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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: BS 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 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** | **Student Learning Outcomes Degree Program Goals** |
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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.” | Use professional nursing theories, concepts and principles from the biological, physical, psychological, social, educational, and nursing sciences to provide informed nursing care. *[Program Goal # 2]*  Provide leadership, collaboration, and consultation among nurses and other health care providers and support systems that are critical in meeting patient needs. *[Program Goal #4]*  Communicate effectively in a variety of settings with varied populations.  *[Program Goal #5]* |
| 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. | Use professional nursing theories, concepts and principles from the biological, physical, psychological, social, educational, and nursing sciences to provide informed nursing care. *[Program goal #2]*  Demonstrate leadership & management competencies including critical thinking, problem-solving, effective communication & collaboration skills. *[SLO #3]* |
| 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.” | Appraise research & evidence-based findings for implementation with selected nursing practice functions. *[SLO #4]*  Provide professional nursing care, considering individual differences, ethnic identity, environmental changes, and cultural or societal values for persons, families, groups and communities with a variety of health needs, problems, and issues within diversified health care settings. *[Program Goal #1]*  Enhance provision of healthcare in rural communities. *[Program Goal #6]* |
| 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.” | Graduates of the program will: Express satisfaction with the professional nursing educational experience at Rogers State University. *[Program Outcome #4]* |
| 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.” | Expand his/her professional role as a provider of care to incorporate nursing theory into the design and coordination of safe nursing care of persons, families, groups & communities. *[SLO #1]*  Provide professional nursing care, considering individual differences, ethnic identity, environmental changes, and cultural or societal values for persons, families, groups and communities with a variety of health needs, problems, and issues within diversified health care settings. *[Program Goal #1]*  Assume responsibility and accountability for evaluation of own professional practice while considering the legal and ethical rights and responsibilities of patients, other caregivers, and nurses. *[Program Goal #3]*  Enhance provision of health care in rural communities. *[Program Purpose #6]*  Graduates of the program will: Advance in their positions within three years following graduation*. [Program Outcome #2]* |

**Discussion of Instructional Changes Resulting from Bachelor of Science, Nursing 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.”

| **Instructional or Assessment Changes** | **Changes Implemented (Y/N)** | **Impact of Changes on Degree Program Curriculum or Budget** |
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| 1. A change in the rubric for class presentations in requiring two reflective questions that generate overall class discussion demonstrating understanding and application of presented material.  2. A referenced debate on “Is Nursing a Profession or a Career” was added to NURS 4214 | Y  Y | Increased student participation in the learning process by active learning.  Differentiates roles and responsibilities of the professional nurse. |

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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| Item 1B: The Peer Review committee with Chair of University Assessment Committee, and Assistant Vice President of Accountability and Academics all agreed that BSN program should include both program purposes and student learning outcomes in 1B. Including both is consistent with Assessment requirements and Accreditation requirements. [Peer rating: Exemplary]  Item 4B: For the past three years you have included the measurements to assess student learning with alumni at six months and three years, and with employers. For the past three academic cycles you have not collected this data. Please consider adjusting your Student Learning Report and consider measurements which are doable and achievable. For two academic cycles you collected data from the graduating class, this past academic cycle you were not able to analyze the data due to a shortage of staff and faculty. We strongly recommend you identify an assessment procedure which is doable and attainable. We recognize these are meaningful measurement procedures, but they lack meaning and substance when the data cannot be obtained and/or analyzed.  [Peer rating: Developing] | Y  Y | Thank you.  BSN faculty reviewed and revised surveys: graduate, alumni, employer & 3-year to obtain meaningful evaluation data for the program.  Plan to change format of surveys to allow for online administration.  Plan to meet with Assistant Vice President of Accountability and Academics for assistance in successfully distributing surveys to graduates, alumni and employers.  Department Head planned to propose that new fulltime BS/N faculty have release time to spearhead implementation of data collection, and evaluation process including trending and analysis of results. |
| Item 4C: Please provide a clear definition of pass/fail 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] | Y | BS/N faculty concurred with the verbiage suggested by UAC Committee and it was inserted into Student Learning Outcome (SLO) Plan. |
| Item 4D: Please provide clear definition of sampling procedures, for example, the sample selected for SLO #2 is a random sample, yet in the peer review you describe it as a spontaneous sample. Please describe the sampling procedures more specifically. [Peer rating: Established] | Y | The sample selected for SLO #2 (2011-2012 rpt) was random. The use of the term spontaneous sample during the peer review session was misused. BS/N faculty discussed terminology used when describing sampling procedures on the SLO Plan and plan to be specific in verbiage usage. |
| Item 4F: Results should reflect the performance of student learning as it relates to the specific learning outcomes. Conclusions should discuss the reported results which reflect the specific learning outcomes. [Peer rating: Established] | Y | BS/N faculty reviewed how results are reported. |
| Item 4G: Conclusions should specifically address the specific learning outcomes. You include additional learning and learning expectations which are not included in the student learning outcome and/or performance standard, we suggest you include all expected learning in the student learning outcome and explain how learning will be assessed by the measurement, performance standard, and sampling procedure. You discuss changing the survey to assess student learning with graduates and alumni, since data has not been collected for three cycles, we recommend that any assessment changes or curriculum changes you decide to implement that you relate the changes to collected assessment data, this applies to all learning outcomes. [Peer rating: Developing] | Y | The Student Learning Report was completed this year to incorporate these suggestions |
| Item 5: Include which student learning outcomes will be affected by the instructional, curriculum, and/or assessment changes. [Peer rating: Established] | Y | The Student Learning Report was completed this year to incorporate these suggestions. |
| Item 6: This category is not an evaluative criterion. Thank you for discussing the importance of the writing lab, we agree. Please share teaching best practices which are relevant to your field. [Peer rating: NA] | NA | Thank you. |
| Item 7: You describe indirect measures which are not included in the assessment report. Please only describe those assessment measurements you are using to assess student learning. [Peer rating: Established] | Y | The Student Learning Report was completed this year to incorporate these suggestions. |

**Analysis of Evidence of Student Learning Outcomes**

1. For all student learning outcomes (as listed in Part 1B 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. 1.Expand his/her professional role as a provider of care to incorporate nursing theory into the design and coordination of safe nursing care of individuals, families, local, and global community population. | 1a. Family, Community & Public Health I: Family Assessment Paper from NURS 4224 which addresses designing and coordinating safe nursing care of persons, families groups and communities.  1b. Community Capstone Project (paper and poster presentation) assigned in NURS 4234 which addresses assessing a community epidemiologically, selecting a community health educational need, designing and implementing an educational plan to address the identified need.  1 c. Professional nursing behaviors on Field Experience Evaluation tool for NURS 4224).  (\*Professional behaviors are identified on the Field Evaluation form and include expectations that students consider: individual and cultural differences, environmental influences, legal and ethical rights and societal values for persons, families, groups and communities with a variety of health needs, problems, and issues within diversified health care settings.) | 1a. 90% of the students in NURS 4224 Family, Community, & Public Health Nursing will score 74% or higher on the Family Assessment papers using the grading criteria form the rubric.  1b. 90% of students in NURS 4234 Family Community & Public Health Nursing II will score 74%/ 2.0/ C average or higher.) on Capstone Project.  1c. 90% of students enrolled in NURS 4224 Family Community Public Health Nursing I, will provide professional nursing care as evidenced by site checks made by faculty (observation), journaling, preceptor evaluations, & achievement of passing the professional nursing behavioral components on the Field Experience Evaluation form.  This is a pass or fail component of the course.  . | 1a.100% of NURS 4224 students will be included in the sample.  1b. Using a program approved grading criteria rubric for this assignment, course faculty observed and listened to the students’ community presentation. Simple pre- and post-tests were given to the community members participating to measure affectedness of presentation. The capstone paper and poster presentation summarizing the community presentation were graded. 100% of NURS 4234 students are included in the sample.  1c. Using a program approved Field Experience Evaluation tool, course faculty assess students’ demonstration of professional nursing behaviors\* during their field experiences through observation, student journaling, and preceptor feedback.  100% of NURS 4224B students will be included in the sample. | 1a: Fall/12  N= 13  Cohort # 8  Spring/13  N= 9  Cohort # 9a  Spring/13  N=9  Cohort #9b  1b. Fall 12  Cohort # 8  N =12  Spr 13  Cohort # 9  N = 9  1c.  Fall/12:  N=12  Cohort #8  Spring/13  N=9  Cohort # 9.  Spring/13  N=9  Cohort #9b | 1a.Fall/12 100% of NURS 4224 (N=13)  Scored 74% or higher on the Family  Assessment Paper.  A= 13  Spring/13: 100% of NURS 4224 Students in Cohort 9a (N=9) scored 74% or higher on the Family Assessment paper.  A=7  B=2  Spring/13: 100% of NURS 4224 Students in Cohort 9b (N=9) scored 74% of higher on the Family Assessment paper.  A=9  1b. Fall 12:  Grade of:  A 12  Spr 13:  Grade of  A 8; F 1  1c. Fall/12: 92% of students enrolled in NURS 4224B (n=12) provided professional nursing care.  Passed = 12  Spring/13: 100% of students enrolled in both Spring NURS 4224B courses  (N = 18) provided professional nursing care.  Passed = 9 +9 =18 | **1a Conclusion:**  100% of the students (in both courses)) made 74% or higher on the Family Assessment. Assessment Performance Standard met both times the course was offered during 2012-13.  Continue assessment measure for the upcoming academic year.  **Strengths:**  Students are able to design and coordinate care for persons, families groups and communities as demonstrated by assessment papers and “just in time” conversations  between faculty and students and within the student group to learn about different families and communities how they function.  **Weakness:** The rubric needs to be reconstructed to include firmer expectations regarding APA format, grammar, spelling & punctuation.  1b. Community Capstone Project required students to pull together all that they have learned in the BS/N program and to assess a community, determine a health need, design and implement a health program that addresses the assessed need and then evaluate the process. Students had to demonstrate critical thinking, problem solving, collaboration, and team-building skills in addition to communicating orally and in written format.  This assignment addresses many aspects of the BS/N program goals and student learning outcomes. It will be continued for the upcoming academic year.  **Strengths:** Data gathering and analyzing skills were developed. Identification and defining persons, families groups and communities was explored. Critical thinking skills were utilized to complete this project successfully. The students were also exposed to community needs & engaged to assess & address the identified issues. In addition, the community has the opportunity to observe RSU/ BSN students’ commitment to the community.  **Weakness:** A 5-week time period to accomplish a capstone project of this magnitude is challenging for the students. The length of time for this assignment to be completed will be discussed during a curriculum review.  **Degree Program Outcome Met:** Expand his/her professional role as a provider of care to incorporate nursing theory into the design and coordination of safe nursing care of persons, families, groups and communities.  1c. Students considered individual and cultural differences, environmental influences, legal and ethical rights and societal values for persons, families, groups and communities with a variety of health needs, problems, and issues within diversified health care settings as demonstrated by observation (site checks), review of journaling, & preceptor evaluations of all students enrolled in 4224. **Interpretation of results** demonstrates all students enrolled provided professional nursing behaviors\* during their field experiences, therefore made a passing score.  **Strength:** Students are experiencing multiple layers of the community by going to a variety of sites during field hours. Appreciating the complexity of communities & how they function is a critical step toward understanding public health today.  **Weakness:** The experience/knowledge gained is largely dependent on the mentoring/sharing received from the preceptor.  **Degree Program Outcomes Met:** Expand his/her professional role as a provider of care to incorporate nursing theory into the design and coordination of safe nursing care of persons, families, groups and communities  Advocate for the provision of ethical and legally sound professional nursing care which focuses on achievement of cost-effective, quality outcomes. | Y  Y  Y  Y  Y      Y  Y  Y |
| 2a.  Advocate for the provision of ethical and legally sound professional nursing care which focuses on achievement of cost-effective, quality outcomes.   1. 3. Demonstrate leadership and management competencies including professional growth in critical thinking, problem solving, effective communication, and collaboration skills. | 2a. Professional Nursing behaviors evaluated using Field Experience Evaluation tool for NURS 4214 which evaluates the student’s ability to relate organization philosophy and theory to nursing practice, compares/contrasts leadership and management principles in a healthcare setting, analyze a HCO using leadership, management and change theories as they relate to nursing practice settings, apply decision-making and problem solving process to nursing practice and healthcare setting, analyze basic management methods, tools, strategies, and skills, and describe concepts of resource management.    *Surveys:*  2b. Graduate survey (Program Completion Survey)    3a. The students will read, present discuss, and be graded with a rubric on The Institution of Medicine, Robert Woods Johnson Foundation *The Future of Nursing.* The student will assess the role of the RN in transformation of practice, research, education, and leadership. The student will apply the emerging role of the RN as applied to new health care legislation such as the Affordable Care Act on web assignments. Grading will be accomplished by use of a rubric as well as class discussions.  *Surveys:*  3b. Graduate (Program Completion survey) | 2a. 90% of students enrolled in NURS 4214 Management & Leadership in Nursing, will be able to relate the objectives to field experience sites as evidenced by site checks made by faculty (observation), journaling, preceptor evaluations, & achievement of passing score the professional nursing behavioral components on the Field Experience Evaluation form.  This is a pass  or fail component of the course.  .  2b. 90% of BS/N graduates completing the graduate survey (program completion survey) during their last upper division nursing course will report that they advocate for the provision of ethical professional nursing care which focuses on culturally competent cost-effective quality outcomes.  Graduate/ program survey was developed by BS/N faculty. Survey questions correspond to program outcomes; course objectives, student learning outcomes and national nursing accreditation standards.  3a.90% of students enrolled in NURS 4214 Leadership and Management will demonstrate leadership and management competencies as evidenced by achievement of a composite score of 75% on presentations, discussions, and web assignments  3b. 90% of BS/N graduates completing the graduate survey (program completion survey) during their last upper division nursing course will report that believe they demonstrate leadership & management competencies including professional growth in critical thinking, problem solving, effective communication, and collaboration skills.  Graduate/ program survey was developed by BS/N faculty. Survey questions correspond to program outcomes; course objectives, student learning.  outcomes and national nursing accreditation standards. | 2a. 100% of NURS 4214 students will be included in the sample  2b. 100% of students completing the upper division nursing courses during Fall 2012 were given a survey & will be included in the sample  2b. 100% of students completing the upper division nursing courses during Sum 2013 were given a survey & will be included in the sample.  3a. 100% of NURS 4214 students will be included in the sample  3b.100% of students completing the upper division nursing courses during Fall 2012 were given a survey & will be included in the sample  3b. 100% of students completing the upper division nursing courses during Sum 2013 were given a survey & will be included in the sample. | 2a. Fall 12  Cohort # 8  N = 13  Spr 13  Cohort # 9  N = 15  2b. Fall/12  N=13  (Cohort #8)  Sum ‘13  N=15  (Cohort #9)  3a. Fall 12  Cohort # 8  N = 13  Spr 13  Cohort # 9  N = 15  3b. Fall’12  N=13  (Cohort #8)  Sum ‘13  N=15  (Cohort #9) | 2a. Fall 12: Pass/Fail no grade assigned  Pass 13  Spr 13: Pass/Fail no grade assigned  Pass 14  Incomplete 1  2b. Fall/12  84.6% = Strongly Agree  7.7% = Agree  N=13 (cohort #8)  57.1% = Strongly Agree  42.9% = Agree  N=15 (Cohort #9)  Grade of:  A : N = 13  Grade of:  A : N= 15  3b. Fall/12  N=13  Cohort #8  76.9% = Strongly Agree  15.4% = Agree  3b. Summer/13  N = 15  Cohort #9  71.4% = Strongly Agree  28.6% = Agree | 2a. Application of students’ comprehension of management and leadership theory was demonstrated through the students’ ability to focus on organization philosophy and theory and compare this to nursing practice, identify leadership and management principles in a healthcare setting, analyzing a HCO using leadership, management and change theories as they relate to nursing practice settings, apply decision-making and problem solving processes to nursing practice and healthcare settings, analyzing basic management methods, tools, strategies, and skills, and describe concepts of resource management.  **Strengths:** The diversity of the nursing leadership opportunities available for the BSN students give them opportunities to observe a variety of management approaches based on the mission & philosophy of the organization  .  **Degree Program Outcomes Met:** Advocate for the provision of ethical and legally sound professional nursing care which focuses on achievement of cost-effective, quality outcomes.  Demonstrate leadership and management competencies including critical thinking, problem-solving, effective communication and collaboration skills.  **2b. Conclusion:**  >90% of students reported  they agree or strongly agree in both cohorts.  **2b. Strength:**  Data is now available to allow for evidence-based decision making.  **2b.Weakness:**  Needs to be integrated with the online campus survey system.  **2b.Degree Program Outcome Met:**  End of program surveys provide students with an opportunity for feedback related to their perception of what they have learned and provide data for faculty and stakeholders to consider if learning did indeed occur as well as what could or should be done differently. Continue administering graduate program completion survey for student enrolled in the last upper division nursing course.  3a. This demonstrates that students have expanded their knowledge and are able to interpret the changing roles of nursing in the context of change.  **Degree Program Outcomes Met:** Advocate for the provision of ethical and legally sound professional nursing care which focuses on achievement of cost-effective, quality outcomes. Demonstrate leadership and management competencies including critical thinking, problem-solving, effective communication and collaboration skills.  Appraise research and evidence-based findings  for implementation with selected nursing practice functions. Evaluate the employment of information technology for the purpose of enhancing quality of nursing care.  **3b Conclusion:**  >90% of students reported they agree or strongly agree in both cohorts.  **Strength:**  Data is now available to allow for evidence-based decision making.  **Weakness:**  Needs to be integrated with the online campus survey system.  **Degree Program Outcome Met:**  End of program surveys provide students with an opportunity for feedback related to their perception of what they have learned and provide data for faculty and stakeholders to consider if learning did indeed occur as well as what could or should be done differently. Continue administering graduate program completion survey for student enrolled in the last upper division nursing course. | Y  Y  Y  Y  Y  Y  Y |
| 4. Student will appraise research and evidence-based findings for nursing practice. | 4a. NURS 4213 Nursing Science and Research Nursing Poster Presentation | 4a. 90% of students enrolled in NURS 4213 Nursing Science and Research will submit and present a satisfactory Poster presentation that describes implementation of evidence-based findings as demonstrated by a score of 74% or higher. | 4a. Using a program approved grading criteria rubric for this assignment, course faculty observed and listened to the students’ presentation. 100% of NURS 4213 students are included in the sample. | Fall/2012  N= 9  (Cohort #9a)  Fall/2012  N=6 Cohort  (Cohort 9b)  Spring/ 2013  N= 10  (Cohort 10) | Fall/2012  96% of the students in NURS 4213 Cohort 9a scored satisfactory or higher level with their poster presentations.  Fall/2012  100% of NURS 4213 students in the Fall 2012 Cohort 9b and  Spring 2013  Students scored at the satisfactory or higher level with their poster presentations. | **4. Conclusion:**  >90% of students in NURS 4213 Cohort # 9a scored satisfactory or higher level with their poster presentations.  N= 9  A = 8  D = 1  100% of students in NURS 4213 cohort # 9b scored satisfactory or high level with their poster presentations.  N = 6  100% of NURS 4213 students in the Spring 2013 cohort #10 scored satisfactory or higher level with their poster presentations. N = 9  **Strength:**  RSU RN-BSN students gain beginning skills in discerning valid research outcomes from invalid results. Additionally, students learn significance of practicing nursing that is evidence-based.  **Weakness:**  1 student did not perform at a satisfactory level. Will continue measuring to continue trend.  **Degree Program Outcome Met:**  Satisfactory completion of this assignment demonstrates students’ ability to locate evidence-based findings that support nursing procedures or policies and communicate this evidence via poster and podium presentations. Will continue trending. | Y  Y  Y |
| 1. 5. Evaluate how information technology enhances the quality of nursing care. | 5a. Evaluation of the student’s use of specialized databases for nursing and health-related information as demonstrated by presentations & a written paper that requires a minimum of 5 research-based articles that are less than 5 years old. | 5a.90% of students enrolled in NURS 4003 will satisfactorily use professional electronic databases to identify, discuss, and apply informatics to collect appropriate & factual data for the required presentation &K written paper. (passing score = 74%/2.0/C) | 5a. Using a grading criteria rubric, faculty assess students; utilization of specialized databases to obtain appropriate nursing & health-related information as previously described. 100% of NURS 4003 students will be included in the sample. | 5a.Fall/12  N=10  Cohort #9  Spring/13  N=11  Cohort #10 | 5a. Fall/12  N= 10  A = 10  Spring/13  N=11  A = 10  B = 1 | 5a. The students were able to correctly retrieve professional nursing & health related information from professional databases.  **Strengths:** Provides a new avenue for the student to open a window into evidence-based nursing practice.  **Weakness:** APA is the universal professionally recognized writing format for nursing. This is the first class that requires papers written in APA format. Many students are not adequately prepared to write in APA format.  **Degree Outcome Met:** | 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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| **Degree Program Outcomes** | **Instructional or Assessment Changes** | **Rationale for Changes** | **Impact of Planned Changes on Student Learning and Other Considerations.** |
|  | For web assignments, students are required to submit a question related to the reading requesting further information or clarification. (NURS 4003 Professional Roles) | . To generate overall class discussion demonstrating understanding and application of presented material. | To validate student learning and understanding is occurring. |

1. (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** |
| No suggestions for this year. |  |  |  |

**7)** Assessment Measures:

1. How many different assessment measures were used? 8
2. List the direct measures:

Rating of student skills by their field experience supervisors

Poster presentations

Community capstone project

Presentations

Written work scored using a rubric

1. List the indirect measures

Course grades

Assignment grades

End-of-course student evaluations that ask about the course

