

15/16 Program Assessment Report- Senior level

Senior Level 2 Outcomes RNUR2030/2050 2070	I. Demonstrate critical thinking in the role of provider of care, manager of care and member of the discipline of nursing.	II. Integrates the nursing process to meet basic human needs of individuals or groups of individuals with common health problems in a variety of settings.	III. Safely performs technical procedures using judgment based on knowledge of bio-psychosocial principles.	IV. Establishes therapeutic relationships with clients and families as an integral part of nursing care.	V. Facilitates cooperative interpersonal relationships with co-workers as a member of the health care team.	VI. Assumes responsibility for self-direction in the on-going process of learning.	VII. Incorporate knowledge of ethical and legal responsibilities and individual limitations in nursing practice	Comments Fall 2015 RNUR 2030--36 student RNUR2050-30 students Spring 2016 RNUR 2030- 28 students RNUR2050-34 students RNUR2070-
1. Course 2. Assessment 3. Benchmark 4. Faculty	RNUR 2030/50 Comprehensive Final 77% Music/Rose/ Herold Stanger,/ Roepke							All students will take a comprehensive final at the end of the course. Fall 2015 RNUR2030 - 97 % of students were above 77 % on final exam RNUR 2050 93% were at 77% or above Spring 2016 RNUR 2030 89% of students were above 77 % on final exam RNUR 2050 – 94% of the students were at 77% or above

1. Course: 2. Assessment: 3. Benchmark: 4. Faculty		RNUR 2030/50 Concept Mapping S/U Music/Rose/ Herold Stanger/ Roepke						<p>One comprehensive map is completed in each of these courses. The S/U % represents the first time the student submits the concept map.</p> <p>Fall 2015 RNUR2030 – 83% (6/36 Redo)</p> <p>RNUR 2050 -93% (2/30 redo)</p> <p>Spring 2016 RNUR 2030 – 80% (5/25 redo)</p> <p>RNUR 2050 – 97% (1/34 redo)</p>

1. Course: 2. Assessment: 3. Benchmark: 4. Faculty:			RNUR2030/50 Clinical Eval. Tool S/U Music/Rose/ Herold Stanger/ Roepke					Completed at the end of the clinical experience and must 2/3rds of the stated objectives to receive an S/U. Fall 2015 RNUR 2030 - 100% Clinically satisfactory RNUR 2050- 100% were clinically satisfactory Spring 2016 RNUR 2030 100 % Clinically satisfactory RNUR 2050- 100% were clinically satisfactory

1. Course: 2. Assessment: 3. Benchmark: 4. Faculty:				RNUR 2050 Process Recording S/U Music/Rose/ Herold				<p>This assignment is completed during a mental health rotation. The S/U % represents the first time submitted recording..</p> <p>Fall 2015 RNUR 2050 90% achieved an S on the first attempt</p> <p>Spring 2016 RNUR 2050 88% achieved an S on the first attempt</p>
1. Course: 2. Assessment: 3. Benchmark: 4. Faculty:					RNUR2050 Team Leader S/U Music/Rose/ Herold			<p>The team leader experience is done 1 time during the course. The S/U % represents the one time experience.</p> <p>Fall 2015 RNUR 2050 -100%</p> <p>Spring 2016 RNUR 2050- 100%</p>

1. Course: 2. Assessment: 3. Benchmark 4. Faculty:						RNUR2030 Teaching Plan/Health Fair 77% Stanger/ Roepke		This assignment is completed as part of the students community clinical The 77% represents the Final teaching plan grade, which is graded on a rubric. Fall 2015 RNUR 2030 – 97% were above 77%. (1/36 below) Spring 2016 RNUR 2030 96% were above 77%. (1/28 below)
1. Course: 2. Assessment: 3. Benchmark 4. Faculty:						RNUR2070 Legal/ethical Quiz 77%		All students will take the Ethical & Legal Issues Quiz Spring 2016 * Section: 901 * Section 902

Reflection question to help you write your comment narrative and choose your benchmarks

BASIC PARAMETERS:

- Your benchmarks should coincide with benchmarks for any external agency you need to report to. DO NOT do double work.
- This first year we are only using two variables- your benchmark and % of students that met the benchmark. If you prefer your benchmark as a number (74% or higher vs. C or higher) obviously you are free to do that. Again, ESPECIALLY if your external accreditor has that benchmark.
- Each faculty member should assess at least one program outcome.
- First year of this you can use 1 assignment in 1 class to measure the outcome if you are allowed to do that from your accrediting agency.
- Subsequent years you will want to use the same assignment across multiple sections to get your numbers up to a data reliable level.

REFLECTION QUESTIONS: These are only given to help you to reflect, not for you to answer necessarily.

1. Does my accreditor need different benchmark numbers? SEE parameters above ☺
2. Is there anything unusual about this batch of students I used for the assessment? Example given above * for PSYC 2010 was actually experienced by a faculty member. Most of the students in a particular human growth and development section on quarters had taken the A & P sequence. It was a fluke; the success rates for the class were through the roof.
3. Do I see a trend on this particular outcome from the previous year? (this is assumed this form will be used in subsequent years)
4. In relation to question above - what did I do differently this year?
5. Is this an introduction class to our program- does that have any impact on success rates?
6. Was the sample size too small? Was it a bad night and all the good students stayed home? (Probably not, but this type of creative brainstorming actually helps us to see patterns that are right in front of our faces that we discount because of their simplicity.