

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2008-09 Annual Reports
UNDERGRADUATE PROGRAMS

DEPARTMENT: Nursing

DATE: 4/27/2010

COMMITTEE MEMBER(S) CONDUCTING REVIEW: Jo-Anne Yearwood & Barbara Combs

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> |

***Comments:** The 11 student learning goals are clearly articulated in an updated 2009-2010 Undergraduate Nursing Program Plan for Assessment of Student Learning.*

In addition to the Departmental goals, please also consider UND's Institutional and Essential Studies goals for student learning (shown in alignment within parentheses) and identify which goals are similar to departmental goals.

- X 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
 X 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
 X 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
 X 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
 X 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
 X 7 Lifelong learning (“commit themselves to lifelong learning”)
 X 8 Service/citizenship (“share responsibility both for their communities and for the world”)

***Comments regarding departmental goals and alignment of departmental goals with institutional and Essential Studies goals:** The undergraduate nursing program goals are very much aligned with the University's Institutional and Essential Studies goals for student learning. The Nursing program learning goals 3, 5, 8 & 9 strongly emphasize both written and oral communication, thus aligning very well with Essential Studies goals 1, 2 and 3. The program's seven remaining goals are directly linked to Essential Studies goals 5, 6, 7 and 8.*

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:** A variety of assessment methods are used to measure student learning including a series of standardized exams from Assessment Technology Institute (ATI) upon entrance into the program, at the completion of various content areas, and as a predictor of success on the National Council Licensing Exam (NCLEX-RN). Students also take the Test of Essential Academic Skill (TEAS) upon entering the program. Critical thinking exams are given as well at entry and exit. The RN Comprehensive Predictor Exam is given at the end of the program. The Nursing program also uses the NCLEX-RN passing rates. The Course Outcome Assessment Form and the Student Outcomes Assessment Form and student and employee surveys are indirect measures of student success.*

3. ASSESSMENT RESULTS

Were any assessment results reported? YES X NO QUALIFIED Y/N

- If so, were the results clear in terms of how they specifically affirm achievement of goals? YES X NO QUALIFIED Y/N
- If so, were the results clear in terms of how they indicate need for improvement? YES X NO QUALIFIED Y/N
- Were the results tied to goals for student learning? YES X NO QUALIFIED Y/N

Comments: Results across multiple assessments were systematically outlined in the 2008-2009 Undergraduate Nursing Program Assessment Report. For example, the nursing faculty “reported that 100% of students who completed the courses met the baccalaureate program outcomes” Also, 100% of respondents of the alumni survey indicated that “they ‘agree or strongly agree’ that the College of Nursing prepared them to practice by meeting the program objectives.” In addition, ATI Exam result, with the exception of one content exam were all above the benchmark and NCLEX passing rates ranged from 87.3% for Fall 2008 graduates to 94.5% for spring 2009 graduates.

In addition to departmental goals, some assessment results may be applicable to institutional and Essential Studies goals. Indicate any goals for which the department presents findings, and, for indicated items, describe findings below. .

 X 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
 X 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
 7 Lifelong learning (“commit themselves to lifelong learning”)
 8 Service/citizenship (“share responsibility both for their communities and for the world”)

Comments regarding results and the application of results to departmental, institutional and Essential Studies goals: Results from the ATI Critical Thinking Entrance and Exit exams were reported. At least two course assessments addressed the need for improved skill in writing.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported? YES X NO QUALIFIED Y/N

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning? YES X NO QUALIFIED Y/N

Comments: At the beginning of the 2008-2009 report, actions that had been taken from recommendations in the previous year's assessment report were listed. Such actions included the revision of the assessment plan, a revision of the survey seeking process to improve the return rate of surveys and the addition of a remedial course to help students meet the Proficiency Level II on the ATI content exams. Significant changes, recommendations, and concerns related to each of the courses taught were summarized as well.

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 very detailed and clearly articulated. Program goals and objectives are closely aligned with institutional goals and objectives. The assessment data shared is clearly outlined using narrative description and data tables to explain findings. Information shared from the "Course Outcome Assessment Forms" that faculty complete on each course they teach, highlighted strengths and weaknesses of the course and included specific recommendations to faculty for areas of improvement .*

The reviewers commend the College of Nursing for such comprehensive reporting and an easy to follow and detailed assessment plan.

MATERIALS REVIEWED

- ☒ Annual report
- ☐ Appendices (cited in annual report)
- ☐ Other (please describe)
- ☒ Assessment plan (as posted)
- ☒ Previous assessment review

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Section 1: ☒ Y Section 2: ☒ Y Section 3: ☒ Y Section 4: ☒ Y

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

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1. STUDENT LEARNING GOALS

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|---------------------------------------|----------|-------|-------------------|
| • Were any goals referenced? | YES__X__ | NO___ | QUALIFIED Y/N ___ |
| • If so, were goals well articulated? | YES__X__ | NO___ | QUALIFIED Y/N ___ |
| • Do goals address student learning? | YES__X__ | NO___ | QUALIFIED Y/N ___ |

Comments: There are seven learning goals listed for the Master of Science in Nursing assessment plan and six learning goals listed in the doctoral program assessment plan. All goals are clearly articulated in a 2005-2006 College of Nursing Assessment Plan of Graduate Student Learning; and most but not all goals listed appear to address student learning. For example, Goal # 3 in MS program states: "Practice in roles appropriate to their respective clinical and functional preparation". This appears to be a goal related to actions that students may take upon completion of the program rather than a learning goal.

Three of the seven goals in the MS in Nursing are reported in the Annual Graduate Assessment Report and a fourth goal not listed in the Assessment Plan is presented in the Annual Report (Integrate relationships between social, cultural, political and economic issues in health care and delivery.) There is a one-to-one match with doctoral goals.

2. ASSESSMENT METHODS

- | | | | |
|--|----------|-------|-------------------|
| Were any specific assessment methods referenced? | YES__X__ | NO___ | QUALIFIED Y/N ___ |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES__X__ | NO___ | QUALIFIED Y/N ___ |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES__X__ | NO___ | QUALIFIED Y/N ___ |

Comments: A variety of direct and indirect assessment methods are used to measure student learning in both the Masters of Science and Doctoral programs. At the Masters level, these methods include observations of students by clinical instructors, written and oral case study presentations (some of which are submitted for publication), certification exams, alumni surveys, employer surveys and the completion of the capstone Independent Study or Thesis. At the Doctoral level, assessment methods include successful completion of written and oral comprehensive examination questions in order to move on to the dissertation stage, submission of a nationally competitive grant, submission of a publishable manuscript, juried, scholarly podium or poster presentation and the completion an individually designed teaching residency.

3. ASSESSMENT RESULTS

- | | | | |
|--|----------|-------|-------------------|
| Were any assessment results reported? | YES__X__ | NO___ | QUALIFIED Y/N ___ |
| • If so, were the results clear in terms of how they specifically affirm achievement of goals? | YES__X__ | NO___ | QUALIFIED Y/N ___ |
| • If so, were the results clear in terms of how they indicate need for improvement? | YES__X__ | NO___ | QUALIFIED Y/N ___ |
| • Were the results tied to goals for student learning? | YES__X__ | NO___ | QUALIFIED Y/N ___ |

Comments: Results for each learning goal in both the Masters and Doctoral programs were carefully outlined in the Graduate Assessment Report from the College of Nursing. For the MS, it was reported that 100% of graduating students successfully completed the capstone project, 85-100% of students passed the national certification exam and graduates responding to the alumni survey indicated agreement or strong agreement with most items with some concerns expressed in two areas ("influencing health policy" and "influencing nursing practice through advanced knowledge and competencies in management").

For the doctorate, it was reported that 100% of the doctoral students, who successfully completed oral and written comprehensive exams, progressed to the dissertation stage; 100% of the doctoral students complete a nationally competitive grant application intended to fund their dissertation with one student submitting a grant during the reporting year (that grant was funded); two of three

doctoral students successfully completed comprehensive exams and seven students had their manuscripts published in referred journals, eight presented at poster presentations and two presented at the podium.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?

YES ☒ X ☐ NO ☐ QUALIFIED Y/N ☐

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?

YES ☐ NO ☐ QUALIFIED Y/N ☒ X ☐

Comments: Actions related to assessment results were reported for the MS program. For example, based upon anecdotal and project results, faculty in the College are looking into the use of Graduate Student Portfolios as a better method of assessing student outcomes. Additionally, information gathered from the certification exams and alumni surveys lead to curriculum changes. The doctoral program initiated changes related to increasing face-to-face time with students; however, it was not clear that this change was related to assessment results.

SUMMARY

Strengths

- ☒ X ☐ A specific plan for assessment is in place.
- ☒ X ☐ Student learning goals are well-articulated.
- ☒ X ☐ Assessment methods are clearly described.
- ☒ X ☐ Assessment methods are appropriately selected.
- ☒ X ☐ Assessment methods are well-implemented.
- ☒ X ☐ Direct and indirect methods are implemented.
- ☒ X ☐ 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 Graduate Nursing Program Assessment Plans for assessment of student learning are very detailed and clearly articulated. Several of the program goals and objectives are easy to follow as presented in the tables. It is evident that the assessment results gathered are carefully reviewed and changes are implemented based upon results especially in the MS program. We suggest that faculty consider post the most recent revision of the assessment plan on the assessment website. Joan Hawthorne can assist in this process.

MATERIALS REVIEWED

- ☒ X ☐ Annual report
- ☐ Appendices (cited in annual report)
- ☐ Other (please describe)

- ☒ X ☐ Assessment plan (as posted)
- ☒ X ☐ Previous assessment review

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