Degree Program Student Learning Report (rev. 7/14)

Fall 2013 – Spring 2014

The Department of Health Sciences in the School of Mathematices, Science & Health Sciences

Nursing, A.A.S.

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.

PART 1 (A & B)

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

A. Clearly state the school, department and degree program missions.

University Mission	School Mission	Department Mission	Degree Program Mission
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	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 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

University Mission	School Mission	Department Mission	Degree Program Mission
	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'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.	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,

University Mission	School Mission	Department Mission	Degree Program Mission
			nursing, nursing process, communication, learning, and nursing education at the associate and bachelor degree levels

B. Clearly state school purposes, department purposes and degree program student learning outcomes. Align student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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."	The ADN Program supports the university commitments, school & department purposes with the following measured outcomes from the **AD/N Program Student Learning Outcomes(SLO); ACEN* Standard VI Systematic Plan of Evaluation Required Outcomes & OBN** Required Outcome:** Apply professional communication methods during the provision of nursing care. **(*SLO #2*)** Integrate evidence-based practice and standards of care to formulate accurate and safe clinical judgments that move patients towards positive outcomes. **(*SLO # 4*)** Measurement of Program Completion & Job Placement

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
			(Required *ACEN* Program Outcome Measurements) Measurement of Graduation Rate **(Required *OBN* Outcome)**
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)*
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."	Integrate evidence-based practice and standards of care to formulate accurate and safe clinical judgments that move patients towards positive outcomes. *(SLO #4)*
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."	Measurement of Program Satisfaction including Graduate Satisfaction **(Required *ACEN* Program Outcome Measurements)**
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."	Measurement of Program Satisfaction including Graduate & Alumni Satisfaction **(Required *ACEN* Program Outcome Measurements)**
To support and strengthen student,	The School promotes a	"Promote and encourage a positive	Measurement of Program

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
faculty and administrative structures that promote shared governance of the institution.	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."	academic climate with students, community, faculty, and staff for … communication."	Satisfaction including Graduate Satisfaction [i.e., questions related to student involvement in university governance]**(Required *ACEN* Program Outcome Measurements)**
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)* 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)*

*ACEN – Accreditation Commission for Education in Nursing   **OBN – Oklahoma Board of Nursing

PART 2

Discussion of Instructional Changes Resulting from 2012-2013 Degree Program Student Learning Report

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."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
Offer NURS 1111 on both Claremore and Bartlesville campuses with instructors teaching in each location rather than using compressed video and transmitting from Claremore.	Y	Offering live instruction of NURS 1111 in Bartlesville has provided the student opportunity for a more interactive learning experience and students' satisfaction with the program has improved. Compressed video is no longer being used by any nursing course in Claremore or Bartlesville. Budget is impacted as there are increased faculty travel expenses.
Obtain more computers for testing.	N	Budget and space were not available. Students are divided into two groups for testing. The second group tests after the first group has completed their testing. This approach does not promote test security. The faculty believe having one testing time so that the entire class tests at the same time will significantly reduce the opportunity for academic dishonest (i.e., cheating).
Foundations of Nursing Practice1117 – Teach physical assessment prior to students entering the clinical setting.	Y	Students are better prepared to assess patients in clinical setting. They know exactly what to expect and reduces stress of performing assessments on a live client. No impact on budget.
Update textbooks for students entering Fall 2013.	Y	New editions of textbooks were approved by faculty and the list was sent to the bookstore for ordering for fall semester 2013. Faculty believe the new texts better support the curriculum currently being offered. No impact on department's budget. Minimal increase to students' textbook expenses (according to information received from RSU bookstore.)

During curriculum meetings, discuss needed revisions in nursing program curriculum to reflect and respond to current national program expectations.	Y	Quarterly meetings were held to assess current curriculum according to QSEN, ACEN, ACA, NLN, and IOM guidelines. We are also working on developing a new curriculum. At this stage, impact on budget is negligible.
Increase use of simulation manikins which include role play as a professional RN during skills lab and in conjunction with didactic content.	Y	Simulation with high fidelity manikin and scenarios was increased in both skills lab and second year course offerings. It is believed that this assists students to be better prepared to assess patients in clinical emergencies and in clinical practice. No impact on budget at this time.

PART 3

Discussion About the University Assessment Committee's 2012-2013 Peer Review Report

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
1-A: Mission 1) The Degree Program Mission statement does not match that given in the RSU Bulletin, page 148.	N	1) This department has never been advised that inclusion of the program mission in the university bulletin is a requirement. A written policy could not be found supporting the UAC's peer reviewers' comments. Students interested in a nursing program want to know details about RSU's nursing program – details that usually do not include the mission statement. However, the second paragraph in the AAS nursing page in the 2013-2014 Bulletin contains the ADN mission minus the information re the BSN program. But, at the recommendation of the UAC, beginning

		with the next bulletin – 2015-2016, the entire mission statement will be added in addition to the program detail currently provided in the bulletin.
2) The degree program Mission statement includes the mission for the AA Nursing degree. Do you think this is necessary?	N	2) It is believed the UAC's peer reviewers' comments meant to state that the Degree Program Mission statement includes the mission for the BS/N program rather than the "*AA Nursing Degree*". RSU has one nursing program which offers two degrees – BS/N and AAS. The AAS program has two tracks- generic or traditional and the Paramedic/ LPN to RN bridge.is viewed as one program. Because there is one program, there is one mission statement. The BS/N degree has been designed to build upon the AAS nursing curriculum. Therefore it is appropriate and expected that there be one mission statement.
4-A: Student Learning Outcomes (SLO) 1) The review team thought the learning outcomes could be reworded to make them more direct and concise. Very complicated learning outcomes become very difficult to measure.	Y (partially)	1) Curriculum revision is in progress and learning outcomes are being rewritten (to correspond to the revised curriculum). Curriculum revision and subsequent approval process requires many steps. In mean time, AAS faculty will measure student learning following guidelines required by nursing's regulatory board and its professional accrediting agency.
4-G: SLO Conclusions 1) This column is meant to summarize the faculty's conclusion about student progress made toward the student outcome given the weight of evidence collected through the assessment procedure. The focus should not be on the value or merit of an assessment measure of procedure. Much of the discussion here addressed the strengths and weaknesses of a particular exam or student assignment. While such discuss details can be included, the primary focus should be on student progress toward the stated learning outcomes.	Y (plan to)	1) The ADN faculty will incorporate this recommendation in the next analysis of achievement of SLOs.

PART 4

Analysis of Evidence of Student Learning Outcomes

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 relevant conclusions related to <u>strengths and weaknesses of their performance</u>.

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.	1a. NURS 2223 (Transitions to Nursing Practice) final exam.	1a. 90% of students taking the final exam will score a 75% or greater.	1a.100% of students in 2223 will be evaluated	1a.100% of students n = 83* * N=84 students began course; one withdrew, thus n=83.	1a.98% of students taking the final exam achieved a 75% or greater on the final exam. 90% and above- 3 students 80-89%- 72 students 75-79% - 7 students < 74.5% - 1 student	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	Y
(The following is a student learning outcome for their clinical experience. This outcome is a subset of the above SLO.) <u>Clinical Student Learning Outcome:</u>	1b. NURS 2246 Nursing in a Complex	1b. Students, at completion of the clinical	1b. 100% of students in 2246 will be	1b. 100% of students	1b. 100% of students passed this clinical objective.	1b. **Student learning was demonstrated** as all	Y

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)
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.	Environment Clinical Evaluation Tool/rubric.	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".	evaluated.	n = 84** ** N=85 students began course; one withdrew, Thus n = 84		enrolled students passed the identified clinical objective. Faculty believe that 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.	
2. The students will apply professional communication methods during	2. NURS 2246 Nursing in a Complex Environment Clinical	2. All students enrolled in NURS 2246 will pass the clinical objective, "manage	2. 100% of students in NURS 2246 will be evaluated.	2. n=84	2. 100% of students passed this clinical objective. This portion is considered pass/fail.	2. **Student learning occurred** because students gave appropriate verbal presentations to faculty and peers, end of shift	Y

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)
the provision of nursing care.	Evaluation Tool/rubric.	appropriate channels of professional communication to achieve positive patient outcomes".				report, and mental health client interviews. **Strength-** Allows application of professional communication.	
3. The students will synthesize assessment data as the foundation for the nursing process.	3. NURS 2246 Nursing in a Complex Environment Clinical Evaluation Tool.	3. All students enrolled in NURS 2246 will be evaluated by clinical faculty as submitting a "passing" functional health pattern documentation of assessment.	3. 100% of students in NURS 2246 will be evaluated.	3. n=84	3.100% of students completed FHP at a passing standard. This portion is considered pass/fail.	3. **Student learning occurred** as all students documented a comprehensive patient assessment and synthesized a complex plan of patient care. **Strength-** Upon completion, students demonstrate ability to synthesize patient data and utilize it to plan care.	Y
4. The students will integrate evidence based practice and	4. NURS 2246 (Nursing in a Complex	4. 100% of NURS 2246 students will use evidence- based	4.100% of students in NURS 2246	4. n=84	4. 100% of students used evidence based articles as scientific rationale to	4. **Student learning occurred** because students'	Y

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)
standards of care to formulate accurate and safe clinical judgments that move patients towards positive outcomes.	Environment) Case Study grading criteria	articles as scientific rationale to support nursing interventions within major case study.	will be evaluated.		support nursing interventions within major case study. This portion is considered pass/fail.	used evidence-based practice articles to validate the nursing interventions they used and reported in their case study. Nursing practice which is evidence-based promotes 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.	
5. The students will organize nursing interventions to provide an environment conducive to patient centered care.	5a. NURS 2246 (Nursing in a Complex Environment) nursing plan of care within the Case Study grading criteria.	5a. 100 % of students will be evaluated by using the case study grading criteria as satisfactorily meeting this component of the major case study.	5a. 100% of students in NURS 2246 will be evaluated.	5a. n=84	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.	5a. **Student learning was demonstrated** because interventions are identified and prioritized in individualized patient centered care. **Strength-** Incorporates implementation of nursing interventions into a plan of care.	Y
See #5 above	5b. Assessment Technology Institute's (ATI) online proctored	5b. 85% of the students who take the ATI National Council Licensure	5b. 100% of students in NURS 2246 will be	5b. n=84	5b. 83% (n=70) of students tested at or above the national mean on the first attempt. 98% (n=82)	5b. **Student learning occurred** by meeting and exceeding national benchmarks set by ATI that	Y

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)
	National Council Licensure Examination-RN (NCLEX) Predictor test	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.	evaluated. Students failing to score at the national mean on the first attempt, may have a second attempt. Students failing to score at the national mean on the second attempt may have a third and final attempt. 6.100% of students in NURS 2246 will be evaluated		passed on the first or second attempt[+] and 100% (n=84) passed on the first, second or third attempts[++]. [+] 12 students took the test a second time. [++] 2 students took the test a third time. (The test questions are changed for each test).	reflect entry level standards of nursing set by the National Council State Boards of Nursing (NCSBN). **Strength-** These RSU nursing students performed above the national average on the ATI examination.	
6. The students will manage teaching/learning processes to promote wellness through partnership with the client, significant support person(s), and	6. NURS 2246 Nursing in a Complex Environment case study grading criteria rubric	6. 90% of students will achieve a "satisfactory/ passing" rating on their NURS 2246 case study which is inclusive of a teaching plan.	6.100% of students in NURS 2246 will be evaluated	6. N=84	6. 100% of students achieved the performance standard. This portion is considered pass/fail.	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 and from this collaboration and assessment of needs	Y

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)
members of the healthcare team.						develop a teaching plan personalized for the client.	
7. The students will demonstrate the ability to use interdisciplinary resources during the provision of nursing care.	7. NURS 2246 Nursing in a Complex Environment Clinical Evaluation Tool.	7. 100% of NURS 2246 students will identify interdisciplinary resources appropriate to their patients' needs and when applicable incorporate these resources as described on their clinical evaluation tool. .	7. 100% of students in NURS 2246 will be evaluated.	7. N=84	7. 100% of students achieved the performance standard. This portion is considered pass/fail.	7. **Student learning occurred** as the students satisfactorily demonstrated all clinical objectives related to use of interdisciplinary resources in NURS 2246. **Strength-** Students are cognizant of effective use of interdisciplinary resources in health care which contributes to recruitment by local health care facilities.	Y
8. The students will demonstrate the efficient and effective use of interdisciplinary, physical, financial, technological and environmental resources during	8. NURS 2246 Nursing in a Complex Environment. The core clinical objectives incorporate interdisciplinary, physical,	8. Students, at completion of the clinical rotation of NURS 2246 (Nursing in a Complex Environment) will describe interdisciplinary,	8. 100% of students in NURS 2246 will be evaluated.	8. N=84	8. 100% of students achieved the performance standard. This portion is considered pass/fail.	8. **Student learning occurred** as the students satisfactorily demonstrated all clinical objectives related to use of interdisciplinary, physical, financial, technological and environmental resources in	Y

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)
coordination of patient care.	financial, technological and environmental resources in health care delivery.	physical, financial, technological and environmental resources appropriate to their patients' needs and when applicable incorporate these resources into their patient care as noted on their clinical evaluation tool. .				NURS 2246. **Strength-** These objectives reflect practice standards for entry level registered nurses. NURS 2246 is the last semester of the ADN program. Graduation follows and upon licensure, these students have become registered nurses.	

The following outcomes are requires to be measured by our accreditor, ACEN.

A. Required Program Outcomes	B. Expected Level of Achievement	C. Actual Level of Achievement	D. Action	E. Resulting Action (s) Taken/to be Taken with Time Frame for Implementation
1) Performance on NCLEX-RN	Passing rate will be above the national mean pass rate.	**Class of 2013:** RSU Claremore: 89.86% RSU Bartlesville: 83.04% OK: 83.03% U.S.: 83.04%	ELA met on both campuses.	NCLEX-RN exam increased in difficulty as of April 2014. It is typical for pass rates to decrease the first year following a change in the exam. Faculty will review the students' performance on the exam via the *NCLEX Profiles* and where appropriate adjust curriculum content, instructional strategies, and SLO's. Official 2014 NCLEX pass rates not available until February 2014. Continue to monitor and trend this outcome.
		Class of 2012: RSU Claremore: 94.23% RSU Bartlesville: 100% OK: 90.34% U.S.: 91.46%	ELA met on both campuses. Continue implementing curriculum.	RSU Bartlesville had a repeat performance of their 100% pass rate. This group is smaller – 10-16 as compared with 60-90 and is able to receive more individualized attention. Continue to monitor and trend this outcome.
		Class of 2011: RSU Claremore: 96.23% RSU Bartlesville: 100% OK: 86.36% U.S.: 87.9	ELA met on both campuses. Continue implementing curriculum.	Continue to monitor and trend this outcome.

A. Required Program Outcomes	B. Expected Level of Achievement	C. Actual Level of Achievement	D. Action	E. Resulting Action (s) Taken/to be Taken with Time Frame for Implementation
2) Program Completion	70% of students who begin the third semester of the program (NURS 2138) will complete the nursing program during that academic year .	**Spring/2014:** **Claremore campus:** 82% [61 enrolled; 50 graduated] **Bartlesville campus:** 79% [14 enrolled; 11 graduated]	ELA met on both campuses; Continue to monitor/trend.	Reassess May/ Sept. 2015. Continue trending. Program's Systematic Plan of Evaluation (SPE) includes trended data for 2008-current academic year.
3) Graduate Satisfaction	80% of the graduates will report being "satisfied" or "very satisfied" with their nursing educational experience at RSU (Graduate Survey)	**Spring/2014:** N=64 (both campuses combined) 73% reported being satisfied or very satisfied. Very Satisfied: 32.8% (n=21) Satisfied: 40.6% (n=26) Neutral: 12.5% (n=8) Dissatisfied: 1.6% (n=1) Very Dissatisfied: 12.5% (n=8)	ELA met; Continue to monitor/trend. In future, also analyze data separately for each campus – Claremore & Bartlesville	Instruct Accreditation Records Specialist (M Yoder) to analyze graduate data separately as well as in total. Reassess May/ Sept. 2015. Continue trending. Program's Systematic Plan of Evaluation (SPE) includes trended data for 2008-current academic year. .
4) Alumni Satisfaction ***A:(6 months - 1 year post grad)***	80% of the alumni will report being "satisfied" or "very satisfied" with their nursing educational experience at	**Class of 2013:** Data not available as of this date.	Surveys sent summer 2014. Few responses. Surveys resent Sept. 2014.	A plan has been implemented so that surveys will be sent 'on time'. Format will change to online with the six month surveys to be sent in Nov/Dec. Will see if response is better, the same or worse.

A. Required Program Outcomes	B. Expected Level of Achievement	C. Actual Level of Achievement	D. Action	E. Resulting Action (s) Taken/to be Taken with Time Frame for Implementation
5) Employer Satisfaction _(6 months- 1 year post grad)_ 6) Job Placement	RSU (6 months – 1 year post grad Survey) 80% of the employers responding to the survey will report being "satisfied" or "very satisfied" with the RSU alumni performance (Survey) At least 90% of the RN graduates responding to the alumni survey will report employment in a registered nurse position.	**Employers for Class of 2013:** Data not available as of this date Class of 2013: Data not available at this time. Anecdotal note for Class of 2014: May 2014 ADN graduates were asked in May 2014 if they had RN jobs awaiting them upon RN licensure. 63 responded. 26 (41%) said they had RN positions;	Can only survey employers/ supervisors of alumni who respond to alumni survey and who give permission to contact employer. Plan to send surveys to any employer identified in an alumni survey during fall 2014. Once Class of 2013 survey is closed, will compute results. This question is asked in the Alumni Survey scheduled to be sent Nov/Dec 2014.	Program's SPE includes trended data on this criterion along with locations the RNs are working. Also plan to compare Classes of 2012-2013-2014 responses re whether or not they had employment as RNs at graduation. It is surmised that the number not having employment is increasing. Whether it is due to fewer employers hiring new grads or employers hiring fewer associate degree grads should be contemplated.

A. Required Program Outcomes	B. Expected Level of Achievement	C. Actual Level of Achievement	D. Action	E. Resulting Action (s) Taken/to be Taken with Time Frame for Implementation
		37 (59%) said they were not hired upon graduation.		

PART 5

Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

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."

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
	Development of case study rubric	Students have voiced complaints with inconsistent grading procedures among faculty.	Allows the scores to be objective and not subjective.
	Changed the case study requirement expectations per semester.	Evidence has suggested that students are required to complete an excessive amount of clinical paperwork that distracts from the learning experience.	The changes have improved their understanding of the nursing process as evident in their required clinical paperwork in all classes.
	Reinstated the case study requirement in Nurs1117.	Students did not display an improvement as they progressed throughout the program.	After reinstatement of previous requirements, the students have improved in the success of their progression throughout each course.
	Implement SIM chart in second	Implementation of SIM chart	Students expressed satisfaction with

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Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
	year classes.	provides the students with a realistic program in order to prepare them for the use of an EMR.	an electronic form to utilize when completing required paperwork.
	NURS 2223 has reverted back to an on-ground course rather than hybrid/blended.	The students' test scores declined when compared to previous courses delivered on-ground.	We expect that the test scores will improve with all classes being on ground.
	Updated textbooks to reflect current standards and practice.	Textbooks editions were updated.	Utilizing the most current textbooks should enhance student learning and NCLEX preparation.
	Hired a new clinical hub specialist.	Increased workload of managing clinical HUB did not allow for its maximum utilization.	Decreased workload of current faculty. This also improved communication with other clinical facilities.
	Planning to change the pass on first attempt expectation to 80% (score of 60) on ATI Predictor assessment.	ATI standard for NCLEX is at 60 (80%) & RSU standard is 69 to pass. Faculty believe that 80% is a reasonable pass on first attempt.	Students are given 3 attempts to pass the predictor. The first attempt has not been shown to be as reliable an indicator of NCLEX pass rate as originally thought. A small number of students who pass on first attempt ATI have failed NCLEX. For future study, we plan to track each ATI attempt and NCLEX pass rates and correlate.

PART 6

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description			
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.

PART 7 (A & B)

Assessment Measures and Faculty Participation

A. Assessment Measures:

1) How many different assessment measures were used? 2

2) List the direct measures: *NURS 2223 Final Exam, NURS 2246 Clinical Evaluation Tools class Rubric, NURS 2246 Case Study Grading Criteria, ATI Comprehensive RN Predictor Exam, SIM Charting, NCLEX-RN pass rates*

3) List the indirect measures*: *Program completion rates; end of program surveys with questions related to overall educational experience at RSU, the nursing program and self-reflection of whether or not they perceive themselves as being prepared to enter the registered nurse profession. * 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.*

B.

1) Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Karen Smith	Collect data, analyze data, prepare report, review report	
Kathy Sims	Collect data, analyze data, prepare report, review report	
Shirley McNickle	Collect data, analyze data, prepare report, review report	
Amy Richards	Collect data, analyze data, prepare report, review report	
Leslie Lowry	Collect data, analyze data, prepare report, review report	
Joyce Suiter	Collect data, analyze data, prepare report, review report	
Vicky Reith	Collect data, analyze data, prepare report, review report	
Dena Squyres	Collect data, analyze data, prepare report, review report	

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Nancy Diede		Sept. 17, 2014
Dean	Dr. Keith Martin		9/24/2014