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| **DEGREE PROGRAM**  **STUDENT LEARNING REPORT**  (Rev. August 2013) | **ROGERS STATE UNIVERSITY**  **Department of Department of Health Sciences**  **For Academic Year 2012-2013** |

Effectively assessing a degree program should address a number of factors:

1. Valid student learning outcomes should be clearly articulated;
2. Valid assessment measures should be used, consistent with the standards of professional practice;
3. There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and

there should be evidence that instructional or assessment changes are being implemented to improve student learning.

**Relationship of Degree Program (or Major) Learning Outcomes to Departmental and University Missions**

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| **Name of Degree, including Level and Major: AAS Nursing** |

1. **A.**  Insert and clearly state the school, department and degree program missions in the spaces below.

| **University Mission** | **School Mission** | **Department Mission** | **Degree Program Mission** |
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| Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities. | Central to the mission of the School is the preparation of students to achieve professional and personal goals in their respective disciplines and to enable their success in dynamic local and global communities. Three departments comprise this School, the Departments of Biology, Health Science, and Math and Physical Science. These departments pledge to deliver existing and newly developed programs that meet student demands, and to be responsive to the evolving culture of academia in general and the sciences in particular.  Our purposes are to  • Foster an academic setting of diverse curricula.  • Use effective instructional techniques, empirical and evidenced-based inquiry, innovative technology, and a variety of learning environments for the purpose of enhancing student learning.  • Encourage social awareness and responsibility through an environment of service and collegiality.  • Foster independent thought and the collegial exchange of ideas.  Enhance scientific literacy in general education. | The Department of Health Sciences is one of eleven academic departments at Rogers State University. The Health Sciences Department supports the mission of Rogers State University. The Department’s mission is to prepare students to achieve personal and professional goals and to educate safe and competent beginning practitioners of selected health fields. The department also prepares students majoring in other fields with health courses to support their degrees. The faculty is committed to excellence in teaching and student service. Learning is best accomplished by providing students with accurate and reliable information, opportunities for individualized learning experiences, and guidance and direction to support resources. The teacher-learner relationship is enhanced when accountabilities and expected outcomes are clear. Students are supported and guided by the faculty to become active participants in learning in order to achieve professional and personal goals. The Health Sciences faculty believes that scientific reasoning and critical thinking are reflected as clinical judgment. | The Rogers State University Associate Nursing Program exists to provide selected students with educational opportunities, in the classroom and clinical settings, to prepare for entry into the profession of nursing. Graduates of the Rogers State University Associate Degree Nursing Program are eligible to take National Council Licensure Examination to become a Registered Nurse. The associate graduate is prepared at an entry level of nursing practice and will require on-going education, both formal and informal to advance in the expertise of nursing practice.  The Rogers State University Bachelor of Science Program exists to build on Associate degree nursing graduates’ (ADN) and Diploma graduates’ educational preparation. The degree provides an opportunity for ADN and Diploma registered nurses to achieve academic and personal goals and to develop stronger clinical reasoning and analytical skills to advance their careers. Graduates of the Bachelor of Science degree in nursing are prepared for graduate programs in nursing.  The nursing faculty supports the mission of Rogers State University. The faculty believes nursing education is best suited to institutions of higher learning and that evidence based practice and the use of critical thinking provide the foundation for appropriate clinical decision making. Concepts inherent in the practice of nursing are person, health, environment, nursing, nursing process, communication, learning, and nursing education at the associate and bachelor degree levels |

**B.**  Insert and clearly state school purposes, department purposes and degree program student learning outcomes in the spaces below, making sure to align the degree program outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

| **University Commitments** | **School Purposes** | **Department Purposes** | **Degree Program Student Learning Outcomes** |
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| To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking. | The School uses effective instructional techniques, empirical and evidence-based inquiry, innovative technology, and a variety of learning environments for the purpose of enhancing student learning.  “The School promotes a challenging, positive, and inquisitive Collegial environment…to foster independent thought and the collegial exchange of ideas.”  “…the school recognizes the importance of scientific literacy…” | “Provide bachelor degrees, associate degrees and educational opportunities for students, both traditional and non-traditional.”  “Provide opportunities for students to demonstrate competence in written and oral communications, scientific reasoning and critical thinking, which emphasizes qualitative as well as quantitative skills.” | Apply professional communication methods during the provision of nursing care. (*SLO #2)*  Synthesize assessment data as the foundation for the nursing process.  *(SLO #3*)  Integrate evidence based practice and standards of care to formulate accurate and safe clinical judgments that move patients towards positive outcomes. *(SLO # 4)* |
| To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning. | “…to foster an academic setting of diverse curricula…”  “The School promotes a challenging, positive, and inquisitive Collegial environment…to foster independent thought and the collegial exchange of ideas.” | The teacher-learner relationship is enhanced when accountabilities and expected outcomes are clear. Students are supported and guided by the faculty to become active participants in learning in order to achieve professional and personal goals. | Incorporate ethical, moral and legal standards of professional nursing practice into personal nursing practice. (*SLO #1)*  Manage teaching/learning processes to promote wellness through partnership with the patient,  significant support person(s), and members of the healthcare team. *(SLO #6)* |
| To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society. | “…the School recognizes…its contribution to the liberal studies curriculum of the University.” | “The department also prepares students majoring in other fields with health courses to support their degrees.” |  |
| To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs. | “The curriculum…delivered by quality faculty who possess a broad base of content knowledge and promote the acquisition, application, and discussion of current subject matter. “ | “The teacher-learner relationship is enhanced when accountabilities and expected outcomes are clear.” |  |
| To provide university-wide student services, activities and resources that complement academic programs. | “The school uses…innovative technology and a variety of learning environments for the purpose of enhancing student learning.” | “…faculty is committed to excellence in …student service.”  Learning is best accomplished by providing students with accurate and reliable information, opportunities for individualized learning experiences, and guidance and direction to support resources.” |  |
| To support and strengthen student, faculty and administrative structures that promote shared governance of the institution. | The School promotes a challenging, positive, and inquisitive Collegial environment of high ethical standards and of frequent interactions between faculty and students to foster independent thought and the collegial exchange of ideas.” | “Promote and encourage a positive academic climate with students, community, faculty, and staff for … communication.” |  |
| To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves. | Our commitment to Service enhances the public welfare and economic development potential of our region by cultivating strategic partnerships with health and science related industries, secondary and higher education institutions, and through active participation and leadership in civic and professional organizations by our faculty and students. These collaborative efforts are based on the belief that through shared relationships, service reinforces and strengthens learning and learning reinforces and strengthens service. An emphasis of service encourages social awareness and responsibility among faculty and students.” | “To promote and encourage a positive academic climate with students, community, faculty and staff, for instruction and communication.” | Organize nursing interventions to provide an environment conducive to patient centered care. *(SLO #5)*  Manage teaching/learning processes to promote wellness through partnership with the patient,  significant support person(s), and members of the healthcare team. *(SLO # 6)*  Demonstrate ability to use interdisciplinary resources during the provision of nursing care. *(SLO #7)*  Demonstrate the efficient and effective use of human, physical, financial, technological, interdisciplinary, and environmental resources during coordination of patient care.*(SLO # 8)* |

**Discussion of Instructional Changes Resulting from 2011-2012 Degree Program Student Learning Report**

1. List and discuss all instructional or assessment changes proposed in Part 5 of last year’s Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year’s report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state “No changes were planned or implemented.” See Example #1 at the end of this form.

| Instructional  or Assessment Changes  New text books???  **Which ones?** | **Changes Implemented (Y/N)** | **Impact of Changes on Degree Program Curriculum or Budget** |
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| Teach NURS1111 live at both campuses (Claremore & Bartlesville) rather than using CV.  Obtain more computers for testing.  Foundations of Nursing Practice NURS 1117 - Lab instruction: Changed how physical assessment was taught and evaluated.  All required textbooks are through one publisher.  There was an increase in the number of curriculum meetings during 2012-2013. Faculty reviewed the curriculum with the intent of making revisions that will align with trending nursing educational standards. | Y  N  Y  Y  Y | Increased student satisfaction by Bartlesville Bridge students; notable increase in class attendance. Faculty were also pleased with the change as they did not have to deal with CV technical difficulties as they have had to in the past.  Unable to obtain additional computers due to funding and belief by ACS that laptop computers in the classroom are not appropriate due to potential security issues. In an attempt to maintain test security without additional computers, the first testing group was sequestered until the second group of students began taking the exam. Faculty are aware that this is not an ideal situation and students are not pleased that this is occurring.  Students were better prepared to assess patients and were thus able to complete a physical assessment on their first day of clinical.  As a result, students and faculty have access to a greater variety of resources which are consistent and supportive of each text.  In order to meet accreditation standards, RSU nursing must make changes to meet requirements. The current curriculum is an integrated curriculum and is outdated. The program has also experienced many changes and faculty turnover. As a result. the current program philosophy and curriculum no longer reflect the faculty perspective. |

1. The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state “No changes were recommended.”

| **Feedback and Recommended Changes from the University Assessment Committee** | **Suggestions Implemented**  **(Y/N)** | **Changes that Were or Will Be Implemented, or**  **Rationale for Changes that Were Not Implemented** |
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| 1B. Review student learning outcomes in 1B; closely align student outcomes with university, school, and department purposes. [Peer rating: Established]  3. Please “List and accurately summarize **all feedback and recommendations** from the committee, and state whether they were implemented or will be implemented in the future.” Please explain why, if they were implemented or not. [Peer rating: Developing]  4 C. Please provide performance standard for all learning outcomes. Include highest level of achievement and minimum level of achievement. If pass/fail, please explain the definition of the standard, for example it could appear something like this, “Students are expected to achieve all student learning outcomes at the passing level. If they fail to achieve one learning outcome they will not pass the assignment until they achieve a 100% completion on all learning outcomes.”  [Peer rating: Established]  5. Include which outcomes will be affected by the curriculum, instructional, and/or assessment changes. [Peer rating: Established]  6. This is not an evaluative question. Thank you for sharing a best practice. [Peer rating: no rating]  7. Consider identifying an indirect measure which assess student learning. We encourage you select an assessment process which is doable and attainable. | N  Y  Y for 2012-2013 rpt.  Y for 2012-2013 rpt.  NA  Y for 2012-2013 rpt. | The School of Mathematics, Science & Health Sciences is in the process of reviewing and revising the mission statement and purposes. Once that has occurred, the Health Sciences department plans to review and revise its mission statement and purposes. This will most likely result in a change in the nursing program student learning outcomes. In the meantime some of the student learning outcomes were realigned with the university commitments.  Nursing faculty will respond to all feedback and recommendations and will state whether they were implemented or will be implemented in the future as well as include the rationale.  Nursing faculty plans to implement the UAC’s recommendation.  Nursing faculty plans to implement the UAC’s recommendation.  Thank you.  Nursing faculty plans to implement the UAC’s recommendation for next year’s report. Student satisfaction surveys are done each semester and reviewed by faculty. Surveys are sent to employers of six month alumni who provide their employer contact information.  We have not included NCLEX-RN pass rates in this university assessment document. They are a required component of our Systematic Plan of Evaluation which is required by our national accrediting agency – Accreditation Commission for Education in Nursing/ formerly National League for Nursing. It is viewed as a program outcome – not a student learning outcome. This information is posted on our website and is official according to the calendar year. As such the official pass rate reflecting the May 2012 graduates is not available until mid-January to early February of 2013. (This document is assessing student learning according to our established student learning outcomes. As noted above there is differing opinion of terminology used to define student learning outcomes and program outcomes. In our profession, they are two totally different desired results.) If you are referring to the predictor test which is a standardized test that is said to predict success on the NCLEX-RN exam *if the test was taken on the day the standardized test was taken,* then yes*,* that information can be provided with the Student Learning Outcome. The only level that we look for is meeting the national group mean on the exam content areas: Implementation/ Therapeutic Nursing Intervention sub score. This mean changes annually and the specific numbers would have no relevant meaning for a non-nursing professional. As such, we believe it is sufficient to have a benchmark that a specific percentage will be at or above the national group mean. |

**Analysis of Evidence of Degree Program Student Learning**

1. For all student learning outcomes (as listed in Part 1 B above), describe the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw any relevant conclusions related to strengths and weaknesses of their performance.

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| **A.**  **Student Learning Outcomes** | **B.**  **Assessment Measures** | **C.**  **Performance Standards** | **D.**  **Sampling Methods** | **E.**  **Sample Size**  **(N)** | **F.**  **Results** | **G.**  **Conclusions** | **H.**  **Performance Standards Met**  **(Y/N)** |
| 1. The student will incorporate ethical, moral and legal standards of professional nursing practice into personal nursing practice. The student will incorporate professional behaviors during the provision of nursing care; such as HIPPA, patient confidentiality, professional boundaries, and patient care management and patient rights.  2. The students will apply professional communication methods during the provision of nursing care.  3. The students will synthesize assessment data as the foundation for the nursing process.  4. The students will integrate evidence based practice and standards of care to formulate accurate and safe clinical judgments that move patients towards positive outcomes.  5. The students will organize nursing interventions to provide an environment conducive to patient centered care.  6. The students will manage teaching/learning processes to promote  wellness through collaboration with the client,  significant support person(s), and members of the  healthcare team.  7. The students will demonstrate the efficient and effective use of human, physical, financial, technological, interdisciplinary, and environmental resources during coordination of patient care. | 1a. NURS 2223 (Transitions to Nursing Practice) final exam.  1b. NURS 2246 Nursing in a Complex Environment Clinical Evaluation Tool/rubric.  2. NURS 2246 Nursing in a Complex Environment Clinical Evaluation Tool/rubric.  3. NURS 2246 Nursing in a Complex Environment Clinical Evaluation Tool.  4. NURS 2246 (Nursing in a Complex Environment)  Case Study grading criteria  5a. NURS 2246 (Nursing in a Complex Environment) nursing plan of care within the Case Study grading criteria.  5b. Assessment Technology Institute (ATI) National Council Licensure Examination-RN (NCLEX) Predictor test  6. NURS 2246 Nursing in a Complex Environment case study grading criteria  7. NURS 2246 Nursing in a Complex Environment. The core clinical objectives incorporate financial, technological, and available resources in health care delivery. | 1a. 90% of students taking the final exam will score a 75% or greater.  1b. Students, at completion of the clinical rotation of NURS 2246 (Nursing in a Complex Environment) will pass the clinical objective, “demonstrate assumption of accountability for own professional practice and for the care delegated to others”.  2. Students, at completion of the clinical rotation of NURS 2246 (Nursing in a Complex Environment) will pass the clinical objective, “manage appropriate channels of professional communication to achieve positive patient outcomes”.  3. Students, at completion of the final clinical rotation of NURS 2246 Nursing in a Complex Environment, will be evaluated by clinical faculty as submitting a “passing” functional health pattern documentation of assessment.  4. Student will use evidence based articles as scientific rationale to support nursing interventions within major case study.  5a. 100 % of students will be evaluated by using the case study grading criteria as  satisfactorily meeting this component of the major case study.  5b. 85% of the students who take the Assessment Technology Institute (ATI) National Council Licensure Examination-RN (NCLEX) Predictor test during the  NURS 2246 Nursing in a Complex Environment course will score at or above the national group mean on the exam content areas: Implementation/ Therapeutic Nursing Intervention sub score.  6. 90% of students to achieve a “satisfactory/ passing” rating on their case study in the course 2246.  7. 100% of students to achieve a passing standard as set forth in the course syllabus in NURS 2246. | 1a.100% of students in 2223 will be evaluated  1b. 100% of students in 2246 will be evaluated.  2. 100% of students in NURS 2246 will be evaluated.  3. 100% of students in NURS 2246 will be evaluated.  4.100% of students in NURS 2246 will be evaluated.  5a. 100% of students in NURS 2246 will be evaluated.  5b. 100% of students in NURS 2246 will be evaluated.  6.100% of students in NURS 2246 will be evaluated  7. 100% of students in NURS 2246 will be evaluated | 1a.100% of students  n= 83  1b. 100% of students  n= 83  2. n=83  3. n=83  4. n=83  5a. n=83  5b. N=83  6. N=83  7. N=83 | 1a.98.8% of students taking the final exam achieved a 75% or greater on the final exam.  90% and above- 3 student  80-89%- 71 students  75-79% - 8 students  < 74.5% - 1 student  1b. 100% of students passed this clinical objective.  2. 100% of students passed this clinical objective. This portion is considered pass/fail.  3.100% of students completed FHP at a passing standard.  This portion is considered pass/fail.  4. 100% of students used evidence based articles as scientific rationale to support nursing interventions within major case study. This portion is considered pass/fail.  5a. 100% of students were able to organize nursing interventions to provide and environment conducive to patient centered care.  This portion is considered pass/fail.  5b. 83% of students tested at or above the national mean on the first attempt. 98% passed on second attempt and 100% passed on third attempt. (The test questions are changed for each test).  6. 100% of students achieved the performance standard. This portion is considered pass/fail.  7. 100% of students achieved the performance standard. This portion is considered pass/fail. | 1a. Student learning was demonstrated because students were able to identify the ethical concepts of beneficence, non-maleficence, medical futility and legal issues relevant to nursing care.  **Strengths-** Teaches the American Nursing Association’s code of ethics.  **Weakness**- Information is identified, however, it is the students responsibility to internalize and apply the ethical concepts  **Student Learning Outcome-** Incorporate ethical, moral and legal standards of professional nursing practice into personal nursing practice.  1b.The clinical objectives accurately reflect the students’ ability to incorporate professional behaviors during the provision of nursing care; such as HIPPA, patient confidentiality, professional boundaries, patient care management and patient rights.  **Strength-** Educates students on current federal laws pertaining to health care.  **Weakness**- Information is taught however it is the student’s responsibility to internalize and apply the patient privacy and safety concepts.  **Student Learning Outcome -** Incorporate ethical, moral and legal standards of professional nursing practice into personal nursing practice  2. Student learning occurred because students gave verbal presentations to faculty and peers, end of shift report, and mental health client interviews.  **Strength-** Allows application of professional communication.  **Student Learning Outcome -**  Application of professional communication methods during the provision of nursing care.  3. Students document a comprehensive patient assessment and synthesize a complex plan of patient care.  **Strength-** Upon completion, students demonstrate ability to synthesize patient data and utilize it to plan care.  **Student Learning Outcome** - Synthesize assessment data as the foundation for the nursing process.  4. Student learning occurred because students’ research and use evidence based practice articles to promote patient safety and positive patient outcomes in the delivery of care.  **Strength-** Exposure to lifelong learning and the application of evidenced based practice into nursing practice.  **Student Learning Outcome** Integrate evidence based practice and standards of care to formulate accurate and safe clinical judgments that move patients towards positive outcomes.  5a. Student learning occurred because interventions are identified and prioritized in individualized patient centered care.  **Strength-** Incorporates implementation of nursing interventions into a plan of care.  **Student Learning Outcome** Organization of nursing interventions to provide an environment conducive to patient centered care.  5b. Student learning occurred by meeting and exceeding national benchmarks set by ATI that reflect entry level standards of nursing set by the National Council State Boards of Nursing (NCSBN).  **Strength-**Students performed above the national average on the ATI examination.  **Student Learning Outcome** - Organization of nursing interventions to provide an environment conducive to patient centered care.  6. Student learning was demonstrated through the creation a teaching plan.  **Strength**- Students are able to collaborate with clients, support persons, and members of the health care team.  **Student Learning Outcome** **-** Management of teaching/learning processes to promote wellness through collaboration with the client, significant support person(s), and members of the healthcare team.  7. Student learning occurred by meeting clinical objectives in NURS 2246. Objectives reflect practice standards for entry level registered nurse.  **Strength-** Students are cognizant of effective use of technology in health care which contributes to recruitment by local health care facilities.  **Student Learning Outcome** **-** Demonstration of the efficient and effective use of human, physical, financial, technological, interdisciplinary, and environmental resources during coordination of patient care. | Y  Y  Y  Y  Y  Y  Y    Y  y |

1. State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state “No changes are planned.”

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| **Student Learning Outcomes** | **Instructional or Assessment Changes** | **Rationale for Changes** | **Impact of Planned Changes on Student Learning and Other Considerations.** |
|  | Class 1111 was CV/streamed to Bartlesville with one instructor. This year the class is offered in Claremore and Bartlesville with instructors teaching in each location.  Obtain more computers for testing.  Foundations of Nursing Practice1117 - Lab instruction  Changed how physical assessment was taught and evaluated.  Updated textbooks for students entering Fall 2012.  Curriculum meetings to discuss needed revisions to current national program expectations.  Increased use of simulation manikins that include role playing as a professional RN. | The teacher to student ratio was 1 to 107. Students complained the CV was poor quality and malfunctioned frequently.  The students are testing in 3 groups at 3 different times due to limited computer access and computer numbers, therefore test security is compromised.  The students needed to be able to do a head to toe assessment on day one of clinical experience. In the past, the assessments were taught over the course of a semester, and the students were unable to perform a complete head to toe assessment in the clinical setting.  Textbooks included technology that addresses student learning needs.  QSEN, NLNAC, IOM Report, ACA and NLN are mandating national changes for nursing program expectations.  Studies have shown that student learning is improved with opportunities to role play and make clinical decisions through clinical simulation. These situations include emergency decisions. Students are given this opportunity in 2246 and 1228. | The students experience a better learning environment and satisfaction has improved.  Test security will increase due to students testing at the same time and unable to share test information.  Students are better prepared to assess patients in clinical.  Students and instructors have more resources to improve instruction and learning.  In order to meet accreditation standards, RSU nursing must make changes to meet requirements. The program has experienced many changes and turnover. The current curriculum is an integrated curriculum and is outdated. To move to the new curriculum the faculty need time and funding to meet these requirements.  Students are better prepared to assess patients in clinical emergencies. This prepares the students for real life clinical decisions. |

6) (OPTIONAL) If your department or an individual faculty member has developed a teaching technique they believe improves student learning or student engagement in the classroom, please share it below. Examples can be seen at <http://www.rsu.edu/committees/assessment/docs/FacultyInsights.pdf> . Please briefly describe the instructional practice. More detail can be communicated during the face to face peer review session. The Peer Review Report does not rate this part, but it does note whether or not any contribution has been made.

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| **Best Practice** | **Contact Person** | **Description** | **Educational Impact** |
| Use of 360 Rubric | n/a | NURS 1111 Concepts of Nursing Practice class project incorporates the use of student self-evaluation, student peer evaluation, and instructor evaluation. | Students learned self-evaluation, public speaking, teaching and collaboration in the professional role as a Registered Nurse. |

7) Assessment Measures:

1. How many different assessment measures were used? 5
2. List the direct measures (see rubric): NURS 2223 Final Exam, NURS 2246 Clinical Evaluation Tools class Rubric, NURS 2246 Case Study Grading Criteria, ATI Comprehensive RN Predictor Exam, Functional Health Pattern documentation form
3. List the indirect measures (see rubric): No indirect measures./ Course grades are considered direct measures as rubrics are used and examinations are accompanied by test blueprints. The latter is an expectation of ACEN/ formerly NLNAC and the Oklahoma Board of Nursing.

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