

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in _2011-2012_ Annual Reports
UNDERGRADUATE PROGRAMS

DEPARTMENT Nursing **DATE** April 22, 2013

PROGRAM(S) COVERED IN REVIEW Nursing- Undergraduate

COMMITTEE MEMBER(S) CONDUCTING REVIEW Krista Lynn Minnotte, Ken Ruit, and Wayne Barkhouse

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 undergraduate nursing program's student learning goals are described in the posted assessment plan (dated 2011-2012). There are 11 well-articulated student learning goals.

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.

- | | | |
|--------------|---|--|
| <u> X </u> | 1 | Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”) |
| <u> X </u> | 2 | Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate) |
| <u> X </u> | 3 | Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage) |
| <u> </u> | 4 | Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”) |
| <u> X </u> | 5 | Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”) |
| <u> X </u> | 6 | Diversity (“demonstrate understanding of diversity and use that understanding...”) |
| <u> X </u> | 7 | Lifelong learning (“commit themselves to lifelong learning”) |
| <u> X </u> | 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: Many of the student-learning goals of the undergraduate nursing program connect well with Essential Studies and institutional goals. For example, goal number 4 of advocating for health care that reflects sensitivity to diversity and a view of clients as holistic beings aligns with the ES goal 6. Another example pertains to goal number 6 of demonstrating intellectual curiosity, critical thinking, and motivation towards life-long learning clearly aligning with ES goal 3 and the institutional goal of enhancing lifelong learning (goal 7).

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: The assessment plan for the undergraduate nursing program is very organized and easy for outside readers to understand. Each goal has specific methods that are mentioned for assessing it. Both direct and indirect methods are incorporated. Direct methods include analyzing results from standardized exams, such as ATI exams, and evaluation of seminar presentations. Indirect methods include both alumni surveys and employer surveys.

3. ASSESSMENT RESULTS

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

Comments: Specific findings pertaining to the direct methods of assessment are reported in the annual report, but they are reported in a way that broadly suggests goals are being met (rather than in a way that specifies how each goal is being met). Specific results from an end of program survey are also reported. The results from this survey strongly suggest that students perceive the 11 student-learning goals are being met. It is noted in the annual report that more detailed findings can be obtained from the Undergraduate Nursing Department Chair's office. For future reports, it might be helpful to focus on 1 or 2 goals and describe 1 or 2 specific findings that demonstrate how the goals are being met. That being said, it is clear that a strong emphasis is placed on assessment within the Undergraduate Nursing Program.

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)
- 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”)
- 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 results and the application of results to departmental, institutional and Essential Studies goals: The indirect findings report that students perceive all of the undergraduate nursing program's goals are being met, including those connected to ES and institutional goals.

4. CLOSING THE LOOP

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

Comments: Specific changes are suggested in terms of how to improve the pass rates for the NCLEX-RN. These include increasing participation in ATI resources throughout the program and increasing faculty education in ATI resources. The annual report also mentions that curricular changes based on assessment results will be discussed by the Undergraduate Nursing Council.

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 is to be commended for its strong focus on assessment. The assessment plan was updated recently, and the plan clearly outlines how assessment methods connect with well-articulated student-learning goals. The undergraduate nursing program may wish to report on 1 or 2 goals each year in more detail to give the outside reader a fuller understanding of the assessment process.

MATERIALS REVIEWED

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

Reviewer(s):	Name	Krista Lynn Minnotte	Ken Ruit	Wayne Barkhouse
	Department	Sociology	Anatomy & Cell Biology	Physics & Astrophysics
	Phone Number	777-4419	777-2570	777-3520
	e-mail	krista.minnotte@und.edu	kenneth.ruit@med.und.edu	wayne.barkhouse@email.und.edu

Section 1: ☒ Section 2: ☒ Section 3: ☐ Section 4: ☒

Coding Key:

- Y = yes, this is done appropriately and well (bearing in mind the kind of program(s) reviewed and recognizing that assessment is a cyclical process, i.e., with additional kinds of data to be collected in other years)
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information reported
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done

Revision 10/11/12

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2011-2012 Annual Reports
GRADUATE PROGRAMS

DEPARTMENT Nursing **DATE** April 22, 2013

PROGRAM(S) COVERED IN REVIEW M.S. in Nursing, five post-master certificates, doctor of philosophy in Nursing

COMMITTEE MEMBER(S) CONDUCTING REVIEW Krista Lynn Minnotte, Ken Ruit, and Wayne Barkhouse

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 Master's Program in nursing has 4 student-learning goals listed in the posted assessment plan. These goals are well-articulated and address student learning. The doctoral program has 6 student-learning goals, which are also well-articulated and directly pertain to student learning.

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 incorporated, including those stemming from certification examination and faculty evaluation of student progress. The assessment plan clearly delineates the method used to assess each goal and the person who is responsible for ensuring the assessment takes place. Indirect methods are also incorporated into the plan, including self-evaluation exams, graduate questionnaires, and employer evaluation.

3. ASSESSMENT RESULTS

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

Comments: At the master's level, direct assessment results are reported. They suggest that the goals of the program are currently being met. Indirect assessment data pertaining to the master's program were not collected during the period covered in this review, but plans are underway to collect such data in 2013. Direct assessment data are also reported for the doctoral program, with results indicating goals are being met. Indirect assessment data were also not reported for the doctoral program in nursing.

4. CLOSING THE LOOP

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

YES ☒ 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 ☐

Comments: The annual report outlines several changes that were made to the program based on past assessment results. For example, indirect assessment results were used to help inform changes of the Gerontology NP program.

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 nursing program has a strong focus on assessment. A well-organized assessment plan provides a firm foundation for their assessment efforts. The program also uses assessment results to inform changes to the curriculum.

MATERIALS REVIEWED

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

Reviewer(s):	Name	Krista Lynn Minnotte	Ken Ruit	Wayne Barkhouse
	Department	Sociology	Anatomy & Cell Biology	Physics & Astrophysics
	Phone Number	777-4419	777-2570	777-3520
	e-mail	krista.minnotte@und.edu	kenneth.ruit@med.und.edu	wayne.barkhouse@email.und.edu

Section 1: ☐ Section 2: ☐ Section 3: ☐ Section 4: ☐

Coding Key:

- Y = yes, this is done appropriately and well (bearing in mind the kind of program(s) reviewed and recognizing that assessment is a cyclical process, i.e., with additional kinds of data to be collected in other years)
- 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