

**Student Learning Summary Form AY2017**

**Due to your dean by June 1**

**Due from dean to assessment office by June 17**

**Degree Program Name:** \_\_Baccalaureate Nursing-campus traditional\_\_ **Contact Name and Email** Dr. Renee Bauer  
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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**

<p><b>a. What learning outcomes did you assess this year?</b></p> <p>If this is a graduate program, indicate the <a href="#">Graduate Student Learning Outcome*</a> each outcome aligns with.</p>	<p><b>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?</b></p>	<p><b>c. What expectations did you establish for achievement of the outcome?</b></p>	<p><b>d. What were the actual results?</b></p>	<p><b>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</b></p>
<p>* 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>Summer 2016:                      N = 9 Responses</b></p> <p>Mean score = 4                      5= 2                      4= 6                      3=1                      2= 0                      1= 0                      Achieved goal</p>	<p>(1) Assessment committee representatives – from student services.                      (2) Presented via assessment meetings.</p>
<p>1. The baccalaureate prepared student will provide safe and holistic patient centered care.</p>	<p>(1) Nursing 490 – National Licensure Preparatory Course</p>	<p>90% of students shall meet or exceed a 61% minimum score on the first attempt of the <u>ATI Comprehensive Predictor Exam A.</u></p>	<p><b>Summer 2016:                      ATI COMPREHENSIVE PREDICTOR                      N = 9</b>                      94-100% =7                      &lt;93% =2</p> <p>78% are at or above the</p>	<p>(1) Assessment committee representative in conjunction with ATI coordinator.                      (2) Presented via assessment meetings.</p>

			<u>94% predictability score for Comprehensive Predictor</u>	
2. The baccalaureate prepared student will work effectively in inter-professional teams to enhance patient outcomes.	(1) 100% of seniors will demonstrate acceptable interprofessional teamwork with an evaluation score of 3.75 or higher of 5 point Likert Scale (2) Nursing (380) – Medical Surgical Nursing	100% students shall demonstrate appropriate interprofessional teamwork with an evaluation score of 3.75 or higher of 5 point Likert Scale (Simulation Experience)	<b>Spring 2016:</b> N = 9 Satisfactory = 9 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u> Goal achieved	(1) Assessment committee (2) Presented via assessment meetings.
3. The baccalaureate prepared student will employ evidence-based practice.	(1) Student in the Community Nursing practice course will complete an EBP paper scoring at or above an 85%. (2) Nursing 444- Community Nursing	90% of students will score at or above 85% on the EBP project and paper as defined in the operational definition	<b>Summer 2016:</b> N = 9 90-100% =9 80-89% = 0 75-79% = 0 >74% = 0 <u>100% of students scored at or above 85% on the health promotion project and paper</u> Goal achieved	(1) Presented via assessment meetings.
4. The baccalaureate prepared student will apply quality improvement principles.	(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	90% of students will score at or above 85% on the CQI project and paper as defined in the operational definition	<b>Summer 2016:</b> N = 9 90-100% =9 85-89% = 0 80-84% =0 75-79% =0 >74% = 0 <u>100 % of students scored at or above 85% on the EBP project and paper.</u> Goal achieved	(1) Presented via assessment meetings.
5. The baccalaureate prepared student will utilize	(1) Students will demonstrate effective use of informatics to	100% of students shall achieve a satisfactory or	<b>Spring 2016:</b> N = 9	(1) Presented via assessment meetings.

Informatics.	store, retrieve and input information as reflected in the clinical evaluation tool in the final adult health course. (2) Nursing 380 – Adult Health Nursing II	better score regarding informatics on clinical assessment evaluation tool in the final adult health course.	Satisfactory = 9 Unsatisfactory = 0  <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u>	
6. The baccalaureate prepared student will demonstrate leadership skills.	(1) Student shall score at or above level proficiency or higher on the leadership exam. (2) Nursing 490 - National Licensure Preparatory Course	90% of students will achieve at or above the operational definition on the <u>first</u> attempt of the ATI Management/professional Issues A exam.	Summer 2016: N=11 5 did not pass on first attempt 6 did pass= 54% 1 never did pass, thus 2 <sup>nd</sup> attempt was 90 Did not achieve goal	(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.
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.	<b>Summer 2016:</b> N = 9 90-100% =9 80-89% = 0 75-79% = 0 >74% = 0 <u>100% of students scored at or above 85% on the health promotion project and paper</u> Achieved goal	(1) Assessment committee representative. (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.	<b>Summer 2016:</b> N = 9 Satisfactory = 9 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u> Achieved goal	(1) Assessment committee representative. (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 2015-2016 calendar year.	<b>2016:</b> Accelerated track -campus N = 9 Pass = 78 % Fail = 2 (repeated and passed) National average= 84.57%	1) Assessment committee representative. (2) Presented via assessment meetings.

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

*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, practica, 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 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).
- e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

#### 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.**

*If you would like to reference any supporting materials (departmental meeting minutes, detailed assessment results, etc.), please provide the URL at which they can be found.*

1. Discoveries - are as follows:
  - a. NCLEX scores are consistently high.
    - i. Faculty coaching after completing the NCLEX review course was developed and has indeed helped to better support our graduating students as they prepare for this exam. Our cohorts regularly score high with NCLEX examinations and only two this year had to retake- currently, one student remains without their license. This has been achieved. Some years we have 100% success. All of our students now have their NCLEX license however, this group was small so the overall first time did not achieve a high percentage.
  - b. Student satisfaction are now above the benchmark.
    - i. Likely related to the one-to-one mentoring at the end of the semester prior to graduation and NCLEX. Not for sure – but student comments truly reflect positivity upon exiting the program.
2. Changes and improvements with feedback from previous summary - are as follows:

- a. Leadership proctored test – after years of discussions in the curriculum/department meetings as well as years of research faculty have changed integrated testing companies (started full integrated Kaplan May 2016). Scores have increased with ATI (spring 16 to fall 16 - due to a more rigorous preparation with requiring a 90% on the practice without rationales and then 100% with rationales on prior to first attempt). Starting Kaplan proctored leadership exam for the first time fall 2017-along with this integration includes three focused review exams with remediation in preparation for the proctored leadership exam.
3. Focus for upcoming year – are as follows:
  - a. Kaplan integration – after years of research and faculty discussions in curriculum meetings as well as departmental meetings faculty decided to switch to a (more) student-focused integrated testing system which it is felt by the faculty that there will be a decrease anxiety for both faculty and students due to how well-organized and student centered this product appears to be.
  - b. We will continue to strive for another cohort with 100% pass rates.

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

Degree Program: Baccalaureate Nursing-campus traditional      Date: 12.22.17

	<b>Level 0 – Undeveloped</b>	<b>Level 1 – Developing</b>	<b>Level 2 – Mature</b>	<b>Level 3 – Exemplary</b>
<b>1. Student Learning Outcomes</b>	<input type="checkbox"/> No outcomes were identified.  <input type="checkbox"/> No Curriculum Map was provided.	<input type="checkbox"/> Outcomes were identified.  <input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes.  <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level 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 checked="" type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level 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.
<p><b>2. Measures &amp; Performance Goals</b></p>	<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 type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.  <input type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.	<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 checked="" type="checkbox"/> Clear and appropriate standards for performance are identified.  <input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes.  <input checked="" type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.	<input type="checkbox"/> Multiple measures were employed, and most are direct.  <input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.  <input checked="" type="checkbox"/> Measures assess some <a href="#">high impact practices</a> (internships, capstone course projects, undergraduate research, etc.)  <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 type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.  <input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate.  <input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.  <input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students

				<p>know/can do.</p> <p><input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p>
<p><b>3. Results</b></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 and 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 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. <b>Usually do</b></p>
<p><b>4. Engagement &amp; Improvement</b></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 type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.</p> <p><input checked="" 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 specific and/or do not clearly</p>	<p><input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.</p> <p><input 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. <b>At least the assessment committee does.</b></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 goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines.</p>



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

Outcomes are clear and measurable and generally well aligned with the assessment measures. One exception is outcome #6, which assesses leadership skills strictly via an exam. Shouldn't this be bolstered with actual demonstrations of leadership skills (particularly since students did not meet the benchmark for this outcome)? I also suggest you recast #9 as an outcome (e.g., Graduates will earn scores on the NCLEX-RN exam that exceed the national average), or use it as a measure for (all?) other outcomes. Standards are high, and students typically do attain them. But as the report notes, this year's cohort did not achieve outcomes 1, 6, and 9. However, the below-national-average pass rate on the NCLEX-RN exam appears to be atypical, and the switch to a superior predictive testing system may help increase future scores. Assessment results are shared (though it is not clear how regularly or whether all faculty receive them), and members of the assessment committee discuss results and develop action plans as needed.

Thank you for submitting your 2017 Student Learning Summary Report!