

Report on Assessment of Student Learning

College of Health and Human Services

August 1, 2012

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Occupational Therapy: (TRACDAT REPORT UNAVAILABLE FOR 2010-2011 AND 2011-2012)

The Department of Occupational Therapy undertook a major revision of their assessment plan during the spring semester, 2012. The assessment plan/student learning objectives (SLO's) now found in TracDat are new, although several SLO's from the previous plan have been retained in the new plan. New SLO's also have been written. The department has tracked performance on learning outcomes since their initial plan was approved in 2004, but results have not been entered into TracDat. This was the primary reason to reconstitute the plan this year. For example, the department has carefully scrutinized graduates' performance on the NCBOT certification each year and has made two significant curriculum changes based on NCBOT data.

The SLO's in the reconstituted plan relate to students' knowledge of medical precautions (newly added to the plan), successful completion of competencies on the fieldwork evaluation form, self-reported professional competence, and, perhaps most important, pass rates on the board certification examination. These latter three SLO's were in the original plan.

Although assessment results were not being entered into TracDat in 2010-2011 and 2011-2012, assessment results for both years revealed that the certification exam data indicated that students were significantly below the national average in content related to visual perception and that fieldwork supervisor perceptions of student's ability to demonstrate self-directed learning skills was lower than in previous years. A course focused on visual perception was added to the curriculum and changes have been made to learning activities during the semester prior to fieldwork to enhance students' self-directed learning.

The department now has a procedure in place for regular assessment data collection, analysis, and reporting of results to the faculty. In the future,

assessment findings will be entered into TracDat. This has been the area of greatest deficit in the OT assessment work. Student (GA) support is now in place to support the assessment process in OT, particularly in relation to TracDat. It would also be useful for this department to have their plan reviewed by a small group from UASC who could offer suggestion ion modifying or expanding their SLO's and related measures.

Physician Assistant (SEE TRACDAT REPORT)

PA has effectively used assessment in improving their student learning, and has one of the strongest ongoing assessment plans in the college. TracDat is up-to-date, and includes both findings and follow-up. PA also has an extensive process for documenting student learning outcomes as part of their program accreditation-process. Much of the unit's assessment data resides outside of TracDat. The work involved in maintaining program accreditation in PA is complex and extensive, and assessment is a key aspect of this work. The curriculum in this program is rather rigid, with content largely dictated by the demands of the licensing process and the accrediting body.

PA is reaccredited every seven years, and they write an annual report to the accrediting body that includes information on assessment. The report is due in December.

The assessment data for this program includes course grades, ratings of preceptors in clinical rotations, and scores on segments of the certification examination for the discipline. All outcomes are measured each year. Data for 2011-2012 have not yet been posted to TracDat. Data from 2010-2011 are posted, along with previous years. The program has one "action" related to watching a trend for declining scores on the certification examination in the 13 organ system subcategories.

Physician Assistant (SEE TRACDAT REPORT)

PA has effectively used assessment in improving their student learning, and has one of the strongest ongoing assessment plans in the college. TracDat is up-to-date, and includes both findings and follow-up. PA also has an extensive process for documenting student learning outcomes as part of their program accreditation-process. Much of the unit's assessment data resides outside of TracDat. The work involved in maintaining program accreditation in PA is complex and extensive, and assessment is a key aspect of this work. The curriculum in this program is

rather rigid, with content largely dictated by the demands of the licensing process and the accrediting body.

PA was reaccredited for the full seven years in 2010, and during this period they write an annual report to the accrediting body that includes information on assessment. The report is due in December.

The assessment data for this program includes course grades, ratings of preceptors in clinical rotations, and scores on segments of the certification examination for the discipline. All outcomes are measured each year. Data for 2011-2012 have not yet been posted to TracDat because the instructional year does not conclude until the middle of August. Data from 2010-2011 are posted, along with previous years. The program has one “action” related to watching a trend for declining scores on the certification examination in the 13 organ system subcategories:

Nursing (SEE TRACDAT REPORT)

Nursing has one of the most extensive and mature assessment plans in the College. The School has an extensive and well-tested procedure for capturing assessment data and analyzing it, and developing findings. SLO's include psychomotor skills testing (a course embedded measure), faculty evaluation of clinical performance, and standardized test performance (a pre-licensure test called the ATI). Findings were updated in TracDat in April of this year. Nursing routinely reports assessment findings to its curriculum committee and to other relevant committees, and uses findings to drive curriculum change. All SLO's are measured each year. In our meeting in preparation for this report, NUR assessment coordinators noted that they have had difficulty with gathering adequate data for SLO's that involve surveys of employers and alumni.

Actions have not been updated in TracDat in several years. There is a need to tie the “outcomes” of this well-developed assessment plan to the TracDat reporting system.

Undergraduate Interdisciplinary Health Studies (IHS) (TRACDAT REPORT UNAVAILABLE FOR 2010-2011 AND 2011-2012) -

This unit has an assessment plan, but needs increased support in data gathering, analysis, and use of findings to drive curriculum actions. The plan focuses on ratings of internship supervisors on knowledge, skill and attitudes that are important for successful job performance. There also is a survey of students following program completion, in which they are asked to rate on a 1 – 4 scale

their perceptions of the program and what they learned. One concern is the ceiling effects in supervisor ratings. Ratings overall tend to be very high and there is little difference in midterm and final ratings of students by supervisors. Intuitively the ratings should increase from midterm to final rating periods. There is a need for work on rubrics development to more adequately assess achievement of student learning outcomes. The director of this program is considering a move to the use of the Institute of Medicine's six core competencies for health professionals:

1. Patient Care:
2. Medical Knowledge
3. Practice-Based Learning and Improvement
4. Interpersonal and Communication Skills
5. Professionalism
6. Systems-Based Practice

This unit needs support in the upcoming year to improve its rubrics and refine its SLO's, begin using TracDat for reporting of results and actions, and consider recrafting the assessment plan to fit the IOM competencies. The director of this program welcomes support from UASC and assessment experts to improve the assessment plan.

SPADA (Special Program in Alcohol and Drug Abuse) (TRACDAT REPORT UNAVAILABLE FOR 2010-2011 AND 2011-2012)

The assessment protocol for this undergraduate and graduate specialty program assesses students on 18 knowledge areas and clinical competencies, and does so early in their program and at or near completion of the certificate. Each outcome is scored using a rubric that includes knowledge testing and instructor based observation. The competencies include areas such as screening, assessment and diagnosis, therapy, referral, and individual, group and family dynamics. Cutoff for successful performance is set at 85% for all competencies. Data are available from 2006 – 2012. All students are reported achieving a satisfactory level of performance on all competencies, and no actions are noted in the report.

The SPADA curriculum underwent extensive revision in 2009. The new curriculum addresses learning outcomes based on Federal Workforce Development Criteria and State of Michigan certification requirements. No modifications have been made to the SLO's or related measures or the 2009 curriculum.

Social Work (TRACDAT REPORT UNAVAILABLE FOR 2010-2011 AND 2011-2012)

Per the Commission on Social Work Education's 2008 Educational Policies and Academic Standards (EPAS), there are 10 competencies (learning outcomes) BSW and foundation MSW students are supposed to have mastered. Beginning in 2010 a matrix was developed to ask students to identify courses and learning artifacts that demonstrated accomplishment of these competencies and their 41 associated skills. During the past two years, the assessment coordinator in Social Work (Dr. Weinreich) undertook an extensive project to determine the relationship between the current curriculum and the new EPAS, and to determine if students are aware of the linkages between the competencies and their course work. Because of the nature of the length of the School's professional programs, the 2011-2012 academic year was the first year data were available. Differences in student identifications were noted. For example, the undergraduate course SWRK4000, *practice with individuals and families*, was associated 28% (N=201) of the time with the 10 competencies, whereas SWRK3500, *human behavior and the social environment*, which was associated 5% of the time.

The assessment work during the past two years in social work has focused on alignment of competencies and curricula, not on measurement of student learning outcomes and the use of data to drive the curriculum. This will be the focus of assessment efforts in the upcoming years. Also in the upcoming year, a sample of identified classroom course assignments will be requested from instructors and the grades will be requested from them to determine congruence between student identification and assignment grading. A sample of learning contracts based on the new EPAS and field supervisor ratings will also be analyzed.

The School is in the process of transitioning to the new EPAS based on the competencies above. The detailed results of the current analysis will be presented to faculty in the fall of 2012 for review and integration into task-group work to address the current curriculum in relation to the new EPAS.

Blindness and Low Vision Studies (TRACDAT REPORT UNAVAILABLE FOR 2010-2011 AND 2011-2012)

The department has an assessment plan and has data on some SLO's for the five year period ending in the 2010-2011 academic year. Data are not yet available for the 2011-2012 academic year. SLO's focus on pass rates on the national certifying examination in vision rehabilitation therapy and orientation and mobility.

Internship supervisor ratings are also used as an SLO, along with graduate and

employer surveys and percentage of graduates employed after program completion. One action was noted following the 2010-2011 academic year. It involved the use of resume writing and job seeking training for students as a means of enhancing their employability following graduation.

Dr. Dae Kim is to be commended for recently publishing two articles in the *Journal of Visual Impairment and Blindness* on the assessment plan for this department

Speech pathology and audiology (TRACDAT REPORT UNAVAILABLE FOR 2010-2011 AND 2011-2012)

This unit has a comprehensive assessment plan based on standards described by the American Speech-Language-Hearing Association's Knowledge and Skills Acquisition (KASA) for certification (SLP, AUD). Students' competency in knowledge and skill areas is assessed in specific courses and clinical practica. For each discipline 3-5 major outcome goals reflect knowledge and skill competencies that are attached to rubrics developed by academic and clinical faculty to evaluate student performance on sub-objectives. Ratings of clinical supervisors are used for evaluating the clinical objectives. Individual faculty affirm that students meet the KASA and clinical requirements, and they are invested in this work because it is important for program accreditation. The department also uses focus groups and Praxis exam scores as SLOs.

While more than 80% of students in 2010-2011 and 2011-2012 achieved required competencies within the expected program time frame and all students passed the national PRAXIS exam, subcategory scores and self-assessment data indicated perceived lower levels of preparation in hearing impairment/deafness and bilingual/multilingual populations. SPPA continues to focus on areas such as these where the triangulated data allow us to identify outcomes for tracking and improvement initiatives.

The department recognizes the need to identify clusters of knowledge, skills and clinical competencies, and will give consideration to focusing on various clusters of knowledge, skills and clinical competencies across years. Clusters also could be reflected by assessment in similar areas using the praxis exam and the student surveys, which would enable triangulation of outcomes.

PhD in Interdisciplinary Health Sciences (TRACDAT REPORT AVAILABLE)

This program has an SLO related to course completion for the research and statistics strand of the program, with minimum GPA as the assessment method. . It also includes course grades for the pedagogy strand as an assessment method. The program utilizes 4 “capstone” assignments, and each of these four assignments is included in the assessment plan. This is the strongest aspect of the plan. Findings were last updated in November, 2011, thus findings need to be updated for the just-ended Academic year. . No actions based on assessment are reported in Tracdat.

The PhD program is competency based (10 core program competencies). The three faculty and the part-time staff member who assists with program assessment actively use a variety of assessment data to improve both the program outcomes and the individual students' progress on the 10 program competencies. The team meets regularly as the Academic Affairs Committee to consider multiple forms of assessment data, such as the assessments of the recent research “capstone” project (presentations based on research practicum projects). Faculty discuss implications of performance on this and other major projects in relation to program improvement.

The annual review process for each student is a major part of program assessment, as well, with each student receiving an annual report on progress on achieving program competencies and conferring with their advisors about their individual progress. In the capstone course, IHS 6350 Interdisciplinary Evidence Based Practice, for example students rated their acquisition of the 10 competencies, all 10 of which they must demonstrate in course activities. Results of this cohort were compared with results of similar assessments completed by the students in the 2008 cohort, who completed this course in 2010. Changes in performance across cohorts on perceived competence in the 10 focus areas of the program is a key program outcome measure.

NOTES:

Richard Long met with all CHHS chairs and directors and their assessment representatives in the spring of 2012 to gather information for this report. He also used Tracdat reports to compile these summaries.

CHHS NEEDS:

Units have assessment plans, but have great difficulty in ensuring that data collection occurs at needed intervals, that data are entered and analyzed, and that data analysis yields results. There is a need for systems at the department level to ensure that individuals obtain assessment data on schedule. It is very easy to get behind. There is also a need for stronger linkages between assessment processes and curriculum change.

I will ask each department to do a flow sheet (excel) of the assessment data they plan to collect in the upcoming year, who will collect it (a critical step) and when they plan to collect it. We need to do the same sort of timeline for analysis and reporting, and for relaying results to other committees for decision-making. I have recently completed a tabulation of needed assessment resources by unit and I will allocate some of my GA assigned time next year to support data gathering, data entry, data analysis, and timeline tracking.

Another area of need and interest is in tying assessment processes and curriculum mapping (course and program objectives) together. At least one unit has proposed to complete a curriculum map/ assessment revision in the upcoming year.

One challenge units is in setting criteria (cutoffs for performance). Some units tend to set rather low cutoffs, and thus all students tend to achieve mastery on related SLO's. As a result, no follow-action actions are initiated and there is doubt that the SLOs are performing as expected. This is a common problem across our units, and training in this issue would be useful.

Other issues include:

- encouraging discussion of assessment in faculty meetings and other venues
- assessing at various levels of learning (synthesis, analysis, critical thinking along with more "basic" modes of learning)

- ensuring that we assess both psychomotor skills and cognitive skills in our programs that have both, as most of our medical and allied health programs do
- aligning assessment with our accreditation processes, to eliminate “double work”
- student involvement in assessment planning
- dispersing assessment throughout the program cycle, rather than just at the end
- self-assessment seems to be increasing in the assessment world - What role does self-assessment have in program assessment?
- making better use of alumni and employer survey data in assessment

Unit Assessment Report - Four Column

Western Michigan University

Physician Assistant

Mission Statement: The Department is dedicated to educating competent, caring Physician Assistants to practice primary care medicine with the supervision of a physician, and to providing Physician Assistants to serve in all areas of society.

Vision Statement: WMU will prepare the highest quality Physician Assistants to practice primary care medicine within the changing healthcare environment of 21st. century.

UASC Assessment Plan 02/16/2004

Approval Date:

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|---|--|--|--------------------|
| Physician Assistant - Medical Knowledge - Students will demonstrate competency in medical knowledge. Outcome Status: Active Assessment Evaluation: Reviewed in Annual Review meeting in November. | Assessment Method: Grades for all courses within the MDSC 62XX, 63XX, and 67XX sequences. Assessment Method Category: Course Grade Criterion: 95% of students will achieve at least Grade C on each course while maintaining at least a GPA of 3.0. (Students who leave the program before completing at least one course are excluded.) | 02/28/2012 - Didactic course exams: 2007-2008 - 100%, 2008-2009 - 95%, 2009-2010 - 100% 2010-2011 - 95% Finding Type: Criterion Met Finding Status: Closed | |
| | Assessment Method: Grades for all end of clinical rotation examinations (MDSC 68XX sequence). Assessment Method Category: Course-Embedded Measure Criterion: 95% of students, who enter the clinical year, will achieve at least 76% on each exam while maintaining at least 82% average. | 11/17/2011 - Clinical rotation exams: 2007-2008 - 100%, 2008-2009 - 100%, 2009-2010 - 100% 2010-2011 - 100% Finding Type: Criterion Met Finding Status: Closed | |
| | Assessment Method: Evaluation by preceptors on 1 clinical objective (medical knowledge) after each of 9 rotations. See rubric in related documents. Assessment Method Category: Field Experience Evaluation Criterion: 95% of students, who enter the clinical year, will achieve "satisfactory" or "honors" | 11/17/2011 - 2007-2008 - 100%, 2008-2009 - 100%, 2009-2010 - 100% 2010-2011 - 100% Finding Type: Criterion Met Finding Status: Closed | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|---|---|--|--|
| | <p>performance on this objective in every rotation.</p> <p>Assessment Method: Scores on PANCE in 13 organ system sub-categories: See related document.</p> <p>Assessment Method Category: Exam-Licensure</p> <p>Criterion: Mean class performance will be above the national average in 85% of 13 sub-categories.</p> <p>Related Documents: PANCE content areas.doc</p> | <p>02/28/2012 - 2007-2008 - 100%, 2008-2009 - 100%, 2009-2010 - 77% 2010-2011 - 54%</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status: Closed</p> <p>notes: 2009-2010 - Mean class performance below National mean in 3 systems: Endocrine (73% to 74%), Hematology (73% to 75%), Infectious Disease (71% to 74%) 2010-2011 - Mean class performance below National mean in 6 systems: Dermatology (74% to 75%), EENT (71% to 72%), Hematology (68% to 73%), Musculoskeletal (69% to 73%), Neurology (72% to 73%), Infectious Disease (72% to 73%)</p> | <p>02/28/2012 - No action necessary at this time. Watch subsequent trends.</p> |
| <p>Physician Assistant - Diagnosis - Students will demonstrate competency in evaluating, monitoring, and diagnosing illnesses.</p> <p>Outcome Status: Active</p> <p>Assessment Evaluation: Reviewed in Annual Review meeting in November.</p> | <p>Assessment Method: Grades for all courses within the MDSC 61XX, 62XX, and 63XX sequences.</p> <p>Assessment Method Category: Course Grade</p> <p>Criterion: 95% of students will achieve at least Grade C in each course while maintaining at least a GPA of 3.0. (Students who leave the program before completing at least one course are excluded.)</p> <p>Assessment Method: Evaluation by preceptors on 5 clinical objectives (history and physical exam, diagnosis, interpreting diagnostic tests, and clinical reasoning) after each of 9 rotations. See rubric in related documents.</p> | <p>11/17/2011 - 2007-2008 - 95%, 2008-2009 - 95%, 2009-2010 - 100% 2010-2011 - 95%</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Closed</p> <p>11/17/2011 - 2007-2008 - 100%, 2008-2009 - 100%, 2009-2010 - 100% 2010-2011 - 100%</p> <p>Finding Type: Criterion Met</p> | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|---|---|---|--------------------|
| | <p>Assessment Method Category: Field Experience Evaluation</p> <p>Criterion: 95% of students, who enter the clinical year, will achieve "satisfactory" or "honors" performance on these 5 objective in every rotation.</p> <p>Assessment Method: Scores on PANCE in 4 task sub-categories (History and Physical, Diagnoses, Diagnostic Studies, Scientific Concepts).</p> <p>Assessment Method Category: Exam-Licensure</p> <p>Criterion: Mean class performance will be above the national average in 75% of 4 sub-categories.</p> <p>Related Documents: PANCE content areas.doc</p> | <p>Finding Status: Closed</p> <hr/> <p>02/28/2012 - 2007-2008 - 100%, 2008-2009 - 100%, 2009-2010 - 100% 2010-2011 - 75%</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Closed</p> <hr/> | |
| <p>Physician Assistant - Therapeutic procedures - Students will demonstrate competency in performing therapeutic procedures.</p> <p>Outcome Status: Active</p> <p>Assessment Evaluation: Reviewed in Annual Review meeting in November.</p> | <p>Assessment Method: Grades for all courses within the MDSC 64XX, and 66XX sequences.</p> <p>Assessment Method Category: Course Grade</p> <p>Criterion: 95% of students will achieve at least Grade C in each course while maintaining at least a GPA of 3.0. (Students who leave the program before completing at least one course are excluded.)</p> <p>Assessment Method: Evaluation by preceptors on 3 clinical objectives (procedural skills, diagnostic tests, treatment plans) after each of 9 rotations. See rubric in related documents.</p> <p>Assessment Method Category: Field Experience Evaluation</p> <p>Criterion: 95% of students, who enter the clinical year, will achieve "satisfactory" or "honors"</p> | <p>11/17/2011 - 2007-2008 - 100%, 2008-2009 - 100%, 2009-2010 - 100% 2010-2011 - 100%</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Closed</p> <hr/> <p>11/17/2011 - 2007-2008 - 100%, 2008-2009 - 100%, 2009-2010 - 100% 2010-2011 - 100%</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Closed</p> <hr/> | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|---|--|--|--------------------|
| | <p>performance on these 3 objectives in every rotation.</p> <p>Assessment Method: Scores on PANCE in 2 task sub-categories (clinical intervention, clinical therapeutics).</p> <p>Assessment Method Category: Exam-Licensure</p> <p>Criterion: Mean class performance will be above the national average in 50% of 2 sub-categories.</p> <p>Related Documents: PANCE content areas.doc</p> | <p>02/28/2012 - 2007-2008 - 100%, 2008-2009 - 100%, 2009-2010 - 50% 2010-2011 - 100%</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Closed</p> <p>notes: 2009-2010 - Mean Class performance in 1 sub-categories is below National average: Clinical Therapeutics (71% to 72%).</p> | |
| <p>Physician Assistant - Education and Counseling - Students will demonstrate competency in educating and counseling patients to improve their health.</p> <p>Outcome Status: Active</p> <p>Assessment Evaluation: Reviewed in Annual Review meeting in November.</p> | <p>Assessment Method: Grades for all courses within the MDSC 65XX sequence.</p> <p>Assessment Method Category: Course Grade</p> <p>Criterion: 95% of students will achieve at least Grade C in each course while maintaining at least a GPA of 3.0. (Students who leave the program before completing at least one course are excluded.)</p> | <p>11/17/2011 - 2007-2008 - 100%, 2008-2009 - 100%, 2009-2010 - 100% 2010-2011 - 100%</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Closed</p> | |
| | <p>Assessment Method: Evaluation by preceptors on 2 clinical objectives (communication, counseling) after each of 9 rotations. See rubric in related documents.</p> <p>Assessment Method Category: Field Experience Evaluation</p> <p>Criterion: 95% of students, who enter the clinical year, will achieve "satisfactory" or "honors" performance on these 2 objectives in every rotation.</p> | <p>11/17/2011 - 2007-2008 - 100%, 2008-2009 - 100%, 2009-2010 - 100% 2010-2011 - 100%</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Closed</p> | |
| | <p>Assessment Method: Scores on PANCE in 1 task (health</p> | <p>02/28/2012 - 2007-2008 - 100%, 2008-2009 - 100%</p> | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|--|---|--|--------------------|
| | maintenance) sub-category. Assessment Method Category: Exam-Licensure Criterion: Mean class performance will be above the national average in this sub-category. Related Documents: PANCE content areas.doc | 2009-2010 - 100% 2010-2011 - 100% Finding Type: Criterion Met Finding Status: Closed | |
| Physician Assistant - Ethical Standards - Students will demonstrate competency in practicing within the ethic standards of PA profession. Outcome Status: Active Assessment Evaluation: Reviewed in Annual Review meeting in November. | Assessment Method: Grades for all courses within the MDSC 65XX and 69XX sequences. Assessment Method Category: Course Grade Criterion: 95% of students will achieve at least Grade C in each course while maintaining at least a GPA of 3.0. (Students who leave the program before completing at least one course are excluded.) | 11/17/2011 - 2007-2008 - 100%, 2008-2009 - 100%, 2009-2010 - 100% 2010-2011 - 100% Finding Type: Criterion Met Finding Status: Closed | |
| | Assessment Method: Evaluation by preceptors on 4 clinical objectives (ethics, cultural diversity, professional role, respect for rights of patient) after each of 9 rotations. See rubric in related documents. Assessment Method Category: Field Experience Evaluation Criterion: 95% of students, who enter the clinical year, will achieve "satisfactory" or "honors" performance on these 4 objectives in every rotation. | 11/17/2011 - 2007-2008 - 100%, 2008-2009 - 100%, 2009-2010 - 100% 2010-2011 - 100% Finding Type: Criterion Met Finding Status: Closed | |
| Physician Assistant - Graduation and PANCE Rates - Program graduation rates and Physician Assistant National Certification Examination (PANCE) pass Outcome Status: | Assessment Method: Percentage of students entering the program who graduate within 2.5 years. Assessment Method Category: Capstone | 11/17/2011 - 2007-2008 - 95%, 2008-2009 - 95%, 2009-2010 - 95% 2010-2011 - 95% Finding Type: | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|---|--|---|--------------------|
| Active Assessment Evaluation: Reviewed in Annual Review meeting in November. | Criterion: > 90% of students graduate the program. (Students who leave the program before completing at least one course are excluded.) | Criterion Met Finding Status: Closed | |
| | Assessment Method: Percentage of students who pass PANCE on 1st try Assessment Method Category: Exam-Licensure Criterion: > 95% of students, who graduate from the program, pass the PANCE on the 1st try. | 11/17/2011 - 2007-2008 - 100%, 2008-2009 - 94%, 2009-2010 - 100% 2010-2011 - 95% Finding Type: Criterion Met Finding Status: Closed notes: 2008-2009 - two students failed the PANCE on the first try. Both subsequently passed the PANCE. No action needed. 2010-2011 - two students failed the PANCE on the first try. Both subsequently passed the PANCE. No action needed. | |

Unit Assessment Report - Four Column

Western Michigan University

Nursing-BSN

Mission Statement: In harmony with Western Michigan University's and the College of Health and Human Services' mission statements, the Bronson School of Nursing is dedicated to meeting the holistic care needs of diverse individuals, groups, and communities at local, state, national, and global levels, through teaching, scholarly inquiry, and service with the community. The WMU Bronson School of Nursing is committed to educating professional nurses who provide competent, relationship-based care, actively participate in the development and application of research, and assume leadership roles in evolving health care contexts.

Vision Statement: To be recognized as a leader in the advancement of the nursing profession through education, scholarship and service.

UASC Assessment Plan 02/16/2004

Approval Date:

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|---|---|---|--|
| <p>Nursing-BSN - Attained competency: Therapeutic nursing interventions - Students will provide holistic, caring and culturally sensitive nursing care for communities, groups and individuals.</p> <p>Tracks: BSN</p> <p>Outcome Status: Active</p> <p>Assessment Evaluation: 1. Competency validation by faculty of psychomotor skills in NUR-2210 and NUR-3300 2. Faculty evaluation of nursing practice in each clinical course</p> <p>(Reviewed annually at 'Evaluation Day' held either in April or August)</p> <p>Outcome type: Student Learning</p> | <p>Assessment Method: Competency validation of psychomotor skills skills in practice component of NUR 2210 and 3300.</p> <p>Assessment Method Category: Course-Embedded Measure</p> <p>Criterion: 100% of students will achieve competency in psychomotor skills</p> | <p>04/27/2012 - 4/27/2012 - Fall 2010- 100% of the students in 2210 and 3300 successfully passed psychomotor skill validation; Spring 2011 100% of the students in 2210 and 3300 successfully passed psychomotor skill validation.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> <hr/> <p>04/27/2011 - Fall 2009 - NUR- 2210 100% of students passed skills validation NUR- 3300 100% of students passed skills validation Spring 2010 - NUR-2210 100% of students passed skills validation NUR-3300 100% of students passed skills validation</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> <hr/> <p>12/02/2009 - Fall 2008 -- 100% of students in NUR -2210 and NUR-3300 passed the competency validation of skills Spring 2009 -- 100% of students in NUR-2210 and Nur 3300 passed the competency validation of skills</p> | <p>08/15/2012 - Currently the skill of IV insertion is not captured in this data as it has not been part of either mentioned course. Beginning Fall 2012 the IV insertion will become part of N3300.</p> <hr/> |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|----------|---|---|--------------------|
| | | Finding Type: Criterion Met Finding Status: Open | |
| | | 12/03/2008 - Fall 2007 - 100% of studtns passed skills validation in NUR-2210 & NUR-3300. Spring 2008 - 100% passed skills validation in NUR-2210 & NUR-3300. Finding Type: Criterion Met Finding Status: Open | |
| | | 12/05/2007 - In fall of 2006 and spring of 2007, 100% passed skills validation in NUR 2210 and NUR 3310. Finding Type: Criterion Met Finding Status: Open | |
| | Assessment Method: Report from faculty of student performance on validation and practice Assessment Method Category: Field Experience Evaluation Criterion: 100% of students will pass validation testing of competency in skills and will pass the clinical practice component | 04/27/2012 - Fall 2010 - 100% of the students passed competency skills and the clinical practice component. Spring 2011 - All but 1 of the students passed the competency and clinical practice component. Finding Type: Criterion Not Met Finding Status: Open | |
| | | 04/27/2011 - Fall 2009 - 100% of students enrolled in clinical sections passed clinical practice Spring 2010 - 100% of students enrolled in clinical sections passed clinical practice Finding Type: Criterion Met Finding Status: Open | |
| | | 12/02/2009 - Fall 2008 -- 100% of students passed clinical practice component of courses Spring 2009 -- 100% of students passed clinical | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|----------|---|--|---|
| | | practice component of courses Finding Type: Criterion Met Finding Status: Open | |
| | | 12/03/2008 - Fall 2007 - 100% of students passed clinical practice component and skills validation. Spring 2008 - 100% of students passed clinical practice component and skills validation. Finding Type: Criterion Met Finding Status: Open | |
| | | 12/05/2007 - During Fall of 2006, Spring of 2007, and summer of 2007, 100% passed clinicals. Finding Type: Criterion Met Finding Status: Open | |
| | | 08/01/2007 - 2007-2008 school year. 100% of students passed the skills validation and clinical practice component of nursing courses during fall 2006 and spring 2007. This is a strength. Finding Type: Criterion Met Finding Status: Open | 08/01/2007 - Continue to require skills validation and evaluate student performance. <hr/> |
| | | 08/01/2007 - 100% of students passed the skills validation and clinical component of nursing courses during the Fall 2005 and Spring 2006 semesters. This is a strength. Finding Type: Criterion Met Finding Status: Open | 04/01/2006 - Continue to require skills validation and evaluate students performance (April 2006). <hr/> |
| | Assessment Method: Student performance on ATI Content Mastery Standardized Tests on the subcategory of "Therapeutic Nursing Interventions." | 12/02/2009 - ATI no longer reports subscores for "Therapeutic Nursing Interventions" on content mastery tests. This indicator will be removed from the BSN Assessment of Student Learning Plan. | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|----------|---|---|---|
| | <p>Assessment Method Category: Exam-Standardized</p> <p>Criterion: Class mean performance on ATI Content Mastery Standardized Tests on the subcategory of "Therapeutic Nursing Interventions" will be greater than or equal to 60th %ile.</p> | <p>Finding Type: Other</p> <p>Finding Status: Closed</p> <p>notes: Evaluation/Assessment Committee discussed the loss of this indicator as one of the measures for Therapeutic Nursing Interventions. It is believed that the use of the other two indicators for this competency will be sufficient.</p> | |
| | | <p>12/03/2008 - Fall 2007 - Mean performances on Fundamentals, Maternal, Mental Health, Medical-Surgical were all above the benchmark of 60%ile. The only content area falling below this benchmark was Pediatrics with a mean performance of 56.8%.</p> <p>Spring 2008 - Mean performances on Fundamentals, Maternal, Mental Health, Medical Surgical were all above the benchmark of 60%ile. The only content area falling below this benchmark was Pediatrics with a mean performance of 59.0%.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> | <p>09/08/2009 - Review ATI Peds Content Mastery Report (Fall 07 & Spring 08) and analyze student performance. Discuss with faculty regarding strategies for improvement in this area.</p> <hr/> |
| | | <p>12/05/2007 - In spring of 2007, students average scores for ATI are as follows: Fundamentals 67.1%, Maternal 67.4%, Children 70.9%, Mental Health 74.7%, and Comp. Predictor 62.2%.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> | |
| | | <p>12/05/2007 - In fall of 2006, students average scores for ATI are as follows: Fundamentals 64.6%, Maternal 66.6%, Children 72.2%, Mental health 74% and Comp. Predictor 63.5%.</p> <p>Finding Type: Criterion Met</p> | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|--|---|--|---|
| | | <p>Finding Status: Open</p> <p>08/01/2007 - 2007-2008 school year. For the fall 2006 cohort, students achieved Therapeutic Nursing Intervention subscores higher than 50th %ile on all ATI tests. For the spring 2007 cohort, students achieved above the 50th %ile on all ATI tests given. This is a strength.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> <hr/> <p>08/01/2007 - 2005-2006 School year. For the fall 2005 cohort, students achieved Therapeutic Nursing Intervention subscores higher than 50th %ile in Fundamentals and Maternal, but lower than 50th %ile in Children, Mental Health, Med-Surg and Comp Predictor.</p> <p>For the Spring 2006 cohort, students, students achieved above the 50th %ile on all ATI tests given.</p> <p>Benchmark was met for Spring 2006 cohort, but partially met for Fall 2005 cohort.</p> <p>Finding Type: Other</p> <p>Finding Status: Open</p> | <p>07/30/2008 - Performance on ATI Standardized tests will continue to be included in course grade determination. Evaluation/Assessment committee established higher benchmark of 60th %ile for next academic years' evaluation plan.</p> <hr/> <p>04/01/2006 - Performance on ATI Standardized Tests will be included in course grade determination. (Students will more likely prepare for these tests of performance on them is tied in some way to course grade.) (April 2006).</p> <hr/> |
| <p>Nursing-BSN - Attained competency: Critical Thinking - Students will employ critical thinking to guide their professional practice.</p> <p>Tracks: BSN</p> <p>Outcome Status: Active</p> <p>Assessment Evaluation:</p> | <p>Assessment Method: Proctored Standardized National Examination online (ATI Critical Thinking)</p> <p>Assessment Method Category: Exam-Standardized</p> <p>Criterion: A 50%ile or higher mean rating of critical thinking will be achieved by >90% of the graduating seniors.</p> | <p>04/27/2012 - Fall 2010 - 86% (31/36)of graduating seniors had a rating of 50%ile on the critical thinking exit exam. Spring 2011 - 88% (42/46)of the graduating seniors had a rating of 50%ile on the critical thinking exam.</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status: Open</p> | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|--|--|--|--|
| <p>Method of Assessment: ATI Critical Thinking Assessment: Exit Exam (Standardized)</p> <p>(Reviewed annually at 'Evaluation Day' held either in April or August)</p> <p>Outcome type: Student Learning</p> | | <p>04/27/2011 - Fall 2009 - 82.5% (33/40) students received 50%ile or higher Spring 2010 - 88.1% (37/42) students received 50%ile or higher</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status: Open</p> <p>notes: Benchmark not achieved, however the trend continues to improve from 53% in Fall 2004 to 88% in Spring 2010.</p> <p>Related Documents: ATI Critical Thinking Trends (through Spring 2010).doc</p> | <p>04/27/2011 - Continue to encourage faculty to include learning activities such as case studies, small group problem-solving activities and interactive lecture/discussion sessions to foster the development of critical thinking.</p> <hr/> |
| | | <p>12/02/2009 - Fall 2008 -- 84.2% (32/38) students received 50%ile or higher on ATI Critical Thinking Spring 2009 -- 86.4% (38/44) students received 50%ile or higher on ATI Critical Thinking</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status: Open</p> <p>notes: Although criterion not met, the trend on this indicator has been steadily improving since Fall 2004, when only 53% of students were above the 50%ile mark.</p> <p>Related Documents: ATI Critical Thinking Trends (Spring 2009).doc</p> | <p>05/10/2010 - Faculty discussion at end-of-year meeting in early May. Continued promotion of learning projects, assignments and tests that facilitate development of critical thinking, especially at the second-semester junior and senior levels of the BSN program.</p> <hr/> |
| | | <p>12/03/2008 - Fall 2007 -- Critical Thinking ATI Exam not given. (No second-semester senior level cohort due to roll out of revised curriculum.) Spring 2008 -- 74% (28/38) of students received 50%ile or higher on Critical Thinking Exam.</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status:</p> | <p>05/07/2009 - Continue to promote critical thinking in students through a variety of classroom and clinical practice techniques (e.g.presentation of case studies followed by class discussion involving analysis and evaluation with modeling of critical thinking by faculty/instructors.)</p> |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|----------|--|--|--|
| | | <p>Open</p> <p>notes: Although the criterion was not met, the trend is positive moving upward from 53% in Fall 2004 to 86% in Spring 2009. (See "Critical Thinking Trends" chart in "Related Documents".) Faculty continue to implement teaching/learning strategies that facilitate the development of critical thinking skills, such as assigned student projects/assignments and testing focused on the application, analysis and synthesis of information. This has been emphasized in particular at the junior and senior levels, both in the classroom and in clinical practice.</p> <p>Related Documents: ATI Critical Thinking Trends (Dec. 2008).doc ATI Critical Thinking Trends (Spring 2009).doc</p> | <p>12/03/2008 - Encourage continued implementation by faculty of higher-level learning projects & testing (analysis, synthesis & evaluation) for junior and senior level students in the undergraduate nursing curriculum.</p> <p>Follow-Up: 05/07/2009 - Faculty discussion of critical thinking projects used in a variety of courses during annual retreat on 4/28/09.</p> |
| | | <p>12/05/2007 - Summer 2007- 77% (27/35) students recieved 50th %ile or higher on ATI Critical Thinking: Exit Exam</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status: Open</p> | |
| | | <p>12/05/2007 - Spring 2007- 76% (31/41) students recieved 50th %ile or higher on ATI Critical Thinking: Exit Exam</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status: Open</p> | |
| | | <p>12/05/2007 - Fall 2006- 71% (30/42) students recieved 50th %ile or higher on ATI Critical Thinking: Exit Exam.</p> <p>Finding Type: Criterion Not Met</p> | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|----------|--|---|---|
| | | <p>Finding Status: Open</p> <p>08/01/2007 - For 2007-2008 school year. For fall 2006 cohort, 30/42 students received 50th %ile or higher on Critical Thinking Exit Exam- 71% met the criterion. The benchmark of 90% was not met.</p> <p>For spring 2007 cohort, 31/41 students received 50th %ile or higher on Critical Thinking Exit Exam- 76% met the criterion. The benchmark of 90% was not met.</p> <p>For summer 2007 cohort, 27/35 students received 50th %ile or higher on Critical Thinking Exit Exam- 77% met the criterion. The benchmark of 90% was not met.</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status: Open</p> | <p>04/01/2007 - Faculty are encouraged to review the sub-scores under the category of Critical Thinking for the ATI Content Mastery Test(s) given in the courses that they teach. Subscores and strategies for improvement to be discussed at Faculty Org. meetings regularly.</p> <hr/> <p>04/01/2007 - Courses such as NUR 3330, 3200, 4200 and 4210 are incorporating projects and papers that involve analysis and synthesis which incorporate the critical thinking competencies of interpretation, analysis, evaluation, inference and explanation.</p> |
| | | <p>08/01/2007 - For 2005-2006 school year, the Fall 2005 cohort had 26/36 students score 50th %ile or higher on ATI Critical Thinking Exit Exam. Therefore, only 72.2% met the criterion. (Test not given to Spring 2006 cohort).</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status: Open</p> | <p>04/01/2006 - Decision made to establish cut-score for ATI Critical Thinking Exam based upon the psychometrics of this test. Students falling below the cut score will be required to remediate and retest.</p> <p>Courses such as NUT 3330, 3200, 4200, and 4210 are incorporating projects and papers that involve analysis and synthesis which incorporate the critical thinking competencies of interpretation, analysis, evaluation, inference and explanation. (April 2006)</p> |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|---|---|---|---|
| | <p>Assessment Method: Course Grade</p> <p>Assessment Method Category: Course Grade</p> <p>Criterion: 95% or > students will achieve a C or > course grade</p> | <p>08/01/2007 - For 2007-2008 school year. 95% of students achieved a C or > course grade for fall 2006 and spring 2007. This is a strength.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Closed</p> <p>notes: Use of course grades as an assessment method for the competency of critical thinking was stopped after the 2007-2008 academic year.</p> | <p>08/01/2007 - Continue to evaluate student academic performance throughout the curriculum.</p> |
| | | <p>08/01/2007 - For 2005-2006 school year, 95% of students achieved nursing course grades of C or better for fall 2005 and Spring 2006. This is a strength.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> | <p>04/01/2006 - Continue to evaluate student academic performance throughout the curriculum (April 2006).</p> |
| | <p>Assessment Method: ATI Critical Thinking Examination - (Exit)</p> <p>Assessment Method Category: Exam-Standardized</p> <p>Criterion: A 50%ile or higher score on the ATI Critical Thinking will be achieved by >90% of the graduating seniors.</p> | | |
| <p>Nursing-BSN - Attained competency: Communication - Students will demonstrate effective communication skills: verbal, technological and written.</p> <p>Tracks: BSN</p> <p>Outcome Status: Active</p> | <p>Assessment Method: Grade for Communication project in NUR 2310</p> <p>Assessment Method Category: Course Grade</p> <p>Criterion: 95% of students will achieve a grade of C or higher on each identified communication project</p> | <p>04/27/2012 - Fall 2010 - 100% of students received a C or better on the "life review project". Spring 2011 - 100% of students received a C or better on the "life review project".</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|---|--|--|--------------------|
| <p>Assessment Evaluation: Method of Assessment: 1. Faculty evaluation of communication projects in NUR-2310, NUR-3330 and NUR-4200</p> | <p>2. Clinical Performance Evaluation Rubric - Outcome #8:</p> | <p>04/27/2011 - Fall 2009 - 100% received a C or better on Life Review Project Spring 2010 - 100% received a C or better on Life Review Project Finding Type: Criterion Met Finding Status: Open</p> | |
| <p>"Satisfactory" performance on communication skills indicators at completion of each clinical course (Reviewed annually at 'Evaluation Day' held either in April or August)</p> | <p>2. Clinical Performance Evaluation Rubric - Outcome #8:</p> | <p>12/02/2009 - Fall 2008 -- 97.6% (41/42) students received a C or better on "Life Review Project" Spring 2009 -- 100% students received a C or better on "Life Review Project" Finding Type: Criterion Met Finding Status: Open</p> | |
| <p>Outcome type: Student Learning</p> | | <p>12/03/2008 - Fall 2007 - 100% of students received a C or higher on their "Life Review " project. Spring 2008 - 100% of students receive a C or higher on their "Life Review" project. Finding Type: Criterion Met Finding Status: Open</p> | |
| | | <p>12/05/2007 - In fall 2006 and spring 2007, 100% of students achieved a C or better on project. Finding Type: Criterion Met Finding Status: Open</p> | |
| | | <p>12/05/2007 - In fall 2006, 95% (39/41) students achieved a C or better on project. In Spring 2007, 93% (43/46) students achieved a C or better on project. Finding Type: Other Finding Status: Open</p> | |
| | | <p>08/01/2007 - 2007-2008 school year. For the fall</p> | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|----------|---|---|---|
| | | <p>2006 cohort, 95% (39/41) of students achieved a grade of C or better on selected communication projects for NUR 2310.</p> <p>For the spring 2007 cohort, 93% of students achieved a grade of C or better on selected communication projects for NUR 2310.</p> <p>Finding Type: Other</p> <p>Finding Status: Open</p> | <p>04/01/2007 - Continue to evaluate performance on various communication projects/assignments throughout the curriculum.</p> <hr/> |
| | | <p>08/01/2007 - For 2005-2006 school year, grades on communication projects in this nursing course were all C or above.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> | <p>04/01/2006 - Continue to evaluate performance on various communication projects/assignments throughout the curriculum. (April 2006).</p> <hr/> |
| | <p>Assessment Method: Grade for Communication project in NUR 3330</p> <p>Assessment Method Category: Course Grade</p> <p>Criterion: 95% of students will achieve a grade of C or higher on each identified communication project</p> | <p>04/27/2012 - Fall 2010 - 100% of students achieved a grade of C or higher on the "web search and structured discussion project". Spring 2011 - 100% of students achieved a grade of C or higher on the "web search and structured discussion project"</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> | |
| | | <p>04/27/2011 - Fall 2009 - 100% received a C or better on Website Critique Project & List Serv Project</p> <p>Spring 2010 - 100% received a C or better on Website Critique Project & List Serv</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> | |
| | | <p>12/02/2009 - Fall 2008 -- 100% of students received a C or better on "Website Critique" & "List Serve Project"</p> | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|----------|--|---|---|
| | | <p>Spring 2009 -- 100% of students received a C or better on "Website Critique" & "List Serve Project"</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> | |
| | | <p>12/03/2008 - Fall 2007 - 100% of students received a C or better on their "ListServ" and "Website Critique" projects.</p> <p>Spring 2008 - 100% of students received a C or better on their "ListServ" and "Website Critique" projects.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> | |
| | | <p>07/30/2008 - For the Fall 2006 cohort, 95% (39/41) of students achieved a grade of C or better on selected communication projects in 3330. For Spring 2007 cohort, 93% of students achieved a grade of C or better.</p> <p>Finding Type: Other</p> <p>Finding Status: Open</p> | <p>04/01/2007 - Continue to evaluate performance on various communication projects/assignments throughout the curriculum.</p> <hr/> |
| | | <p>08/01/2007 - For 2005-2006 school year, grades on communication projects in this nursing course were all C?s or above.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> | <p>04/01/2006 - Continue to evaluate performance on various communication projects/assignments throughout the curriculum. (April 2006).</p> <hr/> |
| | <p>Assessment Method: Grade for Communication project in NUR 4200</p> <p>Assessment Method Category: Course Grade</p> <p>Criterion:</p> | <p>04/27/2012 - Fall 2010 - 100% of students received a grade on C or better on the Pharmacology presentation. Spring 2011 100% of the students received a grade of C or better on the Pharmacology exam.</p> <p>Finding Type:</p> | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|----------|--|---|---|
| | <p>95% of students will achieve a grade of C or higher on each identified communication project</p> | <p>Criterion Met Finding Status: Open</p> <hr/> <p>04/27/2011 - Fall 2009 - 100% received a C or better on Pharmacology Presentation Spring 2010 - 100% received a C or better on Pharmacology Presentation Finding Type: Criterion Met Finding Status: Open</p> <hr/> <p>12/02/2009 - Fall 2008 -- 100% of students received a C or better on Pharmacology Presentation Spring 2009 -- 100% of students received a C or better on Pharmacology Presentation Finding Type: Criterion Met Finding Status: Open</p> <hr/> <p>08/01/2007 - For 2005-2006 school year, grades on communication projects in this nursing course were all C?s or above. Finding Type: Criterion Met Finding Status: Open</p> | <p>04/01/2006 - Continue to evaluate performance on various communication projects/assignments throughout the curriculum. (April 2006).</p> <hr/> |
| | <p>Assessment Method: Clinical Performance Evaluation (with rubric)</p> <p>Assessment Method Category: Field Experience Evaluation</p> <p>Criterion: 100% of students will achieve a clinical performance evaluation equivalent to "satisfactory" on clinical performance outcome #8 on the Clinical Performance Evaluation Rubric at the end of each clinical course.</p> | <p>04/27/2012 - Fall 2010 - 100% of the students performed equivalent to "satisfactory on #8 of the Clinical Performance Evaluation Rubric. Spring 2011 100% of the students performed equivalent to "satisfactory on #8 of the Clinical Performance Evaluation Rubric. Finding Type: Criterion Met Finding Status: Open</p> <hr/> <p>04/27/2011 - Fall 2009 - 100% students in clinical courses earned a minimum of a satisfactory rating</p> | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|----------|--|---|---|
| | | Fall 2010 - 100% students in clinical courses earned a minimum of a satisfactory rating Finding Type: Criterion Met Finding Status: Open | |
| | | 12/02/2009 - ATI no longer reports the subscores on content mastery tests for communication. This indicator has now been removed from the BSN Assessment of Student Learning Plan. Finding Type: Other Finding Status: Closed | 12/02/2009 - Evaluation/Assessment Committee has discussed the inability to use this as an indicator in the future. Will modify assessment plan for the 2009 - 2010 academic year and replace this indicator with use of the Clinical Evaluation Tool - Outcome #8 - Communication. |
| | | 12/03/2008 - Spring 2008 student scores for Communication ATI are as follows: Fundamentals 83.9%, Maternal 81.0%, Children 71.2%, Mental Health 77.2%, Comp. Predictor 75.0% Finding Type: Criterion Met Finding Status: Open | |
| | | 12/03/2008 - Fall 2007 student scores for Communication ATI are as follows: Fundamentals 77.3%, Maternal 80.7%, Children 71.5%, Mental Health 77.2% Finding Type: Criterion Met Finding Status: Open | |
| | | 12/05/2007 - Spring 2007 student scores for Communication ATI are as follows: Fundamentals 79%, Maternal 79.1%, Children 71.2%, Mental Health 73.6%, Comp. Predictor 63.6% Finding Type: Criterion Met | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|--|--|---|--|
| | | <p>Finding Status: Open</p> <hr/> <p>12/05/2007 - Fall 2006 student scores for Communication ATI are as follows: Fundamentals 77.8%, Maternal 76.1%, Children 72.8%, Mental Health 72.1%, Comp. Predictor 64.2%</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> <hr/> <p>08/01/2007 - For the fall 2006 and spring 2006 cohorts, students achieved Communication subscores higher than the 50th %ile on all ATI tests given.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> <hr/> <p>08/01/2007 - For 2005-2006 school year. For the Fall 2005 cohort, students achieved Communication subscores higher than 50th %ile in Fundamentals, Children, and Mental Health and lower than the 50th %ile in Maternal, Med-Surg, and Comprehensive Predictor.</p> <p>For Spring 2006 Cohort, all Communication subscores were higher than 50th %ile with the exception of Fundamentals.</p> <p>The benchmark was partially met.</p> <p>Finding Type: Other</p> <p>Finding Status: Open</p> | <p>04/01/2007 - Performance on ATI Standardized tests will continue to be included in course grade determination.</p> <p>Evaluation/Assessment committee established higher benchmark of 60th %ile for next academic years' evaluation plan.</p> <hr/> <p>04/01/2006 - Performance on ATI Standardized tests will be included in course grade determination. (Students will more likely prepare for these tests if performance on them is tied in some way to course grade). (April 2006).</p> |
| Nursing-BSN - Employment rates - 95% of graduates will be employed in a nursing position within one year following | <p>Assessment Method: Alumni survey</p> <p>Assessment Method Category:</p> | <p>04/27/2012 - Survey not conducted this academic year</p> <p>Finding Type:</p> | <p>08/15/2012 - Survey to be constructed and sent to the Fall</p> |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|---|--|---|---|
| graduation. Tracks: BSN Outcome Status: Active Assessment Evaluation: Method of Evaluation: Alumni Survey (annual) (Reviewed annually at 'Evaluation Day' held either in April or August) Outcome type: Student Learning | Survey-Alumni Criterion: 95% of graduates will be employed in a nursing position 1 year following graduation | Criterion Met Finding Status: Open <hr/> 04/27/2011 - 2010 Survey Results - 100% of graduates (1-year and 3-year post-graduation) who wish to be employed are employed Finding Type: Criterion Met Finding Status: Open Related Documents: Alumni Survey - 2010 Employer/Supervisor Survey - 2010 12/02/2009 - 100% of graduates (one-year post- graduation) are employed in nursing. Finding Type: Criterion Met Finding Status: Open notes: Response rates for alumni and employer surveys continue to be low. Evaluation/Assessment Committee is working to begin electronic delivery of surveys in an effort to improve response rate. Related Documents: Alumni Survey Results Report (2009).doc Employer Survey Result Report (2009).doc 12/03/2008 - 100% of graduates surveyed (1 year and 3 years post-graduation) reported that they were employed. Finding Type: Criterion Met Finding Status: Open | 2011 and Spring 2012 graduates to determine employment rates in Fall 2012. <hr/> |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|--|--|---|---|
| | | 12/05/2007 - According to report from December 2007, 100% of Alumni who returned survey were employed. Finding Type: Criterion Met Finding Status: Open | |
| | | 08/01/2007 - For 2005-2006 school year. 100% of surveyed graduates (one year post graduation) reported being employed. This is a strength. Finding Type: Criterion Met Finding Status: Open | 04/01/2006 - Will continue to monitor via annual alumni surveys. (April 2006) |
| Nursing-BSN - Graduation rates - 85% of students entering the program will graduate within three years of admission to the program. Tracks: BSN Outcome Status: Active | Assessment Method: Data display of graduation approval Assessment Method Category: Capstone Criterion: 85% of students entering the BSN program will graduate within 3 years of admission. | 04/27/2012 - December 2010 cohort - 67% (31/45) graduated in this time frame. April 2011 cohort 96% (43/45) graduated in this time frame. Finding Type: Criterion Not Met Finding Status: Open | 08/15/2012 - Continued evaluation of the student database to determine where students fail to progress at the prescribed rate and if these are program or student related factors |
| Assessment Evaluation: Method of Evaluation: Comparison of cohort listing from formal admittance to program to cohort listing of graduates (Reviewed annually at 'Evaluation Day' held either in April or August) Outcome type: Student Learning | | 04/27/2011 - Dec. 2009 graduation cohort - 73.3% graduated within time frame (33/45) April 2010 graduation cohort - 88.9% graduated within time frame (40/45) Finding Type: Criterion Not Met Finding Status: Open notes: Benchmark of 85% graduation rate was not met in the Dec. 2009 cohort. The trend appears to be that there is more attrition for students who are admitted to the program in the spring semester (beginning the program in January). Findings were shared with the Student Affairs Committee. | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
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| | | <p>06/08/2009 - Fall 2008 (Cohort #2) - 82.6% of students (*38/46) admitted to the program in this cohort graduated within 3 years (six semesters) of admission.</p> <p>Spring 2009 (Cohort #3) - 91.3% of students (42/46) admitted to the program in this cohort graduated within 3 years (six semesters) of admission.</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status: Open</p> <p>notes: *Consider changing the criterion to the following: "85% of students entering the BSN program will graduate within 7 semester of admission." This would allow an additional semester for completion, and allow for some flexibility since a portion of the students not completing "on time" were delayed due to personal circumstances rather than academic or clinical performance. (Will discuss with faculty early during fall semester 2009.) *Consider discussion with Student Affairs Committee regarding Admissions Criteria and possible use of a standardized test (ATI TEAS) as an admission screening tool.</p> | <p>06/08/2009 - Discuss changing criterion with faculty during fall semester 2009. Consider using 7 semesters as the benchmark for completion of curriculum to allow for personal circumstances which often may negatively affect progression.</p> <hr/> |
| | | <p>12/03/2008 - Fall 2007 - No graduating class - roll out of revised curriculum.</p> <p>Spring 2008 - 84.4% (38/45) graduated within 3 years of admission to the undergraduate nursing program.</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status: Open</p> <p>notes: Although the 84.4% graduation rate is very close to the established benchmark, the Evaluation/Assessment Committee recommends a review of the process of</p> | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|----------|--|--|---|
| | | <p>admitting students into the undergraduate nursing program. It is critical that we admit students who are most likely to be successful in the program, especially considering the severe nursing shortage and limited faculty and clinical site resources.</p> | |
| | | <p>12/05/2007 - For June 2007 Cohort- 95% graduated within time frame (39/41). Finding Type: Criterion Met Finding Status: Open</p> | |
| | | <p>12/05/2007 - For April 2007 Cohort- 93% graduated within time frame (41/44). Finding Type: Criterion Met Finding Status: Open</p> | |
| | | <p>12/05/2007 - For December 2006 Cohort- 98% graduated within time frame (42/43). Finding Type: Criterion Met Finding Status: Open</p> | |
| | | <p>08/01/2007 - For 2005-2006 school year. Fall 2005 cohort had 100% graduation rate. Spring 2006 cohort had 74% graduation rate. Benchmark achieved in Fall 2005; not achieved in Spring 2006. Finding Type: Other Finding Status: Open</p> | <p>04/01/2006 - Track individual student progress with new BSON Evaluation database. Encourage identified "at risk" students to seek assistance early from faculty, advisors, and mentors. Make referrals as appropriate to Academic Skills Center. (April 2006).</p> |

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| <p>Nursing-BSN - NCLEX scores - NCLEX passing rate of graduates will be at or above the national average.</p> | <p>Assessment Method: NCLEX-RN reports from the State of</p> | <p>04/27/2012 - Fall 2010 - 100% (35/35)students passed NCLEX Spring 2011 92% (44/48) students</p> | |
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| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|--|--|--|---|
| <p>Tracks: BSN</p> <p>Outcome Status: Active</p> <p>Assessment Evaluation: Method of Evaluation: Quarterly NCLEX Report from the State of Michigan;</p> | <p>Michigan.</p> <p>Assessment Method Category: Exam-Licensure</p> <p>Criterion: NCLEX-RN pass percentages will be at or above the national average.</p> | <p>passed NCLEX. National pass rates for that time period is 90.3%</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> | <p>08/15/2012 - Continue to use the ATI Comprehensive Predictor to determine students strengths and weaknesses in regards to NCLEX success.</p> |
| <p>Review of other states' licensure listings for graduates who have left Michigan.</p> <p>(Reviewed annually at 'Evaluation Day' held either in April or August)</p> <p>Outcome type: Student Learning</p> | | <p>04/27/2011 - 4th cohort from the revised curriculum (Dec. 2009): NCLEX pass rate 97.5% (39/40)</p> <p>5th cohort from the revised curriculum (Apr. 2010): NCLEX pass rate 97.7% (42/43)</p> <p>(National Pass Rate during this time period -- 87.6%)</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> <p>notes: Performance on NCLEX-RN continues to improve. WMU BSN students have consistently been above the national average since the first cohort graduated from the revised curriculum.</p> <p>Related Documents: NCLEX Pass Rates (2004 - 2010)</p> | |
| | | <p>12/02/2009 - December 2008 (2nd cohort) -- 87% (33/38) of graduates passed the NCLEX-RN the first time</p> <p>April 2009 (3rd cohort) -- 100% (43/43) of graduates passed the NCLEX-RN the first time</p> <p>Total for 2008 - 2009 academic year is 93.8% (76/81) of graduates passed the NCLEX-RN the first time. (National average was 88.2%.)</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> <p>Related Documents:</p> | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|----------|--|---|---|
| | | <p>NCLEX Data (First time pass rates).docx</p> <p>12/03/2008 - April 2008 - (First cohort graduating from the revised curriculum) 94.7% first-time pass on the NCLEX-RN licensure examination as compared to the national average of 86.3%.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> <p>notes: (Data from the State of Michigan reports varies slightly from this, reporting the WMU BSON as having a 92.9% pass rate. This is due to the fact that our own calculations included several students who had moved out of state. Their performance on the licensure examination was derived from other states' governmental websites.) Demonstrates a significant improvement over previous cohorts graduating from the original undergraduate curriculum.</p> | |
| | | <p>12/05/2007 - Through the 3rd quarter 2007: WMU BSON passing rate was 76.9% and the national passing rate was 86.7%</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status: Open</p> <p>notes: This represents the last cohort taking the NCLEX-RN that graduated from the original curriculum. The next cohort taking the licensure exam will be the first group completing the revised curriculum and it is believed that there will be considerable improvement in NCLEX-RN pass rates.</p> | <p>09/30/2007 - Continue to review NCLEX-RN results as the first cohort from the revised curriculum graduates in Spring 2008.</p> <p>Follow-Up: 12/03/2008 - First cohort graduating from revised curriculum shows significant improvement in NCLEX-RN pass rate with 94.7%.</p> |
| | | <p>08/01/2007 - For 2007, NCLEX-RN pass rates for graduates was 77% and the national average was 81%.</p> <p>Finding Type:</p> | <p>07/30/2008 - Continue with implementation of the new curriculum which began in fall 2005. (First cohort graduating from</p> |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|----------|--|--|--|
| | | <p>Criterion Not Met Finding Status: Open</p> | <p>revised curriculum is Spring 2008).</p> <p>Implement use of ATI Comp. Predictor Standardized Exam cut-off score as criterion for mandatory remediation prior to taking NCLEX-RN Examination.</p> <p>Formal class discussion and practice during last course of curriculum concerning test-taking strategies and evidence-based suggestions for increasing NCLEX-RN success. (April 2006).</p> <hr/> |
| | | <p>08/01/2007 - 2005-2006 school year. The NCLEX-RN pass rate for graduates taking the NCLEX-RN during 2006 was 81% and the national pass rate was 88%. This is a weakness.</p> <p>Finding Type: Criterion Not Met Finding Status: Open</p> | <p>04/01/2006 - Continue with implementation of the new curriculum which began in fall 2005. Implement use of ATI Comp. Predictor Standardized Exam cut-off score as criterion for mandatory remediation prior to taking NCLEX-RN Examination. Increase the minimum passing percentage in each nursing course from 72% to 75%. Formal class discussion and practice during last course of curriculum concerning test-taking strategies and evidence-based suggestions for increasing NCLEX-RN success. (April 2006).</p> <hr/> |

Unit Assessment Report - Four Column

Western Michigan University

Nursing-MSN

Mission Statement: In harmony with Western Michigan University's and the College of Health and Human Services' mission statements, the Bronson School of Nursing is dedicated to meeting the holistic care needs of diverse individuals, groups, and communities at local, state, national, and global levels, through teaching, scholarly inquiry, and service with the community. The WMU Bronson School of Nursing is committed to educating professional nurses who provide competent, relationship-centered care, actively participate in the development and application of research, and assume leadership roles in evolving health care contexts.

Vision Statement: To be recognized as a leader in the advancement of the nursing profession through education, scholarship and service.

UASC Assessment Plan 02/16/2004

Approval Date:

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|---|--|---|---|
| <p>Nursing-MSN - Research - 85% of students will receive minimum grade of B on selected research projects. 100% of students will pass the research capstone project.</p> <p>Outcome Status: Active</p> | <p>Assessment Method: NUR-6400 Research/Project Proposal Papers and Presentations from annual course evaluation reports (April) and review of iWebfolio submission.</p> <p>Assessment Method Category: Course-Embedded Measure</p> <p>Criterion: > 85% of students will receive a grade of B or above on the Research Project Proposal Paper and Presentation.</p> | <p>05/03/2012 - 100% of the students (n=5) received a B or better on Research Project Proposal Paper.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> | |
| | <p>Assessment Method: NUR-6410 Quality Indicators Project from annual course evaluation reports (April) and review of iWebfolio submission.</p> <p>Assessment Method Category: Course-Embedded Measure</p> <p>Criterion: > 85% of students will receive a grade of B or better on the Quality Indicators Project.</p> | <p>05/01/2010 - 78% of students (7/9) achieved a B or above on the NUR-6410 Quality Indicators Project</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status: Open</p> | <p>05/10/2010 - Benchmark for the Quality Indicators Project was not met with the first cohort of MSN students. Course is currently being reviewed by MSN faculty to assure progression (6400, 6410 and 6990) and increasing competence in research knowledge and skills so that MSN Program Outcome #3 is consistently achieved.</p> |
| | | <p>05/24/2009 - - 89% of students (8/9 of 1st cohort) achieved a B or above on the NUR-6400 Research Project Proposal Paper</p> | <p>05/24/2009 - Faculty have discussed reasons for lower performance on the NUR-6410 Quality Indicators Project.</p> |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|---|---|---|---|
| | | Finding Type: Criterion Not Met Finding Status: Open | Discussions continuing regarding importance of knowledge of basic statistics prior to admittance to the MSN program. Will continue to monitor student performance on this project. NUR-6410 will be taught by a different faculty member with the next cohort. |
| | Assessment Method: NUR-6990 Research Project from annual course evaluation reports (April) and review of iWebfolio submission. Assessment Method Category: Capstone Criterion: 100% of students will pass the research capstone project. | 05/03/2012 - 100% (5/5) passed the research capstone project Finding Type: Criterion Met Finding Status: Open 05/10/2010 - 100% of students in the first cohort passed the research capstone project. (5/9 completed in fall 2008 and 4/9 completed in fall 2009) Finding Type: Criterion Met Finding Status: Open | |
| Nursing-MSN - Policy, Organization and Financing - 85% of students will receive minimum grade of B on selected policy-related projects. Tracks: Leader Outcome Status: Active | Assessment Method: NUR-6320 Health Care Policy or Health Professional Education Policy Analysis Paper from annual course evaluation reports (April) and review of iWebfolio submission. Assessment Method Category: Course-Embedded Measure Criterion: > 85% of students will receive minimum grade of B on selected policy-related projects (Health Policy Analysis Paper) | 05/03/2012 - 71.4% of students passed the policy analysis paper (5/7) Finding Type: Criterion Not Met Finding Status: Open 05/24/2009 - 56% (5/9 students from 1st cohort) achieved a grade of B or better on policy analysis paper Finding Type: Criterion Not Met Finding Status: Open | 05/10/2010 - MSN Faculty are reviewing course syllabus and currently used text. (Faculty member who taught this course has retired, so further analysis related to specific deficiencies within the health policy analysis papers is not available at this time.) Faculty |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|---|--|---|--|
| | | | <p>members are encouraged to develop and utilize assessment rubrics for course projects that are representative of the learning outcomes for the course.</p> <hr/> <p>05/24/2009 - Faculty have discussed student performance on the policy analysis papers. Faculty will be proactive in identifying writing difficulties and work with students and/or make referral to university's writing skills center for assistance. Will continue to monitor student performance in this area with next cohort. A different faculty member will be teaching this course with the next cohort.</p> <hr/> |
| <p>Nursing-MSN - Ethics - 85% of students will receive minimum grade of B on selected ethics projects.</p> <p>Outcome Status: Active</p> | <p>Assessment Method: NUR-6300 Cross Cultural Community Practicum and Paper from annual course evaluation reports (April) and review of iWebfolio submission.</p> <p>Assessment Method Category: Course-Embedded Measure</p> <p>Criterion: > 85% of students will receive minimum grade of B on the Cross Cultural Community Practicum and Paper</p> | <p>05/09/2012 - 71% (5/7) 2nd cohort of the students received a grade of B or better on the Cross Cultural Community Practicum and Paper</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status: Open</p> <hr/> <p>05/24/2009 - 78% of students (7/9 students of 1st cohort) achieved a B or above on the NUR-6300 Cross Cultural Community Practicum & Paper.</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status: Open</p> | <p>05/24/2009 - Faculty have discussed student performance on the Cross Cultural Community Practicum and Paper. Will continue to monitor student performance in this area with next cohort.</p> <p>Follow-Up: 05/10/2010 - MSN faculty are</p> |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|--|---|--|---|
| | | | <p>Follow-Up: exploring the possibility that the students entering the MSN program have deficient baseline understanding of "community" as it relates to nursing and health care. This will be addressed with the next cohort of students.</p> |
| <p>Nursing-MSN - Professional Role Development - 100% of students will be evaluated as satisfactory or above during professional practicum experiences.</p> <p>Outcome Status: Active</p> | <p>Assessment Method: NUR-6530 Leadership Practicum in healthcare agency from annual course evaluation reports (April) and review of iWebfolio submission.</p> <p>Assessment Method Category: Course-Embedded Measure</p> <p>Criterion: 100% of students will be evaluated as satisfactory or above during professional leadership practicum experiences</p> | <p>05/03/2012 - 100% (2/2) had a satisfactory leadership practicum evaluation</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> <hr/> <p>05/24/2009 - 100% of students in the Nurse Leader Track (4/4 students in 1st cohort) were evaluated as satisfactory or above in the professional leadership practicum. 100% of students in the Nurse Educator Track (5/5 students in 1st cohort) were evaluated as satisfactory or above in the professional teaching practicum.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> <hr/> <p>05/03/2012 - 100% (3/3) received a satisfactory on their professional teaching practicum experience.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> | |
| | <p>Assessment Method: NUR-6630 Teaching Practicum in university or community college setting from annual course evaluation reports (April) and review of iWebfolio submission.</p> <p>Assessment Method Category: Course-Embedded Measure</p> <p>Criterion: 100% of students will be evaluated as satisfactory or above during professional teaching practicum experiences</p> | | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|--|--|--|---|
| <p>Nursing-MSN - Theoretical Foundations of Nursing Practice - 85% of students will receive minimum grade of B on selected theory projects.</p> <p>Outcome Status: Active</p> | <p>Assessment Method: NUR-5300 Scholarly paper on nursing or health-related theory from annual course evaluation reports (April) and review of iWebfolio submission.</p> <p>Assessment Method Category: Course-Embedded Measure</p> <p>Criterion: > 85% of students will receive minimum grade of B on scholarly paper focused on nursing or health-related theory</p> | <p>05/09/2012 - 100% (8/8), (2nd cohort) received greater than a B on the scholarly paper focused on nursing or health-related theory</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> <hr/> <p>05/24/2009 - 100% (9/9 students in 1st cohort) achieved a grade of B or better on the assigned scholarly theoretical-focused paper.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Open</p> | |
| <p>Nursing-MSN - Human Diversity and Social Issues - 85% of students will receive minimum grade of B on selected diversity and social justice projects.</p> <p>Outcome Status: Active</p> | <p>Assessment Method: NUR-6300 Cross Cultural Community Practicum and Paper from annual course evaluation reports (April) and review of iWebfolio submission.</p> <p>Assessment Method Category: Course-Embedded Measure</p> <p>Criterion: > 85% of students will receive minimum grade of B on selected diversity and social justice projects</p> | <p>05/24/2009 - 78% of students (7/9 students in 1st cohort) achieved a B or above on the NUR-6300 Cross Cultural Community Practicum & Paper.</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status: Open</p> | <p>05/24/2009 - Faculty have discussed student performance on the Cross Cultural Community Practicum and Paper. Will continue to monitor student performance in this area with next cohort.</p> |
| <p>Nursing-MSN - Health Promotion and Disease Prevention - 85% of students will receive minimum grade of B on health promotion and disease prevention papers and presentations.</p> <p>Outcome Status: Active</p> | <p>Assessment Method: NUR-6310 Analysis paper and presentation of community health care needs and appropriate interventions from annual course evaluation reports (April) and review of iWebfolio submission.</p> <p>Assessment Method Category: Course-Embedded Measure</p> <p>Criterion: > 85% of students will receive minimum grade of B on health promotion and disease</p> | <p>05/24/2009 - 78% of students (7/9 students in 1st cohort) achieved a B or above on the NUR-6310 Analysis Paper & Presentation on Community Health Care Needs</p> <p>Finding Type: Criterion Not Met</p> <p>Finding Status: Open</p> | <p>05/24/2009 - Faculty have discussed student performance on the Community Health Analysis Paper & Presentation. Will continue to monitor student performance in this area with the next cohort.</p> |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|---|---|---|---|
| | prevention papers and presentations. | | |
| Nursing-MSN - Graduation Rates - 80% of students admitted to the MSN program will graduate within 4 years of admission. | Assessment Method: Graduation approval from the annual review (April). Assessment Method Category: Departmental Committee Review Criterion: > 80% of students admitted to the MSN program will graduate within 4 years of admission | 05/03/2012 - 71.4% (5/7) graduated within 4 years of admission Finding Type: Criterion Not Met Finding Status: Open | |
| Outcome Status: Active | | 05/10/2010 - Remaining students from the first cohort (4/9) completed graduation requirements for Dec. 2009 graduation. Total of 100% of students in the first cohort (9/9) graduated within 4 years of admission to the MSN Program. Finding Type: Criterion Met Finding Status: Open | |
| | | 05/24/2009 - 5/9 students in 1st cohort (56%) graduated in December 2008 and the remaining 4/9 students in 1st cohort (44%) expected to graduate in December 2009 for total of 100% graduating within 4 years of admission to the MSN Program. Finding Type: Criterion Met Finding Status: Open | |
| Nursing-MSN - Professional Certification - 25% of MSN graduates will receive professional certification (Educator track- NLN or Leader/Manager track- ANCC) within 3 years of graduation. | Assessment Method: Annual MSN Alumni survey Assessment Method Category: Survey-Alumni Criterion: > 25% of MSN graduates will receive professional certification (Educator Track - NLN or Leader/ Manager Track ? ANCC) within 3 years of graduation | 05/03/2012 - Survey sent to graduates 4/2012 Finding Type: Other Finding Status: Open | |
| Outcome Status: Active | | 05/24/2009 - ** Data will be obtained via alumni survey in spring 2011. Finding Type: Other | 05/24/2009 - Alumni Survey will be done in spring 2011. |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|---|---|---|---|
| | | Finding Status: Open | |
| Nursing-MSN - Employment Rates - 85% of MSN graduates will be employed in leader/manager or educator positions or enrolled in post-graduate courses within one year of graduation. Outcome Status: Active | Assessment Method: Annual MSN Alumni survey Assessment Method Category: Survey-Alumni Criterion: > 85% of MSN graduates will be employed in leader/manager or educator positions or enrolled in post-graduate courses within one year of graduation | 05/03/2012 - * survey sent April 2012 Finding Type: Other Finding Status: Open 05/24/2009 - **Data will be obtained via alumni survey in spring 2011. Finding Type: Other Finding Status: Open | 05/24/2009 - Conduct alumni survey in spring 2011. |
| Nursing-MSN - Alumni Satisfaction - Mean ratings of alumni satisfaction with WMU MSN curriculum and learning outcomes will be greater than or equal to 3 on a 5-point Likert scale. Outcome Status: Active | Assessment Method: Bi-annual MSN Alumni survey Assessment Method Category: Survey-Alumni Criterion: Mean ratings of alumni satisfaction with WMU MSN curriculum and learning outcomes will be > 3 on 5-point Likert scale | 05/03/2012 - * Survey sent to alumni April 2012 Finding Type: Other Finding Status: Open 05/10/2010 - Data will be obtained via alumni survey in spring 2011. Finding Type: Other Finding Status: Open | 05/10/2010 - Alumni Survey will be done in spring 2011. |
| Nursing-MSN - Employer Satisfaction - Mean ratings of employer satisfaction with WMU MSN graduates and their professional performance will be greater than or equal to 3 on a 5-point Likert scale. Outcome Status: Active | Assessment Method: Bi-annual MSN Alumni survey Assessment Method Category: Survey-Alumni Criterion: Mean ratings of employer satisfaction with WMU MSN graduates and their professional performance will be > 3 on 5-point Likert scale | 05/24/2009 - **Data will be obtained via alumni survey in spring 2011. Finding Type: Other Finding Status: Open | 05/24/2009 - Conduct alumni survey in spring 2011. |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|----------|--|----------|--------------------|
| | | | |

Unit Assessment Report - Four Column

Western Michigan University Interdisciplinary Health Sciences

Mission Statement: To prepare PhD level researchers, educators, and service providers with the skills and vision to become interdisciplinary leaders who will improve health and human services in all areas of society.

Vision Statement: To be a nationally recognized leader in interdisciplinary Ph.D. programs preparing exemplary professionals in research, education, and service in interdisciplinary health and human services.

UASC Assessment Plan 02/16/2004

Approval Date:

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|--|--|---|--------------------|
| <p>Interdisciplinary Health Sciences - Research and Statistics competency - Students will demonstrate competency in interdisciplinary research and statistics.</p> <p>Tracks: PhD Interdisc. Health Sciences</p> <p>Outcome Status: Active</p> | <p>Assessment Method: Product grades for all courses in Research and Statistics strand including the Research Practicum.</p> <p>Assessment Method Category: Course Grade</p> <p>Criterion: 90% of students will successfully complete the Research and Statistics strand including the Research Practicum with at least a GPA 3.0. (Students who do not complete the first Fall semester are excluded.)</p> | <p>11/14/2011 - Cohort 1 - 100%, Cohort 2 - 100%, Cohort 3 - 100%, Cohort 4 - 100%</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Closed</p> | |
| | <p>Assessment Method: Successful completion of Comprehensive Examination 1 including presentation and submission of research paper to refereed journal.</p> <p>Assessment Method Category: Exam-Comprehensive</p> <p>Criterion: 80% of students, who complete the didactic curriculum, will successfully complete Comprehensive Examination 1.</p> | <p>11/14/2011 - Comprehensive exam 1: Cohort 1 - 90%, Cohort 2 - 82%, Cohort 3 - 90% Cohort 4 - 50%</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Closed</p> <p>notes: Cohort 4 - 50% have met the criterion by end of year 3.</p> | |
| | <p>Assessment Method: Successful completion of Comprehensive Examination 3 including submission of grant proposal to external funding agency.</p> <p>Assessment Method Category:</p> | <p>11/14/2011 - Comprehensive exam 3: Cohort 1 - 90%, Cohort 2 - 82%, Cohort 3 - 90%, Cohort 4 - 60%</p> | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|---|--|---|--------------------|
| | <p>Exam-Comprehensive Criterion: 80% of students, who complete the didactic curriculum, will successfully complete Comprehensive Examination 3.</p> <hr/> <p>Assessment Method: Oral defense and submission of Dissertation research. Assessment Method Category: Dissertation Criterion: 60% of students, who complete the didactic curriculum, will successfully complete the dissertation by Year 7.</p> | <p>Finding Type: Criterion Met Finding Status: Closed notes: Cohort 4 - 60% have met this criterion by end of Year 3.</p> <hr/> <p>11/14/2011 - Cohort 1 - 90% (Year 7), Cohort 2 - 80% (Year 7), Cohort 3 - 60% (Year 5), Cohort 4 - Finding Type: Criterion Met Finding Status: Closed</p> | |
| <p>Interdisciplinary Health Sciences - Teaching competency - Students will demonstrate the competency in innovative pedagogy.</p> <p>Tracks: PhD Interdisc. Health Sciences</p> <p>Outcome Status: Active</p> | <p>Assessment Method: Product grade for all courses in Pedagogy strand including Teaching Practicum. Assessment Method Category: Course Grade Criterion: 90% of students will successfully complete the Pedagogy strand with at least a GPA 3.0. (Students who do not complete the first Fall semester are excluded.)</p> | <p>11/14/2011 - Cohort 1 - 100%, Cohort 2 - 100%, Cohort 3 - 100%, Cohort 4 - 100%. Finding Type: Criterion Met Finding Status: Closed</p> | |
| | <p>Assessment Method: Successful completion of Comprehensive Examination 4 including committee review of teaching portfolio.</p> | <p>11/14/2011 - Cohort 1 - 100%, Cohort 2 - 100%, Cohort 3 - 100%, Cohort 4 - 100%. Finding Type: Criterion Met Finding Status: Closed</p> | |

| Outcomes | Means of Assessment & Criteria / Tasks | Findings | Action & Follow-Up |
|--|---|--|--------------------|
| | <p>Assessment Method Category: Exam-Comprehensive</p> <p>Criterion: 80% of students, who complete the didactic curriculum, will successfully complete Comprehensive Examination 4.</p> | | |
| <p>Interdisciplinary Health Sciences - Policy and Service Delivery competency - Students will demonstrate competency in Policy and Service Delivery.</p> <p>Tracks: PhD Interdisc. Health Sciences</p> <p>Outcome Status: Active</p> | <p>Assessment Method: Product grade for all courses in Policy and Service Delivery strand.</p> <p>Assessment Method Category: Course Grade</p> <p>Criterion: 90% of students will successfully complete the Policy and Service Delivery strand with at least a GPA 3.0. (Students who do not complete the first Fall semester are excluded.)</p> | <p>12/01/2011 - Cohort 1 - 100%, Cohort 2 - 100%, Cohort 3 - 100%, Cohort 4 - 100%.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Closed</p> | |
| | <p>Assessment Method: Successful completion of Comprehensive Examination 2 including written paper and oral defense.</p> <p>Assessment Method Category: Exam-Comprehensive</p> <p>Criterion: 80% of students, who complete the didactic curriculum, will successfully complete Comprehensive Examination 2</p> | <p>11/14/2011 - Cohort 1 - 90%, Cohort 2 - 91%, Cohort 3 - 90%, Cohort 4 - 60%.</p> <p>Finding Type: Criterion Met</p> <p>Finding Status: Closed</p> <p>notes: Cohort 4 - 60% have met this criterion by the end of Year 3.</p> | |