



Submission Guidelines for **INTERIM** Assessment Reports (assessment results from AY 2016-17)

Guidelines:

- 1) *Submission deadline: **October 2, 2017**, early submissions are encouraged*
- 2) *Submit electronically to Yvonne Kirby (Director of OIRA) as an email attachment (ykirby@ccsu.edu)*
- 3) *Provide a SEPARATE REPORT for each academic program. All certificate and degree programs are required to be assessed per NEASC. Check the reporting calendar to see which certificate programs are considered embedded in a degree program as these programs do not need to be reported on separately.*
- 4) *An Interim report consists of the completed Overview report for the academic program and General Education Overview, if appropriate.
 - a. *If your department contributes to the General Education (GE) curriculum and has not conducted any assessment on GE but your faculty have contributed artifacts to the Multi-State Collaborative, please indicate which faculty have provided artifacts (item 7 in the GE report).**

Reminder: Assessment reporting is on a five-year cycle, consisting of a full report in year one followed by interim reports for three years and then a summary report is due in the fifth year. The assessment cycle is aligned with the Program Review Cycle such that the full assessment report is due the year prior to the year that the department will submit their program review report. Departments are not required to submit an assessment report for a program in the year the department is scheduled to begin writing the Program Review self-study (see [Program Review Policy](#) and [Assessment Calendar](#)). For example, if your program is scheduled for program review in Spring 2017 or Fall 2017 then only a Summary assessment report will be due for that program in Fall 2017 (report covering AY 2016-17 activities); this is necessary to comply with BOR requirements. Departments that are accredited by an outside agency, and thus exempt from the Program Review Policy, should follow the guidelines for assessment reporting as described in this document and follow the Assessment Calendar. Where possible, the assessment cycle will be aligned with the accreditation cycle and a Summary report will be due in the year the self-study is due to the accrediting body.

Interim reports: complete ONLY the Overview for the program, complete with contribution to general education.

URL to Assessment website resources: http://web.ccsu.edu/oira/assessment/assessment_aap.asp

Overview: The following questions are required by the Connecticut State Colleges and University Board of Regents, NEASC and the CCSU Academic Assessment Committee. These questions must be completed annually for all academic programs as well as all departments offering courses in general education. Submit a separate table for each program and for each general education learning outcome the department teaches.

- You are encouraged to address the questions using bullet statements rather than paragraph form —full details should be included within the text of the full report when it is due, not in the Overview.
- **Interim reports:** the Overview should append clearly labeled data tables as appropriate - for both the academic program as well as general education.

Overview

Department: _____ Nursing _____

Report Preparer: Catherine S. Thomas

Program Name and Level: BSN Program

Program Assessment Question	Response
<p>URL: Provide the URL where the learning outcomes (LO) can be viewed.</p>	<p>http://web.ccsu.edu/nursing/Home</p> <p>LO1: Integration of theories and concepts from liberal education into nursing practice</p> <p>LO2: Application of leadership concepts, skills, and decision-making in the provisions of high quality nursing care, healthcare team coordination, and the oversight and accountability of care delivery in a variety of settings</p> <p>LO3: Critical evaluation of evidence-based research in collaboration with other members of the health care team to improve patient outcomes</p> <p>LO4: demonstration of skills in using patient care technologies, information systems, and communication devices that support safe nursing practice</p> <p>LO5: Advocacy for a variety of socio-political issues affecting healthcare through participation in legislative and political forums</p> <p>LO6: Incorporation of inter-professional communication and collaborative skills into the delivery of evidence-based, culturally sensitive patient-centered care</p> <p>LO7: Provision of innovative interventions to promote health and prevent illness in vulnerable populations</p> <p>LO8: Practice from a caring, professional nursing perspective by incorporating the values of social justice, diversity, and global awareness</p> <p>LO9: Integration of knowledge, skills, and attitudes through use of the nursing process to provide patient-centered care to patients across the lifespan from a diverse perspective</p>
<p>LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., make LO more discrete, align LO with findings). If no changes were made, please report not applicable.</p>	<p>The LOs have not changed; they align with the AACN's <i>Nine Essentials of Baccalaureate Education for Professional Nursing Practice</i>.</p>
<p>Strengths: What about your assessment process is working well?</p>	<p>Our BSN program evaluation for both the pre-licensure track and the RN-to-BSN track consists in coursework, clinical evaluation tools, focus groups, alumni surveys, Professional Advisory Committee input, licensure pass rate (for the pre-licensure program, EBI surveys (a benchmarking survey), and the CCNE Accreditation Organization. Our recent 2016 accreditation report from CCNE indicated that we have met all standards for both tracks.</p>
<p>Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan can be reported here)</p>	<p>Our goal is to reach a 100% pass rate on the NCLEX (licensing exam). We are currently making curriculum changes, most notably a more rigorous Anatomy and Physiology course. Students in the existing EXS 207/208 (A & P) were not receiving the content needed to prepare them for NRSE 210 (Health Assessment). Student</p>

	admitted into the 2020 cohort are now required to BMS 318/319. The 2018 and 2019 cohorts took EXS 207/208. Admission requirements were adjusted as well, students must now have a C+ or higher in all science courses.
For Each Learning Outcome (LO) complete questions 1, 2 and 3: Many programs have a large number of LOs, please limit the report to no more than five.	
LO 1.	
1.1) Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	Capstone course (NRSE 495) – see table attached for results NCLEX Licensure Exam pass rate (2016 cohort was 77%, 2017 cohort is tracking to be above 86% - final report due in May of 2018) Synthesis course (NRSE 496) – see table attached for results
1.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Faculty, The CT State Board of Nurse Examiners, and the CCNE
1.3) Results: Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: RN/BSN students met the learning outcomes Pre-licensure students in the senior capstone course met the learning outcomes SEE ATTACHED TABLES Changes: Curriculum changes mentioned above

LO 2.	
2.1) Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	Capstone course (NRSE 495) – see table below for results NCLEX Licensure Exam pass rate (2016 cohort was 77%, 2017 cohort is tracking to be above 86% - final report due in May of 2018) Synthesis course (NRSE 496) – see table below for results
2.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Faculty, The CT State Board of Nurse Examiners, and the CCNE
2.3) Since the most recent full report, list:	Conclusion: RN/BSN students met the learning outcomes Pre-licensure students in the senior capstone course met the learning outcomes

<p>a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)</p>	<p>Changes: Curriculum changes mentioned above</p>
<p>LO 3:.</p>	
<p>3.1) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)</p>	<p>Capstone course (NRSE 495) – see table below for results</p> <p>NCLEX Licensure Exam pass rate (2016 cohort was 77%, 2017 cohort is tracking to be above 86% - final report due in May of 2018)</p> <p>Synthesis course (NRSE 496) – see table below for results</p>
<p>3.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).</p>	<p>Faculty, The CT State Board of Nurse Examiners, and the CCNE</p>
<p>3.3) Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)</p>	<p>Conclusion: RN/BSN students met the learning outcomes Pre-licensure students in the senior capstone course met the learning outcomes</p> <p>Changes: Curriculum changes mentioned above</p>

LO 4.	
4.1) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	<p>Capstone course (NRSE 495) – see table below for results</p> <p>NCLEX Licensure Exam pass rate (2016 cohort was 77%, 2017 cohort is tracking to be above 86% - final report due in May of 2018)</p> <p>Synthesis course (NRSE 496) – see table below for results</p>
4.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Faculty, The CT State Board of Nurse Examiners, and the CCNE
4.3) Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	<p>Conclusion: RN/BSN students met the learning outcomes Pre-licensure students in the senior capstone course met the learning outcomes</p> <p>Changes: Curriculum changes mentioned above</p>
LO 5.	
5.1) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	<p>Capstone course (NRSE 495) – see table below for results</p> <p>NCLEX Licensure Exam pass rate (2016 cohort was 77%, 2017 cohort is tracking to be above 86% - final report due in May of 2018)</p> <p>Synthesis course (NRSE 496) – see table below for results</p>
5.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Faculty, The CT State Board of Nurse Examiners, and the CCNE
5.3) Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	<p>Conclusion: RN/BSN students met the learning outcomes Pre-licensure students in the senior capstone course met the learning outcomes</p> <p>Changes: Curriculum changes mentioned above</p>

Interim reports: append clearly labeled supporting data tables, organized by LO

General Education Summary:

1. Summary only required for departments contributing to the General Education Curriculum.
2. If department contributes to more than one LO, complete one table for each LO.
3. If department has not conducted any assessment on GE but your faculty have contributed artifacts to the Multi-State Collaborative, please indicate which faculty have provided artifacts (item 7).
4. URL for the list of approved general education courses and LO/objectives:
<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program>

Department: _____

General Education LO Assessed: _____

Report Preparer: _____

General Education Question	Response
1) Courses: General Education course(s) taught and the LO(s) the course aligns with	
2) Assessment Instruments: What data/evidence, other than GPA, is used to assess the stated CCSU General Education outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	
3) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO	
4) Results: Since the most recent full report, list: a. The conclusion(s) drawn	Conclusion:
b. The changes that were or will be made as a result of those conclusion(s)	Changes:
5) Strengths: List ways in which your assessment process is working well.	
6) Improvements: List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).	
7) Our department has not assessed its contribution to the General Education curriculum but our faculty are contributing to the Multi-State Collaborative. Please list faculty names.	

Interim reports: append clearly labeled supporting data tables, organized by LO

NRSE 496: Synthesis of Baccalaureate Level Practice Capstone

The integrative Learning Value Rubric designed by the Association of American Colleges and Universities was used to evaluate the NRSE 496 RN to BSN capstone course. The maximum a student can achieve is a 20. The nursing department voted to accept a range of 13-15 as acceptable for meeting the course outcomes.

Spring 2014	N=15	9-12 (4) 27%	13-15 (5) 33%	16-20 (6) 40%
Fall 2014	N=10	9-12 (1) 10%	13-15 (3) 30%	16-20 (6) 60%
Spring 2015	N=13	9-12 (0) 0%	13-15 (3) 23%	16-20 (10) 77%
Fall 2016	N=6	9-12 (1) 17%	13-15 (3) 50%	16-20 (2) 33%
Spring 2016	N=15	9-12 (0) 0%	13-15 (6) 40%	16-20 (9) 60%
Fall 2016	N= 11	9-12 (1) 9%	13-15 (3) 27%	16-20 (7) 64%
Spring 2017	N=15	9-12 (1) 7%	13-15 (2) 13%	16-20 (12) 80%

Spring 2016 Capstone (NRSE 495) – Synthesis of Professional Nursing Practice

Learning Outcome	# of students	Types of Assessments	Results	Areas of Improvement
Learning Outcome #1: Liberal Education for Baccalaureate Generalist Nursing Practice	N=40	(a) Graded Testing in all NCLEX Content Areas – Comprehensive Exam (b) Satisfactory Clinical Practicum completion using clinical evaluation tool	(a) (n=40 combined sections) Comprehensive Exam Average 72.2 Probability of passing NCLEX exam at 80% or higher = 31, Probability of passing 1 st time 79% or lower = 9 (b) 100% students were given satisfactory or higher rating on evaluation tool	Increase focus and time on remediation throughout course - they test on multiple content specific areas prior to taking this exam
Learning Outcome #2: Basic organizational and Systems Leadership	N=40	Participation in professional meeting	100% of students attended Legislative Day hosted by CT Nurses Association	None
Learning Outcome #3: Scholarship for Evidence-Based Practice	N=40	Graded Poster Presentation	100% of students received a C+ or higher	Guidelines for Poster revised
Learning Outcome #4: Information Management and Application of Patient Care Technology	N=40	Routine documentation in each client's individual electronic health record (EHR) following HIPAA	95% (Remaining 5% did participate in documentation but did not use electronic means of documentation (EHR); used paper form of documentation instead due to Institutional requirements)	None
Learning Outcome #5: Healthcare Policy, Finance and Regulatory Environments	N=40	(a) Completion of required paperwork at assigned clinical sites (b) Review of nursing student role and mission statements; (c) understanding of treatment option and medication regimes part of health insurance costs & coverage	(a) 100% students completed required paperwork at site (b) 100% addressed by clinical instructors (c) 100% addressed as part of required content in their reflective clinical journal entries	None

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact valuel@aacn.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- Content: The information conveyed in the work samples or collections of work.
- Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the eportfolio.
- Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- Self Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Connections to experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g. family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	When prompted, presents examples, facts, or theories from more than one field of study or perspective.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues .	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues .	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation .
Integrated Communication	Fulfills the assignment(s) by choosing a format, language or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought and expression.	Fulfills the assignment(s) by choosing a format, language or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a powerpoint presentation, etc.) in an appropriate form .
Reflection and Self Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self awareness).	Describes own performances with general descriptors of success and failure.