

16/17 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 2016 RNUR 2030--33 student RNUR2050-39 Spring 2017 RNUR 2030- 36 students RNUR2050-32 RNUR2070-
1. Course 2. Assessment 3. Benchmark 4. Faculty	RNUR 2030/50 Comprehensive Final 77% Music/Rose/ Herold Stanger,/ Roepke-Fall Stanger Spring							All students will take a comprehensive final at the end of the course. Fall 2015 RNUR2030 - 91 % of students were above 77 % on final exam RNUR 2050 -79% 31/39 scored 77% of higher on final exam Spring 2016 RNUR 2030 94% of students were above 77 % on final exam RNUR 2050 – 93% 30/32 scored 77% or higher on final exam

1. Course:		RNUR 2030/50						One comprehensive map is completed in each of these courses. The S/U % represents the first time the student submits the concept map.
2. Assessment:		Concept						
3. Benchmark:		Mapping S/U						
4. Faculty		Music/Rose/ Herold						
		Stanger,/ Roepke-Fall Stanger Spring						
								<p>Fall 2015 RNUR2030 – 83% (3 maps per student 12/99 needed to fix concept maps)</p> <p>RNUR 2050 -89% 35/39</p> <p>Spring 2016 RNUR 2030 – 83% (3 maps per student 18/108 needed to fix concept maps)</p> <p>RNUR 2050 -87% 28/32</p>
1. Course:			RNUR2030/50					Completed at the end of the clinical experience and must 2/3rds of the stated objectives to receive an S/U.
2. Assessment:			Clinical Eval.					
3. Benchmark:			Tool					
4. Faculty:			S/U Music/Rose/ Herold					
			Stanger,/ Roepke-Fall Stanger Spring					
								<p>Fall 2016 RNUR 2030 - 100% Clinically satisfactory</p> <p>RNUR 2050- 100% clinical satisfactory</p> <p>Spring 2017 RNUR 2030 100 % Clinically satisfactory</p> <p>RNUR 2050- 100% clinical satisfactory</p>

1. Course:				RNUR 2050				This assignment is completed during a mental health rotation. The S/U % represents the first time submitted recording..
2. Assessment:				Process				Fall 2015
3. Benchmark:				Recording				RNUR 2050 79% 31/39
4. Faculty:				S/U Music/Rose/ Herold				Spring 2016 RNUR 2050 81% 26/32
1. Course:					RNUR2050			The team leader experience is done 1 time during the course. The S/U % represents the one time experience.
2. Assessment:					Team			Fall 2015
3. Benchmark					Leader			RNUR 2050
4. Faculty:					S/U Music/Rose/ Herold			100% satisfactory
								Spring 2016 RNUR 2050- 100% satisfactory
1. Course:						RNUR2030		This assignment is completed as part of the students community clinical
2. Assessment:						Teaching		The 77% represents the Final teaching plan/teaching project grade, which is graded on a rubric.
3. Benchmark						Plan/Health		Fall 2015
4. Faculty:						Fair		RNUR 2030 – 100 % were above 77%.
						77% Stanger,/ Roepke-Fall Stanger- Spring		Spring 2016 RNUR 2030 100 % were above 77%.

1. Course:							RNUR2070	All students will take the Ethical & Legal Issues Quiz Spring 2016 * Section: 901 Average score 79% * Section 902 Average score: 83% *Section 903 Average score: 80% Total Average: 81%
2. Assessment:							Legal/ethical	
3. Benchmark							Quiz	
4. Faculty:							77% Miller/ Wade Spring only	

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.