**Student Learning Summary Form AY2015-16**

**Degree Program Name:** Department of Baccalaureate Nursing-campus 2nd Degree

**Contact Name and Email:** 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 Summer 2015

<table>
<thead>
<tr>
<th>a. What learning outcomes did you assess this year?</th>
<th>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?</th>
<th>c. What expectations did you establish for achievement of the outcome?</th>
<th>d. What were the actual results?</th>
<th>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program’s faculty?</th>
</tr>
</thead>
</table>
| If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with. | 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 = 4.1
N=24
5=3
4=17
3=3
2=1
1=0 | 1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings. |
| * Student satisfaction upon completion of the program | 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 | 100% of students shall meet or exceed the 94% probability on the first attempt of the ATI RN Comprehensive Predictor Exam. | Did not achieve goal. N=23
95.5% did achieve outcome. | (1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings. |
| 2. The baccalaureate prepared student will work effectively in inter-professional teams to enhance patient outcomes | (1) Student in Leadership course (N470) will complete a project scoring at or above a 80% using attached criteria (2) Nursing 470-Nursing Leadership | 90% of students will score at or above 75% on the project as defined in the operational definition | Spring 2015:
90-100% = 24
80-89% = 8
75-79 = 0
<74% = 0
100% of students achieved at or above 75% | (1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings. |
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<tr>
<td>3. The baccalaureate prepared student will employ evidence-based practice</td>
<td>(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</td>
<td>100% of students’ scores will demonstrate at least a 94% predicted probability of passing NCLEX –RN as defined by the operational definition.</td>
<td>Summer 2015: Did not achieve goal. 100% of students did not achieve goal. 95.5% did achieve goal.</td>
<td>(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.</td>
</tr>
<tr>
<td>4. The baccalaureate prepared student will apply quality improvement principles.</td>
<td>(1) Students in the Reflective Practice course will complete a CQI project and paper scoring at or above a 75% (2) Nursing 484</td>
<td>90% of students will achieve at or above the operational definition</td>
<td>Spring 2015: 100% of students scored over 90% N=24</td>
<td>(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.</td>
</tr>
<tr>
<td>5. The baccalaureate prepared student will utilize Informatics.</td>
<td>(1) Evaluation shall reflect a passing score or better score in the senior reflective nursing course (N380) (2) Nursing 380</td>
<td>100% of students shall reflect a passing score as defined by the operational definition.</td>
<td>Spring 2015: 100% achieved at or above 75% N=25</td>
<td>(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.</td>
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<tr>
<td>6. The baccalaureate prepared student will demonstrate leadership skills</td>
<td>(1) Students shall successfully Score at or above level 2 proficiency or higher on the ATI RN Leadership exam (2) Nursing 470</td>
<td>90% of students will achieve 75% or greater as defined by the operational definition.</td>
<td>Spring 2015: Level 1=3 Level 2=7 Level 3= 12 Outcome not met. 86% achieved level 2 or higher. 100% achieved at or above 75%</td>
<td>(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.</td>
</tr>
<tr>
<td>7. The baccalaureate prepared student will demonstrate health promotion.</td>
<td>(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 (N444) (2) Nursing 444</td>
<td>100% of students will successfully complete assignment of Community Health project as defined by the operational definition</td>
<td>Summer 2015: N=22 Outcome met. 100% of students achieved 75% or higher. 100% of students completed assignment of project and scored 75% or higher.</td>
<td>(1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings.</td>
</tr>
</tbody>
</table>
8. The baccalaureate prepared student will display professional behaviors

| (1) Clinical evaluation should reflect a satisfactory score on midterm clinical assessment evaluation tool in the senior reflective nursing course. (2) Nursing 484 – Community Health Nursing |
| 100% of students will achieve operational definition |
| Spring 2015: N=24 Outcome met. 100% of students scored a satisfactory or better on clinical assessment eval tool. |
| (1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings. |


| (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. |
| Fall 2015 N=22 100% pass rates |
| (1) Assessment committee representative in conjunction with ATI coordinator. (2) Presented via assessment meetings. |

* See [https://www2.indstate.edu/graduate/forms/review.pdf](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) this mimics the traditional track. Our test mapping is always being revisited. 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 and it did. Scores are improving. This mirrors the BSN traditional track. In addition, we are working toward a 100% score of 94% passing NCLEX predictor examination on the first attempt.

2. **Changes/Improvements** – Our program continues to change and appeal to a diverse population. Retention remains strong. We have approximately 20 students going into our 2016 cohort.

3. **Our program continues to improve as we utilize different sites and get positive feedback from our students. In 2015, we achieved a 100% pass rate. We continue to place our students into positions and are doing creative things such as DEU to stand out from the crowd.**

*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.*
<table>
<thead>
<tr>
<th>1. <strong>Student Learning Outcomes</strong></th>
<th><strong>Level 0 – Undeveloped</strong></th>
<th><strong>Level 1 – Developing</strong></th>
<th><strong>Level 2 – Mature</strong></th>
<th><strong>Level 3 – Exemplary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ No outcomes are identified.</td>
<td>□ Outcomes were identified.</td>
<td>□ Outcomes are specific, measurable, student-centered program outcomes.</td>
<td>□ Outcomes are specific, measurable, student-centered program outcomes that span multiple learning domains.</td>
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<tr>
<td></td>
<td></td>
<td>□ Some of the outcomes are specific and measurable.</td>
<td>□ Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals.</td>
<td>□ Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals.</td>
</tr>
<tr>
<td></td>
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<td>□ Some of the outcomes are student-centered.</td>
<td>□ The Curriculum Map identifies where/to what extent each outcome is addressed.</td>
<td>□ Outcomes reflect the most important results of program completion (as established by an accredditor or other professional organization).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ A Curriculum Map was provided.</td>
<td>□ At least one outcome was assessed in this cycle.</td>
<td>□ Learning outcomes are consistent across different modes of delivery (face-to-face and online.)</td>
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<td></td>
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<td>□ Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders.</td>
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<td>□ 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.</td>
<td>□ Two or more outcomes were</td>
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</table>
### 2. Measures & Performance Goals

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

- □ No data are being collected.
- □ No information is provided about the data collection process.
- □ No results are provided.
- □ Students are meeting few of the performance standards set for them.
- □ Some data are being collected.
- □ Some data are being analyzed.
- □ Some results are provided.
- □ Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.
- □ Students are achieving some of the performance standards expected of them.
- □ Data are being collected and analyzed.
- □ Results are provided.
- □ Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.
- □ Students generally are achieving the performance standards expected of them.

4. Engagement & Improvement

- □ No one is assigned responsibility for assessing individual measures.
- □ Assessment primarily is the responsibility of the program chair.
- □ No improvements (planned or actual) are identified.
- □ No reflection is offered about previous results or the results.
- □ The same faculty member is responsible for collecting and analyzing most/all assessment results.
- □ It is not clear that results are shared with the faculty as a whole on a regular basis.
- □ Plans for improvement are provided, but they are not clear and/or do not clearly connect to the results.
- □ Multiple faculty members are engaged in collecting and analyzing results.
- □ Results regularly are shared with the faculty.
- □ The faculty regularly engages in meaningful discussions about the results of assessment.
- □ These discussions lead to the development of specific, relevant plans for improvement.
- □ All program faculty members are engaged in collecting and analyzing results.
- □ 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.
- □ Faculty and other important
Little reflection is offered about previous results or plans.

Improvements in student learning have occurred as the result of assessment.

Stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.

Continuous improvement in student learning occurs as the result of assessment.

Outcomes and results are easily accessible to stakeholders on/from the program website.

Assessment is integrated with teaching and learning.

**Overall Rating**

- **Level 0 – Undeveloped**
- **Level 1 – Developing**
- **Level 2 – Mature**
- **Level 3 – Exemplary**
COMMENTS
Strengths, Concerns, Recommendations for Improvement

1. Learning Outcomes
Nine learning outcomes were assessed this year, and most are clear, specific, and measurable. It is less clear how students will “utilize informatics,” or what “demonstrate health promotion” means, particularly in the context of the associated assessment measure. In this latter case, I think the assessment method listed would be a clearer outcome: Students will analyze the role of the nurse policy developer in a variety of healthcare settings.

2. Measures & Performance Goals
You already have an indirect measure (exit survey) in place—great!). If you cannot connect it to one of the other outcomes, you can create a tenth—something like “Graduating students will express satisfaction with the program.” I also see a clear connection between the group project and the outcome related to working effectively in teams. But I have some difficulty connecting other measures to their associated outcomes. No doubt part of the problem is that I am not familiar enough with the nursing discipline. But what information could you provide to show me, for example, that the grade students earn in N380 reflects their ability to use informatics, or that an analysis of the role of the policy developer relates to demonstrating health promotion? Please provide some additional details in your next report, and links to any supporting rubrics, exam keys, etc. that may help me to see the bigger picture. The performance goals are clear with one important exception: What are the requirements of the operational definition you refer to?

3. Results
Students achieved the standards set for seven of the ten measures, including the NCSBN exam. Sufficient detail was provided about the numerical results of the assessments, and in addition, you specifically indicated whether or not students met the outcome. Thanks! I have had to calculate the rates on too many of these reports!

4. Engagement & Improvement
Since no names are provided, it is difficult for me to gauge the extent of the faculty’s involvement in collecting and analyzing the data. How regularly do you share and discuss the result? 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 exam), noting that you have made a change and that scores are improving. You also note that you are working on improving the first-attempt pass rate, another standard students did not meet. What is your plan to do so? 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 to improve student learning. Have you seen evidence that learning continuously improves?

Thank you for sharing this information about your assessment program!