

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

Fall 2013 – Spring 2014

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

Nursing, B.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 local and global communities. Three departments comprise this	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	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

University Mission	School Mission	Department Mission	Degree Program Mission
	<p>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</p> <ul style="list-style-type: none"> •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. 	<p>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.</p>	<p>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.</p> <p>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</p>

University Mission	School Mission	Department Mission	Degree Program Mission
			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 BS/N Program supports the university commitments, school & department purposes with the following measured outcomes from the ACEN Standard VI Systematic Plan of Evaluation (SPE) & BS/N Program Student Learning Outcomes(SLO) : The SPE or SLO that supports the university, school and Department will be bolded & bracketed with the corresponding page used for measurement. Program Completion & Job Placement [SPE/1- pg.9 SPE/5 – pg. 12-13] Demonstrate leadership and management competencies including professional growth in critical thinking, problem-solving, effective communication, and collaboration skills, [SLO #3 - pg. 14]

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.	Graduate & Alumni Satisfaction [SPE/2,3 - pg. 9-10] Advocate for the provision of ethical professional nursing care which focuses on culturally competent cost-effective quality outcomes.[SLO #2 – pg. 14]
To provide a general liberal arts education that supports specialized academic program sand 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."	Job placement/Advanced Education (1,2,3)[SPE/5 - pg. 12-13] Appraise research & evidence-based findings for implementation with selected nursing practice functions. [SLO #4 - pg. 15]
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."	Graduate & Alumni Satisfaction [SPE 2 & 3 – pg. 9-10] 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 [SLO #1 - pg. 13]
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	Graduate & Alumni Satisfaction [SPE 2 & 3 – pg. 9-10] Choose to contribute to the growth of the nursing profession. [SLO # 6 - pg. 16]

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
		guidance and direction to support resources.”	Evaluate how information technology enhances the quality of nursing care. [SLO #5 – pg. 15]
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.”	Graduate & Alumni Satisfaction [SPE 2 & 3 – pg. 9-10] 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 - pg. 13]
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.”	Graduate, Alumni, & Employer Satisfaction [SPE 2,3, & 4 – pg. 9-11] 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 - pg. 13]

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
1) On web-assignments - Students are now required to submit a question related to the reading requesting further information or clarification in the Professional Roles Course (NURS 4003).	Yes	1) The quality of the discussion and interaction has increased significantly.
2) The rubric needs to be reconstructed to include firmer expectations regarding APA format, grammar, spelling, & punctuation in the Family, Community, & Public Health I (NURS 4224)	Yes	2) Points earned for correct APA formatting, grammar, spelling, & punctuation were added to the rubric in this course. This has motivated new student discussions and interactions with improved student writing as an outcome. Additionally, the writing lab is now meeting with interested students, which has added to the student writing improvement.
3) The challenges of students preparing their capstone project in a 5-week course (Family, Community, & Public Health II – NURS 4234) will be discussed during curriculum review as to changes that may be appropriate.	No	3) The importance of the capstone project, including the challenges of the multiple areas to be addressed by the student learner was discussed at the curriculum meeting. It was determined that changes would not occur at this time.
4) BS/N survey data needs to be integrated with the on-line campus survey system.	No	4) This was discussed with the office of Accountability and Academics briefly. It was determined the campus survey system was not prepared to integrate with the BS/N survey system at this time. However, Dr. Milliken requested that BS/N
	Yes	

<p>5) APA is the universal professionally recognized writing format for nursing. Many students are not adequately prepared to write in APA format. (Professional Nursing Role – NURS 4003).</p>		<p>survey results be shared with her department. All survey data is now shared with Dr. Milliken in the Office of Accountability and Academics.</p> <p>5) The same process for this course mirrored the implementation of the NURS 4224 course (see impact of changes listed under 2).</p>
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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
<p>1-A: Mission</p> <p>1) The Degree Program Mission statement does not match that given in the RSU Bulletin, page 148.</p> <p>2) The degree program Mission statement includes the mission for the AA Nursing degree. Do you think this is necessary?</p> <p>1-B: Learning outcomes/departmental purposes alignment:</p> <p>1) There was some incongruity in the alignment of departmental purposes and student learning outcomes with the university commitments.</p>	<p>No</p> <p>No</p> <p>Yes</p>	<p>1) The update/addition missed the bulletin cycle. Currently the program description is listed; however the mission will be added prior to publishing the 2015-2016 bulletin.</p> <p>2) The nursing program is viewed as one program. The BS/N program builds on the AA/S program.</p> <p>1) BS/N Program Goals, Program Student Learning Outcomes, and BS/N Program Outcomes have been more closely aligned with the commitments of the university. The <u>Systematic Plan</u></p>

<p>2) There are some slight differences in the wording of the SLO's in this column with those listed in column #1 of part 4. SLO #1, for example, exchanges "persons" & "individuals".</p> <p>3) SLO #2 from part 4 not listed</p>	<p>No</p>	<p>of Evaluation aligned with the <u>Accreditation Commission for Education in Nursing</u>, and <u>BS/N Program Student Learning Outcomes</u> are listed as supportive documentation. For the ease of the reviewer, page mapping has been added.</p> <p>2) The verbiage for Program Goals is "<u>persons</u>" whereas with SLO's is "<u>individuals</u>". The words/terms are interchangeable. The BS/N committee met and determined that both terms were interchangeable and prerequisite to students understanding the depth and perception of ever-changing worldviews.</p> <p>3) All applicable Program Goals, Student Learning Outcomes, and Program Outcomes are aligned with appropriate corrections made. The BS/N committee recognized the issue as typographical.</p>
<p>4-A: SLO's</p> <p>1) The review team thought the learning outcomes could be reworded to make them direct and succinct. Suggested changes given.</p>	<p>No</p>	<p>1) The BS/N committee met and remains convinced, for accreditation purposes, the wording of the learning outcomes should continue as stated. The written outcomes are supported by the <u>Systematic Plan of Evaluation</u>, aligned with the <u>Accreditation Commission for Education in Nursing</u>, and <u>BS/N Program Student Learning Outcomes</u>.</p>
<p>4-G: SLO Conclusions:</p> <p>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. While such discussion details can be included, the primary focus should be on student progress toward the stated learning outcomes.</p>	<p>Yes</p>	<p>1) The BS/N Program Committee has realigned the primary focus to accommodate student & student/stakeholders outcomes.</p>
<p>2) On page 9, conclusions refer to "both courses" but only one course (NURS 4224) is mentioned as Assessment Measure.</p>	<p>Yes</p>	<p>2) This was an error that has been corrected with the newly developed formatting.</p>

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 strengths and weaknesses of their performance.

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) Program Completion	85% of student's will complete the nursing program from the time students complete NURS 4224 (Family, Community, & Public Health Nursing I)	Spring/2014: Cohort #11/N = 18 92% Fall/2013: Cohort #10/N = 9 100%	ELA met; Continue to monitor/trend. ELA met; Continue to monitor/trend.	Reassess May/2014. Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark. Continue trending.
2) Graduate Satisfaction	80% of the graduates will report being "satisfied" or "very satisfied" with their nursing educational experience at RSU (Graduate Survey)	Spring/2014: Cohort #11/N = 18 Very Sat: 27% Sat: 67% Overall:=94% Fall/2013: Cohorts #10/N = 9 Very sat: = 44% Sat: = 56% Overall:=100%	ELA met; Continue to monitor/trend. ELA met; Continue to monitor/trend.	Reassess May/2014. Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark. Continue trending.
3) Alumni Satisfaction	80% of the alumni will report being	Spring/2014: (Sent to Spring &	ELA met; Continue to monitor/trend.	Reassess May/2014. Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark.

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
<p><u>A:(6 months - 1 year post grad)</u></p> <p>Alumni Satisfaction <u>B:(3 years post grad)</u></p>	<p>“satisfied” or “very satisfied” with their nursing educational experience at RSU (Survey)</p> <p>80% of the alumni will report being “satisfied” or “very satisfied” with their nursing educational experience at RSU (Survey)</p>	<p>Fall/2013 graduates) Cohort # 9/N = 15 Cohort # 10/N = 9 Very Sat: = 83.33% Sat: = 16.67% Overall: = 100%</p> <p>Fall/2013: (Sent to Cohorts # 7 - 9) N=15 Very Sat: = 46.15% Sat: = 50% Dissat: = 3.85%</p> <p>Spring/2014: (Sent to Cohorts # 6 & 7 individually) N=11 Cohort #6/N=3 Very Sat: = 33.33 Sat = 66.67 Overall = 100%</p> <p>Cohort #7/N=8 Very Sat: = 37.50 Sat: = 62.50 Overall = 100%</p> <p>Fall/2013 (Sent to Cohorts # 1 - 6) N=28</p>	<p>ELA met; Continue to monitor/trend.</p> <p>ELA met; Continue to monitor/trend.</p> <p>ELA met; Continue to monitor/trend</p>	<p>Reassess May/2014. Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark. Note: Cohorts were aggregated and need to be solicited and reported as individual cohorts.</p> <p>Continue trending & reassess May/2014. Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark.</p> <p>Reassess May/2014. Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark.</p>

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
<p>4) Employer Satisfaction <u>A - 1 year post grad</u></p> <p><u>B:(3 years post grad)</u></p>	<p>80% of the employers responding to the survey will report being "satisfied" or "very satisfied" with the RSU alumni performance (Survey)</p> <p>80% of the employers responding to the survey will report being "satisfied" or "very satisfied" with the RSU alumni performance (Survey)</p>	<p>Very Sat: = 47% Sat: = 53% Overall: = 100%</p> <p><u>Spring/2014:</u> Cohort # 10/N=5 Very Sat: = 100%</p> <p><u>Fall 2013:</u> Cohorts # 7- 9) N=15 (Only 3 employers were identified & responded n=3) Very Sat: = 100%</p> <p><u>Spring/2014:</u> Cohort # 6 = no response/no data</p> <p>Cohort # 7/N=6 Very Sat: = 100%</p> <p><u>Spring/2014:</u></p>	<p>ELA met; Continue to trend</p> <p>ELA met; with poor results. Continue to monitor/trend individually.</p> <p>ELA not met; Continue to monitor & investigate.</p> <p>ELA met; Continue to monitor/trend.</p>	<p>Note: Cohorts were aggregated and need to be solicited and reported as individual cohorts.</p> <p>Reassess May/2014. Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark.</p> <p>Reassess May/2014.. Note: Cohorts were aggregated and need to be solicited and reported as individual cohorts.</p> <p>Continue to monitor & trace down graduates to get feedback on RSU experience & employer information for feedback</p> <p>Reassess May/2014. Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark.</p>

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) Job Placement	<p>1) 40% of graduates will be employed in rural health care settings within three years following graduation (Survey).</p> <p>2) 40% of graduates will advance in their positions within three years following graduation (Survey).</p> <p>3) 30% of graduates will enroll in formal advanced education within 3 years following graduation (Survey)</p>	<p>Cohort # 7/N=8 Yes = 50%</p> <p>Cohort # 6/N=3 Yes = 33.33%</p> <p>Fall/2013: Cohorts # 1-6/N=28 Yes = 27%</p> <p>Spring/2014: Cohort #7/N=8 Yes = 50%</p> <p>Cohort # 6/N=3 Yes = 66.67%</p> <p>Fall/2013: Cohorts # 1-6/N=28 Yes = 47%</p> <p>Spring/2014: Cohort #7/N=8 Yes = 25%</p> <p>Cohort # 6/N=3 Yes =50%</p> <p>Fall/2013:</p>	<p>ELA met; Continue to trend.</p> <p>Ela met; Continue to trend.</p> <p>ELA not met; Continue to trend.</p> <p>Ela met; Continue to monitor/Trend.</p> <p>ELA met; Continue to monitor/Trend.</p> <p>ELA not met; Continue to trend.</p> <p>ELA met; Continue to trend.</p>	<p>Reassess May/2014. Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark.</p> <p>Reassess May/2014. Note: Cohorts were aggregated and need to be solicited and reported as individual cohorts.</p> <p>Reassess May/2014. Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark.</p> <p>Reassess May/2014. Note: Cohorts were aggregated and need to be solicited and reported as individual cohorts.</p> <p>Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark.</p> <p>Reassess May/2014.</p>

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
		Cohorts # 1-6/N=28 Yes = 40%		Note: Cohorts were aggregated and need to be solicited and reported as individual cohorts.

A. Required Program Student Learning Outcomes	B. Expected Level of Achievement (Blended Classes)	C. Actual Level of Achievement	D. Action	E. Resulting Action (s) Taken/to be Taken with Time Frame for Implementation
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.	85% of the students in the Health Assessment/Promotion NURS 4013B course will earn an overall score of 85% or higher in the in-class laboratory 8-system assessments & 85% or higher on the internet/field assessments.	<u>Spring/14:</u> Zap:5015/N=10 100% >85% Lab, Internet, & Field <u>Summer/14:</u> Not offered <u>Fall/13:</u> Zap:4054/N=14 100% >85% Lab, Internet, & Field Zap:4013/N=10 100% >85% Lab, Internet, & Field	<p>ELA met. Continue to monitor/trend.</p> <p>ELA met. Continue to monitor/trend</p>	<p>Reassess May/2014. Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark.</p> <p>Continue to monitor/trend. Reassess Spring/2014.</p>
2) Advocate for the	85% of the	<u>Spring/14</u>		

<p>provision of ethical professional nursing care which focuses on culturally competent, cost-effective, quality outcomes.</p>	<p>students in Rural Nursing/ NURS 4113 will be able to define & describe an issue affecting a rural population as demonstrated by a grade of 85% or higher on their issue paper & presentation.</p>	<p>Zap:5017/N=18 100% >85%</p> <p>Summer/14: Zap:6020/N=11 100% >85%</p> <p>Fall/13: Not offered</p>	<p>ELA met. Continue to monitor/trend</p> <p>ELA met. Continue to monitor/trend</p>	<p>Reassess May/2014. Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark.</p> <p>Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark.</p>
<p>3) Demonstrate leadership and management competencies including professional growth in critical thinking, problem-solving, effective communication, and collaboration skills.</p>	<p>85% of the students in Management & Leadership in Nursing/NURS 4214 will score 85% or higher on the weekly on-line module assignments designed to promote critical thinking & problem solving as well as effectively communicate the information to peers.</p>	<p>Spring/14 Not offered</p> <p>Summer/14: Zap:6021/N=18 72% Class Average.</p> <p>Fall/13: Zap:4016/N=10 90% >85%</p>	<p>ELA met. Continue to monitor/trend.</p> <p>ELA met; Continue to monitor/trend.</p>	<p>Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark.</p> <p>Reassess May/2014. Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark.</p>
<p>4) Appraise research</p>	<p>85% of the</p>	<p>Spring/14</p>	<p>ELA met. Continue to</p>	<p>Continue to monitor/trend until Fall/2014 to reassess for</p>

and evidence-based findings for nursing practice.	students in Family, Community, & Public Health Nursing II/NURS4234 will score 85% or higher on an epidemiological community assessment requiring research, research application, critical thinking, and application in a group collaborative effort.	Zap:5023/N=18 100% >85% Summer/14: Not offered Fall/13: Zap:4018/N=10 100% >85%	monitor/trend. ELA met. Continue to monitor/trend.	possible new benchmark. Reassess May/2014. Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark.
5) Evaluate how information technology enhances the quality of nursing care.	85% of the students in the Nursing Science & Research NURS 4213B course will earn a score of 85% or higher who choose to do a poster presentation. Note: The presentation requires class, internet, & field experience time to complete.	Spring/14 Zap:5019/n=11 100% >85% Summer/14: Not offered Fall/13: Zap: 4015/n=9 100% >85% Zap:4014/n=10 100% >85%	ELA met; Continue to monitor/trend. ELA met; Continue to monitor/trend.	Continue to monitor/trend until Fall/2014 to reassess for possible new benchmark. Continue to monitor/trend. Reassess Spring/2014.
6) Choose to	85% of the	Spring/14	ELA met.	Continue to monitor/trend until Fall/2014 to reassess for

contribute to the growth of the nursing profession.	students in the Professional Nursing Role NURS 4003 course will be able to explain the influence historical nursing figures had on the evolution of nursing and the importance of contributing if nursing is to continue to grow & evolve.	Zap:5013/N=12 100% >85% Summer/14: Not offered. Fall/13: Zap:4012/N=9 100% >85%	ELA met.	possible new benchmark. Continue to monitor/trend. Reassess Spring/2014.
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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.
All 5 BS/N Program Outcomes & 6 BS/N Program Student Learning Outcomes will be reviewed Spring/2015.	Student learning outcome benchmarks and consumer feedback through survey and course evaluations will drive changes if appropriate.	Outcomes are based on current academic standards, student, and consumer feedback. Future changes will be driven by the same standards.	The form or format will follow the function of the feedback received from the survey from the graduates, alumni, and employers; it is difficult to foresee how the instructional or assessment changes will look at this time.

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

PART 7 (A & B)

Assessment Measures and Faculty Participation

A. Assessment Measures:

- 1) How many different assessment measures were used? 14
- 2) List the direct measures (see rubric):
 - Community Capstone project
 - Presentations
 - Poster
 - Written work scored using a rubric
 - Employer ratings of the skills of recent graduates
 - Student reflections on their values, attitudes, and beliefs as an outcome of the program
- 3) List the indirect measures (see rubric):
 - Course grades
 - End of course student evaluations that ask about the course
 - Admission rates into graduate programs
 - Placement rates of graduates into appropriate career positions
 - Alumni perceptions of their career responsibilities and satisfaction
 - Student ratings of their knowledge and skills and reflections on what they have learned over the course of the program.
 - Student/alumni satisfaction with their learning, collected through surveys.

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
Dr. Teri Bycroft	Collect data, analyze data, prepare report, review report	<i>T Bycroft</i>
Dr. Marla Smith	Collect data, analyze data, prepare report, review report	<i>Marla Smith</i>
Dr. Nancy Diede	Collect data, analyze data, prepare report, review report	<i>Nancy Diede</i>

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Nancy Diede, Ed.D.	<i>Nancy Diede</i>	9/15/2014
Dean	Keith Martin, Ph.D.	<i>Keith W. Martin</i>	9/16/2014