**Oakland University Assessment Committee**

**Assessment Plan Format**

**Program Name School of Nursing Bachelor of Science in Nursing (BSN) Program**

**Detailed guidelines for completion of the plan are available on the University Assessment Committee website at**

[**https://www2.oakland.edu/secure/oira/assessment.htm**](https://www2.oakland.edu/secure/oira/assessment.htm)

**1. Citation of appropriate goals from OU’s Role and Mission:**

The following sections from OU’s Role and Mission Statement have relevance for the School of Nursing’s Undergraduate Nursing Program:

1. “A strong core of liberal arts and sciences [will] . . . develop the skills, knowledge and attitudes essential for successful living and active, concerned citizenship [and] an enriched life.”
2. “promotes the arts through research, scholarship and creative activity”
3. “renders significant public service”
4. “. . . curricula prepare students for post-baccalaureate education [or] professional schools. ”

**2. Program Goals:**

**Translation of the university goals into the general goals of your program.**

The School of Nursing’s program goals flow from the goals identified by Oakland University. Although there are several components to the undergraduate nursing program (Basic program, RN/BSN completion program, and Accelerated Second Degree program), the program goals and related end-of-program student learning outcomes are the same. In order to facilitate the understanding of linkages, numerical references that identify the linkages are consistent throughout this plan. For example, the program goal labeled ‘1a’ below flows from Oakland University’s goal labeled ‘1’ above.

1a. The program will enable students to demonstrate critical thinking through synthesis of knowledge from the humanities and the sciences in the application of the nursing process to the independent and collaborative practice of professional nursing.

1b. The program will enable the student to demonstrate effective communication skills and proficiency in information management, including standardized nursing languages, and technology in delivering safe, effective and cost-efficient professional nursing care based on current best practice.

2. The program will enable students to apply ethically and legally grounded clinical judgments supported by research in making decisions about the provision of professional nursing care.

3. The program will enable students to demonstrate adherence to the essentials of the AACN when delivering nursing care across the life span to diverse client populations in a wide variety of settings.

4. The program will enable students to acquire the foundation for continued study at the graduate level.

**3. Student Learning Outcomes**

**Translation of the general goals of your program into specific student learning outcomes indicating what students will know, understand or be able to do after completing the program.**

Based on program goals, relevant student learning outcomes were developed related to each program goal. Again, for clarity, the numerical references are consistent. By the end of the program, students will:

1a. Demonstrate critical thinking through synthesis of knowledge from the humanities and the sciences in the application of the nursing process to the independent and collaborative practice of professional nursing.

1b. Demonstrate effective communication skills and proficiency in information management, including standardized nursing languages, and technology in delivering safe, effective and cost-efficient professional nursing care based on current best practice.

2. Apply ethically and legally grounded clinical judgments supported by research in making decisions about the provision of professional nursing care.

3. Demonstrate adherence to the essentials of the AACN when delivering nursing care across the life span to diverse client populations in a wide variety of settings.

1. Acquire the foundation for continued study at the graduate level.

# 4. Assessment Measures

**Direct Measures of Student Performance** (for example: capstone courses, portfolios, simulations/demonstrations/performances, evaluation of sample course work by multiple evaluators, assessments embedded in course assignments/exams, pre & post tests, standardized tests)

In order to evaluate students’ achievement of the end-of-program student learning outcomes, direct and indirect measures have been selected by faculty.

The direct measure for the Basic students and for the Accelerated Second Degree students, selected by the faculty, is the **NCLEX pass rates** for students graduating from the specific undergraduate program. The NCLEX examination must be taken by every graduate from every nursing school prior to the individual being able to practice nursing. The pass rate benchmark to indicate successful achievement of learning outcomes is 88% of all students who take the NCLEX. This test is a standardized and normed examination that is consistent across states.

This direct measure demonstrates the students’ achievement of the following end-of-program student learning outcomes:

1a. Demonstrate critical thinking through synthesis of knowledge from the humanities and the sciences in the application of the nursing process to the independent and collaborative practice of professional nursing.

1b. Demonstrate effective communication skills and proficiency in information management, including standardized nursing languages, and technology in delivering safe, effective and cost-efficient professional nursing care based on current best practice.

3. Demonstrate adherence to the essentials of the AACN when delivering nursing care across the life span to diverse client populations in a wide variety of settings.

A copy of the NCLEX examination cannot be attached to this plan because of security purposes. Additional information regarding the NCLEX can be obtained from the National Council of the State Boards of Nursing.

The RN/BSN completion students are already licensed and practicing RNs and do not have to retake the NCLEX examination upon completion of their BSN. Therefore, the direct measure for the RN/BSN students, selected by the faculty, is an **evaluation of student capstone papers in NRS 475.** Student capstone papers will be evaluated according to the attached rubric (Appendix A) by 2 to 3 faculty members (including the ALEC and one member of UCOI) each spring. Student names will be removed and 10 - 20% of the papers will be randomly selected for evaluation.

This direct measure demonstrates the students ’achievement of the following end-of-program student learning outcomes:

1a. Demonstrate critical thinking through synthesis of knowledge from the humanities and the sciences in the application of the nursing process to the independent and collaborative practice of professional nursing.

1b. Demonstrate effective communication skills and proficiency in information management, including standardized nursing languages, and technology in delivering safe, effective and cost-efficient professional nursing care based on current best practice.

2. Apply ethically and legally grounded clinical judgments supported by research in making decisions about the provision of professional nursing care.

4. Acquire the foundation for continued study at the graduate level.

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| **Indirect Measures: Indicators of Student and/or Alumni Self-Reports of Learning and/or Satisfaction** (for example, focus groups, surveys, exit interviews) **and Indicators of Perceptions/Satisfaction of Employers or other Stakeholders** (for example, focus groups, surveys) |

The indirect measure, selected by the faculty, is a **survey of graduating seniors**. This survey will be conducted online in the students’ capstone course (Appendix B). For the Basic students, this survey will be given in NRS 472 Nursing Synthesis. For the RN/BSN completion students, this survey will be given in NRS 475 Nursing Synthesis for the RN Clinical. For the Accelerated Second Degree students, this survey will be given in NRS 486 Nursing Synthesis.

This indirect measure demonstrates the students’ achievement of the following end-of-program student learning outcomes:

1a. Demonstrate critical thinking through synthesis of knowledge from the humanities and the sciences in the application of the nursing process to the independent and collaborative practice of professional nursing.

1b. Demonstrate effective communication skills and proficiency in information management, including standardized nursing languages, and technology in delivering safe, effective and cost-efficient professional nursing care based on current best practice.

2. Apply ethically and legally grounded clinical judgments supported by research in making decisions about the provision of professional nursing care.

3. Demonstrate adherence to the essentials of the AACN when delivering nursing care across the life span to diverse client populations in a wide variety of settings.

4. Acquire the foundation for continued study at the graduate level.

**5. Individuals who have primary responsibility for administering assessment activities**

The School of Nursing faculty has identified those individuals who have primary responsibility for administering assessment activities. These individuals are: a) Undergraduate Committee on Instruction (UCOI), b) Executive Committee (EC), and c) the Assessment Liaison/Evaluation Coordinator (ALEC). Individuals who serve on these committees and as the ALEC are elected by the faculty through a secret ballot. The UCOI and EC have the primary responsibility to administering the designated assessment activities. The ALEC is charged with facilitating the administration of the assessment activities.

**6. Procedures to be used to translate assessment results into program changes**

**Description of procedures for discussing the results and determining any needed changes to your program.**

When the results of assessment activities (NCLEX and survey results) are available, these results will be routinely reviewed by the UCOI and EC, with the assistance of the ALEC. Actions/activities that are identified as needed, following a review of the results, will be discussed by the UCOI and EC, and documented in the appropriate committees’ minutes. These actions and activities will be reported to the next Faculty Assembly (FA). At the FA, the actions and activities will be discussed, and actions taken, if appropriate. The minutes of the FA will reflect both the discussion and the actions taken. Please note that committee minutes will include: 1) results of assessment activity, 2) resulting discussion, 3) resulting actions/activities, and 4) ongoing evaluation of the results of the actions/activities

The results of actions/activities will be examined by the UCOI, EC and FA on an ongoing basis and also included in the self-study report to the external accrediting organization. It is expected that actions/activities, taken as the result of the review of assessment activities will result in improvement in future results from assessment activities. For example, improvements in the graduating seniors’ NCLEX scores will be expected.

**Any questions regarding assessment and/or the completion of this assessment plan can be directed to the University Assessment Committee chair. This narrative version of the plan together with the completed matrix should be sent to the UAC, 511 O’Dowd Hall or** [**ternes@oakland.edu**](mailto:ternes@oakland.edu)**. You will receive feedback from the committee within a few weeks of submitting the plan.**

**Appendix A**

**RN-BSN NRS 475 Capstone Paper Evaluation Rubric**

**Evaluator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please rate how well the student work presented demonstrates the following program outcomes, using a scale from 50-100. Ratings of 70 or higher are considered acceptable levels of accomplishment. Include any comments to justify or explain your ratings. It is important to remember that you are not grading the student’s work. The students have already received grades from their instructor.

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| **Critical Thinking** - Demonstrates critical thinking through synthesis of knowledge from the humanities and the sciences in the application of the nursing process to the independent and collaborative practice of professional nursing. |  |
| Comments: |
| **Effective Communication Skills** - Demonstrates effective communication skills and proficiency in information management, including standardized nursing languages, and technology in delivering safe, effective and cost-efficient professional nursing care based on current best practice. |  |
| Comments: |
| **Ethical and Legal Decision Making** - Applies ethically and legally grounded clinical judgments supported by research in making decisions about the provision of professional nursing care. |  |
| Comments: |
| **Readiness for Graduate School** - Acquires the foundation for continued study at the graduate level. |  |
| Comments: |

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|  | **50-59 (Poor)** | **60-69 (Below Average)** | **70-79 (Good)** | **80-89 (Very Good)** | **90-100 (Excellent)** |
| ***Critical Thinking***Demonstrates critical thinking through synthesis of knowledge from the humanities and the sciences in the application of the nursing process to the independent and collaborative practice of professional nursing. | Written work reflects:  1) no use of appropriate theories or models  2) no application of research findings  3) no demonstration of clinical judgment and decision-making skills  4) no evaluation of nursing care outcomes  5) no evidence of creative problem solving | Written work  reflects:  1) minimal or inconsistent use of appropriate theories or models  2) minimal or inconsistent application of research findings  3) minimal or inconsistent demonstration of clinical judgment and decision-making skills  4) minimal or inconsistent evaluation of nursing care outcomes  5) minimal or inconsistent evidence of creative problem solving | Written work reflects:  1) some use of appropriate theories or models  2) some application of research findings  3) some demonstration of clinical judgment and decision-making skills  4) some evaluation of nursing care outcomes  5) some evidence of creative problem solving | Written work  reflects:  1) some consistent use of appropriate theories or models  2) some consistent application of research findings  3) some consistent demonstration of clinical judgment and decision-making skills  4) some consistent evaluation of nursing care outcomes  5) some consistent evidence of creative problem solving | Written work  reflects:  1) consistent use of appropriate theories or models  2) consistent application of research findings  3) consistent demonstration of clinical judgment and decision-making skills  4) consistent evaluation of nursing care outcomes  5) consistent evidence of creative problem solving |

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|  | **50-59 (Poor)** | **60-69 (Below Average)** | **70-79 (Good)** | **80-89 (Very Good)** | **90-100 (Excellent)** |
| ***Effective Communication Skills***  Demonstrates effective communication skills and proficiency in information management, including standardized nursing languages, and technology in delivering safe, effective and cost-efficient professional nursing care based on current best practice. | Written work reflects:  1) no demonstration of appropriate and effective communication strategies  2) no demonstration of therapeutic communication in the nurse-patient relationship  3) no use of data and information from a wide range of sources  4) no demonstration of appropriate health education and counseling strategies  5) no demonstration of clear, accurate, and relevant writing skills | Written work reflects:  1) minimal or inconsistent demonstration of appropriate and effective communication strategies  2) minimal or inconsistent demonstration of therapeutic communication in the nurse-patient relationship  3) minimal or inconsistent use of data and information from a wide range of sources  4) minimal or inconsistent demonstration of appropriate health education and counseling strategies  5) minimal or inconsistent demonstration of clear, accurate, and relevant writing skills | Written work reflects:  1) some demonstration of appropriate and effective communication strategies  2) some demonstration of therapeutic communication in the nurse-patient relationship  3) some use of data and information from a wide range of sources  4) some demonstration of appropriate health education and counseling strategies  5) some demonstration of clear, accurate, and relevant writing skills | Written work reflects:  1) some consistent demonstration of appropriate and effective communication strategies  2) some consistent demonstration of therapeutic communication in the nurse-patient relationship  3) some consistent use of data and information from a wide range of sources  4) some consistent demonstration of appropriate health education and counseling strategies  5) some consistent demonstration of clear, accurate, and relevant writing skills | Written work reflects:  1) consistent demonstration of appropriate and effective communication strategies  2) consistent demonstration of therapeutic communication in the nurse-patient relationship  3) consistent use of data and information from a wide range of sources  4) consistent demonstration of appropriate health education and counseling strategies  5) consistent demonstration of clear, accurate, and relevant writing skills |

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|  | **50-59 (Poor)** | **60-69 (Below Average)** | **70-79 (Good)** | **80-89 (Very Good)** | **90-100 (Excellent)** |
| ***Ethical and Legal Decision Making***  Applies ethically and legally grounded clinical judgments supported by research in making decisions about the provision of professional nursing care. | Written work  reflects:  1) no appropriate application of the code of ethics  2) no use of an ethical decision-making framework  3) no application of legal and ethical guidelines to advocate for client well-being and preferences  4) no use of communication skills in facilitating ethical decision-making  5) no demonstration of nursing interventions to enable individuals or families make quality-of-life or end-of-life decisions | Written work  reflects:  1) minimal or inconsistent appropriate application of the code of ethics  2) minimal or inconsistent use of an ethical decision-making framework  3) minimal or inconsistent application of legal and ethical guidelines to advocate for client well-being and preferences  4) minimal or inconsistent use of communication skills in facilitating ethical decision-making  5) minimal or inconsistent demonstration of nursing interventions to enable individuals or families make quality-of-life or end-of-life decisions | Written work  reflects:  1) some appropriate application of the code of ethics  2) some use of an ethical decision-making framework  3) some application of legal and ethical guidelines to advocate for client well-being and preferences  4) some use of communication skills in facilitating ethical decision-making  5) some demonstration of nursing interventions to enable individuals or families make quality-of-life or end-of-life decisions | Written work  reflects:  1) some consistent appropriate application of the code of ethics  2) some consistent use of an ethical decision-making framework  3) some consistent application of legal and ethical guidelines to advocate for client well-being and preferences  4) some consistent use of communication skills in facilitating ethical decision-making  5) some consistent demonstration of nursing interventions to enable individuals or families make quality-of-life or end-of-life decisions | Written work  reflects:  1) consistent appropriate application of the code of ethics  2) consistent use of an ethical decision-making framework  3) consistent application of legal and ethical guidelines to advocate for client well-being and preferences  4) consistent use of communication skills in facilitating ethical decision-making  5) consistent demonstration of nursing interventions to enable individuals or families make quality-of-life or end-of-life decisions |  |

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|  | **50-59 (Poor)** | **60-69 (Below Average)** | **70-79 (Good)** | **80-89 (Very Good)** | **90-100 (Excellent)** |
| ***Readiness for Graduate School***  Acquires the foundation for continued study at the graduate level | Written work  reflects:  1) no interpretation and use of research findings  2) no use of the scientific process for developing, implementing, & evaluating nursing interventions  3) no application of knowledge regarding social, political, economic, & historical issues to the analysis of societal and professional problems  4) no application of appropriate knowledge of major health problems and cultural diversity in performing nursing interventions  5) no use of interdisciplinary health care practices and interventions | Written work  reflects:  1) minimal or inconsistent interpretation and use of research findings  2) minimal or inconsistent use of the scientific process for developing, implementing, & evaluating nursing interventions  3) minimal or inconsistent application of knowledge regarding social, political, economic, & historical issues to the analysis of societal and professional problems  4) minimal or inconsistent application of appropriate knowledge of major health problems and cultural diversity in performing nursing interventions  5) minimal or inconsistent use of interdisciplinary health care practices and interventions | Written work  reflects:  1) some interpretation and use of research findings  2) some use of the scientific process for developing, implementing, & evaluating nursing interventions  3) some application of knowledge regarding social, political, economic, & historical issues to the analysis of societal and professional problems  4) some application of appropriate knowledge of major health problems and cultural diversity in performing nursing interventions  5) some use of interdisciplinary health care practices and interventions | Written work  reflects:  1) some consistent interpretation and use of research findings  2) some consistent use of the scientific process for developing, implementing, & evaluating nursing interventions  3) some consistent application of knowledge regarding social, political, economic, & historical issues to the analysis of societal and professional problems  4) some consistent application of appropriate knowledge of major health problems and cultural diversity in performing nursing interventions  5) some consistent use of interdisciplinary health care practices and interventions | Written work  reflects:  1) consistent interpretation and use of research findings  2) consistent use of the scientific process for developing, implementing, & evaluating nursing interventions  3) consistent application of knowledge regarding social, political, economic, & historical issues to the analysis of societal and professional problems  4) consistent application of appropriate knowledge of major health problems and cultural diversity in performing nursing interventions  5) consistent use of interdisciplinary health care practices and interventions |

**Appendix B**

**Undergraduate Exit Survey**

Please rate questions 1 – 4 on a scale of 1 – 5 with 1 being low and 5 being high.

1. Your overall evaluation of the Undergraduate program.
2. The overall quality of instruction.
3. The overall quality of faculty mentoring.
4. The overall quality of advising/guidance received from all sources while in this program.

For questions 5 – 9, please indicate the degree to which you feel you have achieved the student learning outcomes (SLOs), as described below, using a scale of 1-5 (1 = have not achieved; 5 = have completely achieved)

1. How well has this program enabled you to develop and demonstrate critical thinking skills through synthesis of knowledge from the humanities and the sciences in the application of the nursing process to the independent and collaborative practice of professional nursing?
2. How well has this program enabled you to develop and demonstrate effective communication skills and proficiency in information management, including standardized nursing languages, and technology in delivering safe, effective and cost-efficient professional nursing care based on current best practice?
3. How well has this program enabled you to learn and apply ethically and legally grounded clinical judgments supported by research in making decisions about the provision of professional nursing care?
4. How well has this program prepared you to demonstrate adherence to the essentials of the AACN when delivering nursing care across the life span to diverse client populations in a wide variety of settings?
5. How well has this program prepared you for continued study at the graduate level?
6. What program are you currently enrolled in:
   1. Traditional BSN (four year program)
   2. Accelerated Second Degree BSN (one year program)
   3. RN/BSN Degree Completion for Registered Nurses
7. For RN/BSN Degree Completion students: Are you expecting to remain in your current position or are you seeking another type of employment opportunity?

If so, where do you expect to work?

1. What is the month and year of your graduation?
2. How long did it take you to earn your degree?

Rate the time to earn your degree

* + 1. Longer than expected
    2. About expected
    3. Less than expected

1. What do you believe are the strengths of this program?
2. What do you believe we need to change/improve?
3. What additional information would you like to share about your experience in the School of Nursing at OU?
4. It is important to continuously evaluate our programs to make sure we are meeting students’ needs. Please provide us with an email address other than your OU email address, so that we can send you an alumni survey in the future. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_