

# UNIVERSITY ASSESSMENT COMMITTEE

## Feedback to Departments on Assessment Activities Reported in 2005-2006 Annual Reports

DEPARTMENT Nursing DATE September 2007

COMMITTEE MEMBER(S) CONDUCTING REVIEW \_\_\_\_\_

### 1. STUDENT LEARNING GOALS

- |                                       |              |                |                           |
|---------------------------------------|--------------|----------------|---------------------------|
| • Were any goals referenced?          | YES <u>X</u> | NO <u>    </u> | QUALIFIED Y/N <u>    </u> |
| • If so, were goals well articulated? | YES <u>X</u> | NO <u>    </u> | QUALIFIED Y/N <u>    </u> |
| • Do goals address student learning?  | YES <u>X</u> | NO <u>    </u> | QUALIFIED Y/N <u>    </u> |

In addition to the Departmental goals, please also consider UND's Institutional and General Education goals for student learning (shown in alignment within parentheses). For each goal, use a Y (yes), N (no), or ? (qualified y/n or uncertain) to indicate whether this department has a similar or related goal.

  UG, G\_1 Communication ("communicate effectively, both orally and in writing")

  UG, G\_2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")

  UG, G\_3 Informed choices ("make informed choices")

  UG, G\_4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")

     G\_5 Lifelong learning ("commit themselves to lifelong learning")

  UG      6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")

  UG, G\_7 Service/citizenship ("commit themselves to...the service of others," and "share responsibility both for their communities and for the world")

***Comments regarding Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals:***

**Undergraduate:** Assessment activities addressed in the Annual Report for FY 2006 (AY 2005-2006) focus on the undergraduate nursing curricula. Program objectives are clearly articulate. Institutional goals and objectives are embedded in program objectives.

**Graduate:** Graduate program goals and objectives are not addressed in the College of Nursing Annual Report. Graduate program (Master's and Doctoral level) goals and objectives, however, are clearly articulated in the Graduate Nursing Program Plan for Assessment of Student Learning available at [http://www.und.edu/dept/datacol/assessment/unsecure/0405/nurs\\_gr.pdf](http://www.und.edu/dept/datacol/assessment/unsecure/0405/nurs_gr.pdf). Institutional goals 1, 2, 3, 4, 5, and 7 are directly or implicitly addressed by the graduate program objectives.

### 2. ASSESSMENT METHODS

- |  |              |                |                           |
|--|--------------|----------------|---------------------------|
| Were any specific assessment methods referenced?   | YES <u>X</u> | NO <u>    </u> | QUALIFIED Y/N <u>    </u> |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals?        | YES <u>X</u> | NO <u>    </u> | QUALIFIED Y/N <u>    </u> |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES <u>X</u> | NO <u>    </u> | QUALIFIED Y/N <u>    </u> |

***Comments:***

**Undergraduate:** Assessment methods include 1) Assessment Technology Institute (ATI) testing, whereby student learning is assessed and compared to nursing students nationally at various points throughout the curriculum; 2) NCLEX-RN testing, whereby student performances on the licensing examination are tracked across and between years; 2) undergraduate assessment of student learning which addresses demographic data (enrolled, passed, failed, repeated, challenged, dropped, incomplete), informal student feedback USAT course evaluations, course team discussions, and faculty reflections; and 4) Graduate surveys at 1 and 3 years post graduation relative to graduates' satisfaction with their educational preparation and the graduates' professional development activities since graduation. Each of the program objectives are addressed by one or more assessment methods.

**Graduate:** Graduate program assessment methods are not addressed in the College of Nursing Annual Report, but they are outlined in the Assessment Plan noted above; methods are well matched to the programs' goals and objectives. Methods include direct and indirect measures such as course assignments; capstone projects; clinical experiences/competencies; course and certification examinations; dissertations and other publications; and student, alumni, and employer surveys.

### 3. ASSESSMENT RESULTS

Were any assessment results reported?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, were the results clear in terms of how they indicate need for improvement?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• Were the results tied to goals for student learning?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>

In addition to departmental goals, some assessment results may be applicable to Institutional and General Education goals. A list of the latter goals is included below. Please indicate with a Y, N, or ? whether results reported are applicable to Institutional or General Education goal achievement. For items with a Y or a ?, please describe findings in the appropriate section below.

☒ 1 Communication ("communicate effectively, both orally and in writing")  
☒ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")  
☒ 3 Informed choices ("make informed choices")  
☒ 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")  
☒ 5 Lifelong learning ("commit themselves to lifelong learning")  
☒ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")  
☒ 7 Service/citizenship ("commit themselves to...the service of others," and "share responsibility both for their communities and for the world")

**Comments regarding results and the application of results to Departmental, Institutional and General Education Goals:**

**Undergraduate:** Results are reported for the ATI Tests and the NCLEX-RN licensing examinations; results are compared to program benchmarks and/or national data. The undergraduate curriculum assessment of student learning demonstrates that '100% of students successfully completing the assignments . . . reflect attainment of program objectives.' Faculty assessments of undergraduate courses are summarized, along with recommendations for changes. Graduates 'overwhelmingly' indicate they have met the program objectives.

**Graduate:** Results were not reported in the Annual Report for AY 2005-2006.

### 4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>
• If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	QUALIFIED Y/N <input type="checkbox"/>

**Comments:**

**Undergraduate:** Strategies have been implemented to assist at-risk students for successful licensure post-graduation; strategies include an additional study plan, a repeat ATI Predictor Examination and a required review course. Courses and Learning Experiences have been revised in content, delivery methods, use of technology, and/or testing formats. New courses (Professional Development I & II) are being developed in response to the Alumni Survey.

**Graduate:** Closing the Loop activities were not reported in the Annual Report for AY 2005-2006.

## SUMMARY

### *Strengths*

- ☒ A specific plan for assessment is in place.
- ☒ Student learning goals are well-articulated.
- ☒ Assessment methods are clearly described.
- ☒ Assessment methods are appropriately selected.
- ☒ Assessment methods are well-implemented.
- ☒ Direct and indirect methods are implemented.
- ☒ Results are reported.
- ☒ Results are tied to closing the loop.  
(Decision-making is tied to evidence.)

### *Areas for Improvement*

- ☐ No specific plan for assessment is in place.
- ☐ Student learning goals are not well-articulated.
- ☐ Assessment methods are not clearly described.
- ☐ Assessment methods are not appropriately selected.
- ☐ Assessment methods are not well-implemented.
- ☐ A single type of assessment methods predominates.
- ☐ No results are reported.
- ☐ Results are not clearly tied to closing the loop.  
(Decision-making is not directly tied to evidence.)

## OVERALL SUMMARY AND RECOMMENDATIONS:

The Undergraduate Nursing Program Plan for Assessment of Student Learning is available at [http://www.und.edu/dept/datacol/assessment/unsecure/0405/nurs\\_ug.pdf](http://www.und.edu/dept/datacol/assessment/unsecure/0405/nurs_ug.pdf). The delineation and format of this plan is parallel to guidelines promoted elsewhere in the institution.

Assessment activities for undergraduate nursing education are well addressed and articulated. Program objectives are closely aligned with institutional goals and objectives. Assessment methods are matched to program objectives and multiple strategies (both direct and indirect) are in place. Results are closely analyzed and triangulation of results is evident. Closing the loop activities have been implemented and their effectiveness will be addressed by ongoing assessment activities. The college is to be commended for the clarity, breadth and depth of its undergraduate assessment plan and activities.

The assessment activities addressed in the annual report for AY2005-2006 pertain to undergraduate programs. The Graduate Nursing Program Plan for Assessment of Student Learning is available at [http://www.und.edu/dept/datacol/assessment/unsecure/0405/nurs\\_gr.pdf](http://www.und.edu/dept/datacol/assessment/unsecure/0405/nurs_gr.pdf). The plan is well formulated and parallels guidelines promoted elsewhere in the institution. Methods of assessment are identified along with benchmarks for competency, timelines, personnel responsible for completion of the assessment activity, and the anticipated use of assessment findings. The committee looks forward to reading of the graduate program assessment results and closing the loop activities in subsequent years.

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Section 1: Y-UG & G    Section 2: Y-UG & G    Section 3: Y-UG; NA-G    Section 4: Y-UG; NA-G

### Coding Key:

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done