 85% on the EBP project and paper.</p>	<p>(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.</p>
<p>4. 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>Service Teaching /Learning Paper = 37 90-100% = 32 80-89% = 4 75-79% = 1 <74% = 0 100% achieved at or above 75%</p>	<p>(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.</p>
<p>5. 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 424 – 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>Fall 2015: Satisfactory = 54 Unsatisfactory = 0 100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</p>	<p>(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.</p>
<p>6. 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. (2) Nursing 490 - National Licensure Preparatory Course</p>	<p>90% of students will achieve at or above Level II on the Leadership ATI Content Mastery test.</p>	<p>Fall 2015: Level III = 2 Level II = 26 Level I = 8 >Level I = 0 78% of students achieved at or above a Level II on the first attempt of the Leadership</p>	<p>(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.</p>

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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.	Fall 2015: 90-100% = 53 80-89% = 0 75-79% = 0 >74% = 0 100% of students scored at or above 85% on the health promotion project and paper.	(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.
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.	Fall 2015: Satisfactory = 37 Unsatisfactory = 0 100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.	(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.
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 2015 calendar year.	Traditional 98/115 (85.22 %)	(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.

* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

(1) Discoveries - As a faculty we realized that we needed to tie our assessment tools (i.e. Tests and assignments) more directly to the outcome (i.e. mapping assignments to specific graduate outcomes). Assignment rubrics were directly added to the main assessment document and wording was matched. As displayed by the current curriculum table we have discovered that students continue to struggle with the leadership benchmark exam, we moved it to N 490 thinking this would help. Scores are improving, but with further assessment we feel that moving the leadership course and the benchmark exam back into leadership might better benefit the students. We are currently in the process of moving the leadership course into the senior 1 semester (process in early stages).

(2) Changes/Improvements – as you can see we changed curriculum to address what needed improved based on previous discoveries (note two different tables representing the changes). Again based on assessment data we are looking to move the leadership course into the senior 1 semester and moving the benchmark exam that accompanies this course back into this course.

(3) As a faculty we will continue to focus on all graduate outcomes and individual course outcomes, making quality improvements as needed, as well as what is required by our accrediting bodies for our program.

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: BS in Nursing (On Campus) Date: 8.2.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes are identified.	<input type="checkbox"/> Outcomes were identified. <input type="checkbox"/> Some of the outcomes are specific and measurable. <input type="checkbox"/> Some of the outcomes are student-centered. <input type="checkbox"/> A Curriculum Map was provided.	<input checked="" type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes. <input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes that span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.

				<input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	<input type="checkbox"/> No measures are provided. <input type="checkbox"/> No goals for student performance are identified.	<input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. <input type="checkbox"/> Measures are primarily indirect. <input checked="" type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes. <input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.	<input checked="" type="checkbox"/> At least one direct measure was provided for each outcome. <input checked="" type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes. <input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified. <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided.	<input type="checkbox"/> Multiple measures were provided, and a majority are direct. <input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes. <input type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <input checked="" type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. <input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided that demonstrate that the measure provides clear evidence of what

				<p>students know/can do.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.</p>
<p>3. Results</p>	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected.</p> <p><input type="checkbox"/> Some data are being analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving some of the performance standards expected of them.</p>	<p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.</p> <p><input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well.</p> <p><input checked="" type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.</p>
<p>4. Engagement & Improvement</p>	<p><input type="checkbox"/> No one is assigned responsibility for assessing individual measures.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input type="checkbox"/> No improvements (planned or actual) are identified.</p> <p><input type="checkbox"/> No reflection is offered</p>	<p><input checked="" type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p> <p><input type="checkbox"/> Plans for improvement are provided, but they are not clear and/or do not clearly connect to the results.</p>	<p><input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.</p> <p><input checked="" type="checkbox"/> Results regularly are shared with the faculty.</p> <p><input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.</p> <p><input checked="" type="checkbox"/> These discussions lead to the development of specific,</p>	<p><input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.</p> <p><input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines.</p>

	<p>about previous results or plans.</p>	<p><input type="checkbox"/> Little reflection is offered about previous results or plans.</p>	<p>relevant plans for improvement.</p> <p><input checked="" type="checkbox"/> Improvements in student learning have occurred as the result of assessment.</p>	<p><input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <p><input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.</p> <p><input checked="" type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.</p>
<p>Overall Rating</p>	<p><input type="checkbox"/> Level 0 – Undeveloped</p>	<p><input type="checkbox"/> Level 1 - Developing</p>	<p><input checked="" type="checkbox"/> Level 2 – Mature</p>	<p><input type="checkbox"/> Level 3 – Exemplary</p>

COMMENTS

Strengths, Concerns, Recommendations for Improvement

My comments reflect only the report based on the new curriculum.

1. Learning Outcomes

The program assessed nine learning outcomes this year, and most are clear, specific, and measurable. In some cases, the method listed provides a more complete outcomes statement than the listed outcome does. (See the method listed for #5, for example, “Students will demonstrate effective use of informatics to store, retrieve, and input information....”) Also, you can revise the first and last items so that they really are outcomes: Graduates will express satisfaction with the program; Students will earn scores on the NCSBN that meet or exceed the national average.” The latter could also become a measure for one of the other outcomes if you prefer.

2. Measures & Performance Goals

The program employs a variety of assessment measures, both direct (clinical evaluation, group project, exams, presentation, paper) and indirect (exit survey), and in most cases, sufficient detail is provided to demonstrate a clear connection between them and the related outcomes. But how does the clinical evaluation assess teamwork? Is it only the course grade in N424 that is used to determine students’ mastery of informatics, or some project within the course? (And if you are using the grade, you should explain how grades measure the required skills and abilities—the question here is, what does a student who earns a grade of X really know?) Also, do you assess critical thinking other than indirectly (via the survey)?

Part One references some attachments, but I did not receive them. I really do appreciate having access to supporting documents. In next year’s report, you can include them via links to a website, or post them on a Blackboard site that I can access.

3. Results

Students achieved standards set for nine of ten measures, including the national licensure exam. Sufficient details are provided about the numerical results (and you made my job easier by also noting whether or not each goal was attained).

4. Engagement & Improvement

Part One seems to suggest that a single person was responsible for collecting and analyzing data. How regularly are results shared with the larger faculty? In addition to the numerical results you presented in Part One, I look for specific details about the results in Part Two. You generally addressed one of these (leadership benchmark exam), noting that you repositioned the exam and that scores are improving (and that you may make further adjustments.) But what is it specifically that students are struggling with—what is it they don’t know/can’t do? The other measure students did not meet was the first-attempt on the ATI exam. Do you have plans to address this? In your next report, I would love to see more detail, reflection, and analysis about what you’ve learned about what students know and can do or don’t know and can’t do, and what you’ve done/will do to improve student learning. Have you seen evidence that learning continuously improves?

Thanks for sharing this information about your assessment program!