Program Information

Program:	RN to BSN; Bachelor of Science in Nursing
College or Administrative Division:	College of Public Health and Human Sciences
Subunit(s):	Nursing (administered by eCampus)

How will you communicate program level student learning or student success-related outcomes to the students and the public?

The program learning outcomes will be posted on the CPHHS website with the other programs in the college: http://health.oregonstate.edu/degrees/competencies

Program Learning Outcomes, Benchmarks and Measures

Outcomes: List your program level student learning (SLO) outcome(s).	1. Demonstrate leadership knowledge and skills in within the complex healthcare system that integrates an understanding of organizational systems and the internal and external forces that impact them.	2. Engage in evidence-based practice as a means of enhancing the quality and safety of patient care.	3. Utilize information technologies to improve patient care outcomes and the environments in which patient care occurs.	4. Apply culturally-appropriate approaches that promote health and prevent disease and injury in diverse populations.	5. Develop effective communication skills that facilitate inter- and intra-professional collaborative relationships to enable the nurse to advocate for patients, the nursing profession, and the healthcare system.	6. Model professionalism based on a foundation of personal values, ethical principles, and the nursing profession's values and standards.
What year was this outcome developed or most recently changed?	2017	2017	2017	2017	2017	2017
What year will you be reporting on this outcome?	2020	2020	2020	2020	2020	2020
Assessment Method: List the measures/methods /instruments used to assess the outcome. How do students demonstrate their attainment of this outcome and how is their learning evaluated?	NUR 418 assignment: Role of professional nurse in health policy NUR 423 assignment: Leadership self-assessment	NUR 420 assignment: Research Development Design NUR 416 Clinical asssignments NUR 417: Evidence-based community project	NUR 411 assignments: Social Media Team Presentation and Information System Decision Making Paper	NUR 415 assignment: Cultural Group assignment NUR 417 assignment: Health inequalities presentation NUR 421 assignment: Ethical Decision Making paper	NUR 419 assignments: National Patient Safety Goals and Quality Initiative Diagram NUR 423 assignments: Organizational Assessment and Quality Improvement Project	NUR 412 assignment: IOM Report: Future of Nursing NUR 413 assignment: Multigenerational Family Assessment
Assessment Method: Are the measure(s)/methods/instruments direct (D) or indirect (I)?	D	D	D	D	D	D
Assessment Method: What benchmarks or indicators of success are you using to determine if the outcome has been satisfactorily met by the students?	Assignment grades	Assignment grades	Assignment grades	Assignment grades	Assignment grades	Assignment grades

Process

How will your unit reflect on the data you are reporting and who was involved? How are the results of your assessment efforts related to strategic planning and overall program review?	Data will be used for curriculum review and process improvement. Curriculum assessment and student learning outcome data will be significant for seeking CCNE accreditation.	Data will be used for curriculum review and process improvement. Curriculum assessment and student learning outcome data will be significant for seeking CCNE accreditation.	Data will be used for curriculum review and process improvement. Curriculum assessment and student learning outcome data will be significant for seeking CCNE accreditation.	Data will be used for curriculum review and process improvement. Curriculum assessment and student learning outcome data will be significant for seeking CCNE accreditation.	Data will be used for curriculum review and process improvement. Curriculum assessment and student learning outcome data will be significant for seeking CCNE accreditation.	Data will be used for curriculum review and process improvement. Curriculum assessment and student learning outcome data will be significant for seeking CCNE accreditation.
What data are you archiving? Where and how? How long do you expect to archive the data?	TBD by program team	TBD by program team	TBD by program team	TBD by program team	TBD by program team	TBD by program team

Description of assessment items

NUR 411: Social media presentation: Teams of 2 – 3 students will develop a Powerpoint presentation to share with the class. Select either social media in healthcare or a public online health information site. Provide an overview, identify risks and benefits of use and provide recommendations for nurses regarding the appropriate use of the social media or website

NUR 412: Analysis of the IOM report: The Future of Nursing: Write a 5 page paper identifying the major highlights of the 2010 Institute of Medicine Report: Future of Nursing: Leading Change, Advancing Health; discuss the primary recommendations and strategies to advance the profession of nursing and how it impacts your practice.

NUR 413 assignment: Multigenerational Family Assessment: Using the Family Assessment Tool at the end of the syllabus and developmental information compiled in reference tables, you will plan, conduct, and document a multigenerational family assessment over 2 family visits. Submit the assessment summary and a brief evaluation of your two visits.

NUR 415: Specific Cultural Group Assessment: Choose a specific cultural group listed within your textbook and create a PowerPoint presentation. Provide general information about the culture; the general philosophy of disease prevention, health maintenance, and healing traditions; the prevalent health problems and risk behaviors within the culture; and the tips and considerations nurses should know for working with the population

NUR 416: Clinical Assignments: Clinical Assignment: Group Participant Screening. Conduct a screening for participants in a select community group. After analyzing the screening data, provide a follow-up report presentation with recommendations to the group. Your plan, materials, presentation, and a brief summary of the experience will be submitted to your professor. Clinical Assignment: Individual Participant Teaching. When you have finished an individual's screening, report the results and provide some immediate health promotion and/or prevention teaching. Ask participants to evaluate the screening and teaching experience. The plan, materials, and evaluation summary will be submitted to your professor.

NUR 417: Health Inequalities Team Presentation: Health Inequalities Team Presentation: In groups of 2–3 students, select a population at risk for health disparities such as a cultural group (e.g., Latino, African-American, Hmong), vulnerable population (e.g., LGBTQ, homeless, migrant, prisoners), or age group (e.g., children, adolescents, geriatrics). Create a power point presentation discussing the health statistics for this group, identified health inequalities and efforts being made to address the inequalities. Share the presentation and two critical thinking questions with your class colleagues Week 5. Comment on your peers' postings.

NUR 418: Role of professional nurse in health policy: Based on the literature and your experiences, discuss the professional nurse's role in health policy. Identify an action plan for nurses to increase their personal involvement to advance the profession as well as access to quality health care for all.

NUR 419: National Patient Safety Goals and Quality Initiative Diagram: Choose a healthcare quality initiative from your readings, and/or your experiences, and provide a summary using a fishbone diagram, a PDSA cycle, or a flow chart to illustrate in Power Point. Include at least three current professional resources to support your analysis of the quality initiative. Include speaker notes in the Power Point presentation.

NUR 420: Research Development Design: Using your identified problem from previous assignments, write a 5 page paper. Include background, research problem, purpose, research design, hypothesis, research or PICOT question, process of collecting and analyzing data.

NUR 421: Ethical Decision Making paper: Write a 5–7 page paper describing a hypothetical case study requiring ethical decision making, using the 6-step process described in the textbook.

NUR 423: Leadership self-assessment: Using the American Organization of Nurse Executives (AONE) competencies for nurse managers, complete a self-assessment of your leadership skills. Identify your strengths and opportunities for improvement and develop an action plan for professional development.

NUR 423: Organizational Assessment: Assess the organization where you practice. Discuss the type of organizational structure. Review the organizational chart to identify the formal and informal chains of command. Discuss how the generational, cultural and social influences of the community impact the delivery of care within the organization. Assess the role of nursing in the implementation of the mission, vision and decision making within the organization. What does the future look like for the organization?

NUR 423: Clinical Assignment: Quality Improvement Project: Identify a clinical issue for a quality improvement project within your practice setting. Collaborate with the organization's nursing leadership to develop a proposal for improvement supported by a SWOT assessment, budget and action plan for implementation.

This assessment plan and report template has multiple tabs. Be sure to open your window wide enough to see the tabs.

What this assessment plan and report are asking for:

>>> This report is asking for a clear, succinct accounting of full-cycle assessment activities for each degree program. This means the program needs to engage in and report the following:

>> Each degree program must have **clear, measurable student learning outcomes** that represent the knowledge, skills, and values a graduating student will possess.

> The outcomes need to be meaningful to the faculty and other professionals in the field and represent what OSU students need to succeed and be valued in the field.

> The outcomes will likely have sub-components that help further define the outcome. If you develop sub-components, those can be submitted as an attachment to the report. For this report you can just list the primary outcome.

>> Each year one or more of the program outcomes must be in some stage of the assessment cycle (data collection, review/consideration of the data, implementation of changes as a result of the data) such that **ALL outcomes have been assessed and reported in a period of 5 years**.

> A plan must be in place to measure all outcomes within 5 years. A plan is built into this annual assessment report under questions 3.c. and 5. Separate, detailed plans are encouraged.

> A cycle of fewer than 5 years is fine. If the program has fewer than 5 outcomes, it will be on a shorter cycle (e.g. 4 outcomes = 4 or fewer years).

> If the program has >10 different outcomes and needs a longer cycle, please contact the APAA to develop an alternative plan. We are glad to work with you.

> If programs are in the developmental phases for program-level assessment and/or have new learning outcomes, start with assessing FEWER outcomes and ASSESS THEM WELL! Please communicate with the APAA if this is the case or if you want some help with designing an efficient assessment plan.

>> Each outcome must have **at least one direct measure** identified and aligned to it, but more than one measure is best practice and far more reliable.

> Indirect measures can be used to support or triangulate the data from the direct measures.

> In some cases indirect measures are the primary means of data collection. This is the exception rather than the rule. If indirect measures are the sole source of data, then please provide an explanation for its selection.

>> Use the student learning data to **inform programmatic decision-making** to maximize student learning and improve the strength, effectiveness, and efficiency of the program.

> You will be asked to describe the process your unit uses/d to reflect upon the data, how results of assessment efforts relate to strategic planning, and plans for any course, curricular, or unit level changes based upon the data.

Why are we asking for this?

>>> The number one reason we are asking for this information is to ensure the **use of evidence and data to inform curricula and pedagogy**.

>> Just as in our scholarly and creative work, evidence and data are essential supplements to the professional competence and commitment that we dedicate to our students.

>> Additional reasons, which should be compelling to educators and members of the academic community, are that we owe it to the the students and we must demonstrate genuine, full cycle assessment to our accrediting body, the NWCCU. Remember, accreditation is voluntary but necessary.

How the annual report submission and the associated tracking and submission process works:

>>> By switching to an Excel spreadsheet format your program can **report multiple years of data in one document**. Just use a new tab for a new year and label the tab.

>>> Submit reports to the APAA Sharepoint website: https://sharepoint.oregonstate.edu/sites/APAA/assessment/default.aspx

>> **Instructions can be found at: http://oregonstate.edu/admin/aa/apaa/assessment-resources**

Template was developed by Stefani Dawn, PhD, Assistant Director of Assessment, 2013-15

Feel free to send question, comments, or suggestion to stefani.dawn@oregonstateuniversity.edu, 541-737-0919

Column 1 (Level of Student Outcome Learning at Conclusion of Course): 1=Emerging; 2=Developing; 3=Proficient
Column 2 (Level of Student Outcome Learning upon Course Entry): I=Introduce; R=Reinforce; E=Emphasize
Column 3 (Intentional Correlation with Co-curricular Activities): C=Co-Curriculum

Learning Outcomes:

1. Provide leadership within the complex health care system that integrates an understanding of organizational systems anc
2. Engage in evidence-based practice as a means of enhancing the quality and safety of patient care.
3. Use information technologies to improve patient care outcomes and the environments in which patient care occurs
4. Engage in culturally-appropriate approaches that promote health and prevent disease and injury in diverse populations.
5. Develop collaborative relationships both inter- and intra-professionally that enable the nurse to effectively advocate for p
6. Model professionalism based on a foundation of personal values, ethical principles, and the nursing profession's values ar

Outcome # ⇨		1. Leadership			2. Evidence-based practice			3. Information technology		
Course prefix	Course ID	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3
NUR	411	2	R		2	R		3	E	
NUR	412	2	R		2	R		2	R	
NUR	413	2	R		2	E		2	R	
NUR	414	2	R		1	I		1	R	
NUR	415	2	R		2	R		2	R	
NUR	416	2	R		2	E		2	R	
NUR	417	2	R		2	E		2	R	
NUR	418	2	R		2	R		2	R	
NUR	419	2	E		2	E		2	R	
NUR	420	2	R		2	E		2	R	
NUR	421	3	E		3	E		2	R	
NUR	422	2	R		3	E		2	R	
NUR	423	3	E		2	R		2	R	

Program Information

Program:	This is the title of your degree program/program (for non-academic units)
College or Administrative Division:	This is the College or Over Arching Administrative Division that contains the program
Subunit(s)	This is the subunit(s) [e.g. department(s)] that contain the program (may not be applicable for some - write N/A)
Report Submitted By:	Type the name and position/role with the unit
APAA Submission Cycle Due Date:	15-Apr

Program Outcomes Matched with Measures and Results

Outcomes: List your program level student learning (SLO) outcome(s) .	1. Program level student learning outcome	2. Program level student learning outcome	3. Program level student learning outcome
Results: What do the data that result from you assessment methods or processes show about student learning relative to this outcome? Describe any patterns or trends that you identified as meaningful or that highlight areas of concern or success.			
Actions: Describe any course-level (content, pedagogical, structural, etc.) changes that will result /have resulted from the current year's assessment of this outcome. Include timelines.			
Actions: Describe any program/degree level (e.g. curricular, process, structural, etc.) changes related to this outcome that have resulted/will result from this year's assessment and/or from other sources (i.e. external accreditors)			
Full-Cycle impact: If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes incorporated (if any) had on student learning? If you have not yet assessed the results of the changes made based on previous results, please indicate the year you will revisit this outcome			

Process

How did your unit reflect on the data you are reporting and who was involved? Were there any challenges or concerns? How are the results of your assessment efforts related to strategic planning and overall program review?	
Are there specific data archiving notes for the outcome(s) you are reporting on in this report?	

Plans

Describe the unit's (or sub-units) assessment plans for the upcoming year.	