Submission Guidelines for FULL Assessment Reports (assessment results from AY 2017-2018)

Guidelines:

1) *Submission deadline: October 15, 2018; early submissions are encouraged*
2) *Submit electronically to Yvonne Kirby (Director of OIRA) as an email attachment to ykirby@ccsu.edu.*
3) *The separate Full Report includes a Summary chart followed by detailed report that describes the information presented in the Summary chart for each academic program. The report should be between five and ten pages in length, excluding appendices. Provide a SEPARATE REPORT comprised of information specific to each academic program, detailing the assessment of Learning Outcomes for each respective academic degree or program. All certificate and degree programs are required to be assessed per NEASC. Check the reporting calendar at http://docs.ccsu.edu/oira/assessment/Assessment_Submission_Program_Review_Calendar.pdf to see which certificate programs are considered embedded in a degree program as these programs do not need to be reported on separately.*
4) *The Full Report should also provide information regarding the department's contribution to the assessment of CCSU's General Education Learning Objectives/Outcomes.*
   a. *Report information regarding your department's participation in the General Education Assessment initiative (MSC-model). Please indicate the participating faculty and Learning Objective/Outcome(s) for which your faculty have provided student artifacts. If desired, the department's participation in the MSC-model may be in lieu of department-level GenEd Assessment reporting. , and/or*
   b. *Report information from any departmental-level General Education Learning Outcomes assessments conducted during 2017-2018.*

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. In lieu of a Full Assessment report during their Program Review year, departments should submit a 1-page summary report. This ensures that we are in compliance with NEASC and 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.

Full reports: Complete BOTH the Summary for the academic program, complete with department's contribution to the assessment of CCSU'S General Education Learning Objectives/Outcomes, and the detailed Full Report that provides the supporting evidence referenced in the Summary. URL to Assessment website resources: http://www.ccsu.edu/oira/assessment/AAP.html

Summary: **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 (all degree and certificate programs). Submit a separate table for each degree or program and for each General Education Learning Objective/Outcome the department assesses.**

- You are encouraged to address the Summary questions using bullet statements rather than paragraph form —full details should be in narrative form and included within the text of the report, not in the Summary.
- **Full reports**: the Summary should reference clearly labeled, appropriate data tables presented in the Detailed Report.

Degree or Program Summary

Department: Nursing_____ _

Report Preparer: Leona Konieczny_____

Program Name and Level: BSN & RN to BSN, Undergraduate_____

Program Assessment Question	Response
URL: Provide the URL where the Learning Outcomes (LO) can be viewed.	http://www.ccsu.edu/nursing/learningOutcomes.html LO1: Integration of theories and concepts from liberal education into nursing practice LO2: Application of leadership concepts, skills, and decision-making in the provisions f high quality nursing care, healthcare team coordination, and the oversight and accountability of care delivery in a variety of settings LO3: Critical evaluation of evidence-based research in collaboration with other members of the health care team to improve patient outcomes LO4: demonstration of skills in using patient care technologies, information systems, and communication devices that support safe nursing practice LO5: Advocacy for a variety of socio-political issues affecting healthcare through participation in legislative and political forums LO6: Incorporation of inter-professional communication and collaborative skills into the delivery of evidence-based, culturally sensitive patient-centered care LO7: Provision of innovative interventions to promote health and prevent illness in vulnerable populations LO8: Practice from a caring, professional nursing perspective by incorporating the values of social justice, diversity, and global awareness 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
Assessment Instruments: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	NRSE 495, Synthesis of Professional Nursing Practice, capstone course in BSN program, grade at least C+ Licensure examination – RN-NCLEX NRSE 496, Synthesis of Baccalaureate Nurse Practice in RN to BSN program AACU Integrative Learning Value Rubric EBI/Skyfactor Assessment (outcomes alignment with CCNE The Essentials of Baccalaureate Education for Professional Nursing Practice) is scheduled for April-May 2019 Mountain Measurement (provides for RN-NCLEX analysis of results) will be reported in November 2018 & May 2019
3) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Faculty Collegiate Commission on Nursing Education (CCNE) CT Board of Examiners for Nursing

4) **Results**: Using this year's Findings, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	a. BSN RN-NCLEX pass rate for Class of 2017 – 90.24% (DPH report May 2018) BSN RN-NCLEX pass rate for Class of 2018 – 100% (unofficial, waiting for DPH report) 46/46 (100%) students successfully completed NRSE 495 in the BSN program with grade of C+ or higher Students in BSN program met outcomes. 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 outcomes. <table><tr><td>Fall 2017</td><td>N=5</td><td>9-12</td><td>13-15 (1)</td><td>16-20 (4)</td></tr><tr><td>Spring 2018</td><td>N=17</td><td>9-12 (2)</td><td>13-15 (4)</td><td>16-20 (11)</td></tr></table> 20/22 (91%) students met outcomes in NRSE 496 in the RN to BSN program b. No changes in BSN program Faculty review o & class size for NRSE 496 in RN to BSN program
5) **Strengths**: List ways in which your assessment process is working well.	Collegiate Commission on Nursing Education (CCNE) accreditation through 2016. Academic progress and program of study are reviewed by faculty monthly and at the end of fall and spring semesters. Results reported and input provided by members of the Program Advisory Committee.
6) **Improvements**: List ways in which your assessment process needs to improve based on student data (A brief summary of changes to assessment plan can be reported here).	Faculty analysis of Mountain Measurement at least annually. Faculty analysis of EBI/Skyfactor.

General Education Summary:

1. All departments contribute to the general education foundation of CCSU students (i.e., the CCSU General Education Learning Objectives/Outcomes) and must submit the General Education Summary below.
2. If your department participated in the General Education Assessment initiative (Multi-State model), complete only Summary questions 1) and 2) below.
3. If your department assesses GenEd Learning Objectives/Outcomes at the department-level, complete Summary questions 1) – 7). Complete one Summary table for each LO assessed.
4. URL for the list of CCSU Learning Objectives/Outcomes: http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program

Department:_____

General Education LO Assessed: _____

Report Preparer: _____

General Education Questions	Response
1) **Courses**: List course(s) and the CCSU General Education Learning Objective/Outcome with which the course is aligned. (These include courses across all schools and departments and are not limited only to designated GenEd Study and Skill Area courses.)	
Participation in General Education Assessment Initiative (Multi-State Collaborative model)	
2) Our departmental faculty participated in the assessment of the GenEd Learning Objectives/Outcomes by contributing to the GenEd Assessment Initiative (Multi-State Collaborative model). *Please list the participating faculty and General Education Learning Objective/Outcome(s) for which faculty have provided student artifacts.*	
Participation through Department-level GenEd Assessment	

3) **Assessment Instruments**: What data/evidence, other than GPA, are used to assess the stated CCSU General Education Objective/Outcome? (e.g., capstone course, portfolio review, licensureexamination, etc.)	
4) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	
5) **Results**: Since the most recent full report, list: a. The conclusion(s) drawn, noting strengths and weaknesses. b. The changes that were or will be made as a result of those conclusion(s).	
6) **Strengths in your Assessment Process**: List ways in which your assessment process is working well.	
7) **Improvements**: List ways in which your GenEd assessment process needs to improve based on student data (A brief summary of changes to assessment plan can be reported here).	

DETAILED GUIDELINES FOR [FULL](#) ASSESSMENT REPORTS

NOTE –Assessment reports are public documents. No personal identifiable information for students should be included within the assessment report; FERPA guidelines should be followed. Any report that contains student names or student IDs will be returned for editing. If you have questions, please contact Yvonne Kirby, OIRA Director,for guidance at ykirby@ccsu.edu

PREAMBLE and Highlights
1) Brief description about degree or program (1-3 sentences)
2) Most significant changes made to the degree or program, curricular or programmatic, based on results from assessment activities

SECTION 1-LEARNING OUTCOMES (LO)
1) Provide a numbered list of LOs for program graduates.
   a. These are skills, knowledge or competencies that students should know by the time they graduate
   b. Statements should be verb driven and take "students" as the grammatical subject
   c. Written in clear, simple language for a lay audience
   d. Outcomes should be measureable

SECTION 2-FINDINGS
Present findings from the evaluation of student learning in the program (see Section 5 for general education)
A. Organize supporting (s)material in order of each LO identified above
B. For ease of presentation, consider using data tables or graphs that summarize the results

For <u>each</u> outcome:
1) Describe how student learning was evaluated, what criteria were used, and who completed the evaluation (e.g., instructor, assessment committee, other faculty, staff, etc.)
2) Append the instrument and/or rubric(s).
3) *Explain the link between the assessment method(s) and each LO measured. If a LO was not measured in either FY 2014-15 or 2015-16, indicate when this outcome will be measured.*
4) Summarize student performance. *(e.g., average scores, percent passing; if you need assistance, please contact Yvonne Kirby).*
5) Trend up to five years of data—Include (embedded directly in the report or appended) detailed data tables or findings for each LO. If these data are appended, clearly indicate within the report, the corresponding appendix.

Notes:
- If this program has fewer than five students in a given assessment period, please consult with Yvonne Kirby as to how to maintain student confidentiality and ensure compliance with FERPA.
- Assessment should NOT be based on GPA.

- Primary measures of student learning should extend beyond final course grades (e.g., capstone projects, embedded exercises, licensure examinations, portfolio review, etc.)
- Indirect measures such as information gathered from student surveys and focus groups can supplement direct assessments made by faculty or other qualified professionals, but are not traditionally acceptable as primary measures.

SECTION 3 – ANALYSIS

For each outcome:
1) Within the context of data from past years, describe what these current results mean, including an identification of patterns of students' **strengths and weaknesses** across the program
2) Describe how the results have changed over time.

   If you need guidance in organizing or interpreting the data, please contact Yvonne Kirby.

SECTION 4 –USE OF RESULTS

For each outcome:
1) Describe how these results have been used to make curricular or programmatic adjustments over the last five years.
2) Clearly articulate the relationship between the result and the curricular/programmatic adjustment
   Note: if this section is not completed, the report will be returned to the department as incomplete.

SECTION 5- DEPARTMENTAL PROGRAM ASSESSMENT PLAN

Assessment is cyclical in nature and is most effective when it is ongoing and systematic; building on the previous year's results.

   The ultimate mark of an effective assessment program is that findings inform programmatic changes (changes in future measurement strategies are important but secondary). In effect, this means explaining how the program "closes the loop" by using findings about student learning to improve the program's curriculum.

Create a roadmap or use a timeline to explain how you plan to use the results you just obtained to make curricular or programmatic adjustments to your program. The timeline should project four years, consistent with the AAC review schedule. The four-year plan is intended to 1) provide consistency in assessment practices within a department when faculty responsibilities change, 2) accommodate those instances where not all improvements can be implemented in one year, leaving some changes to be implemented later, and 3) should cover each departmental LO. The Assessment Plan should detail how you plan to adjust, expand, or redirect your assessment activities over the coming years and show the intent to make curricular adjustments in your program. The Assessment Plan developed here will be a reference tool for the Academic Assessment Committee as they review the interim and full reports. Please address, in a bulleted format, the following:

1) Identify where improvements are needed, referencing the evidence indicating this need.
2) Propose strategy on implementing improvements – examples:

- Adjustments in teaching strategies   - Change course sequence
- Changes to pre-requisite courses   - Develop or modify course
- Develop new or revise current assessment strategy

3) Specify goal of assessment activity, describing why the change should lead to specific improvement in corresponding LO.
4) Identify semester and year assessment activities are scheduled.
5) Identify the target group (seniors in all sections of class X, etc.).
6) Identify data to be collected (example - question X of first midterm will be compared to question Y of final exam, etc.).
7) State when data will be analyzed (semester and year).
8) Build into your timeline, any approvals or other procedural guidelines that need to be followed prior to implementing improvements.
9) Anticipated year and semester expected improvements will be implemented in classroom.

If changes cannot be immediately implemented (for example, need to be approved by outside committee), please note the lengthened timeline, it should not exceed 2 years.

SECTION 6 GENERAL EDUCATION LEARNING OBJECTIVES/OUTCOMES ASSESSMENT

The campus-wide assessment of CCSU's GenEd Learning Objectives/Outcomes (LO) takes place across schools and departments and is not tied solely to GenEd designated courses. How did your department participate in the assessment of CCSU's General Education Learning Objectives/Outcomes?

A. Departmental Faculty participation in the General Education Assessment initiative (Multi-State model) through submission of student artifacts/work samples, including students' papers and/or select course assignments, from freshman through senior-level classes. (Note: Submitted student work DOES NOT have to be from GenEd Study and Skill Area designated classes.) and/or
B. Department-level assessment(s) directly linked to select GenEd LO's

A. General Education Reporting Guidelines for General Education Assessment Initiative (Multi-State Collaborative Model) Participating Departments
Our departmental faculty participated in the assessment of the GenEd Learning Objectives/Outcomes by contributing to the GenEd Assessment Initiative (MSC-model).

1) *List the participating faculty and CCSU General Education Learning Objective/Outcome(s) for which faculty have provided student artifacts to OIRA (Critical Thinking-LO#4; Written Communication-LO#5; Quantitative Reasoning-LO#6; Information Literacy-LO#7; and/or Civic Engagement-LO#10.)*
2) *List the course(s) where these student work/artifacts were collected.*

B. General Education Reporting Guidelines for Department-level GenEd assessment of CCSU GenEd Learning Objectives/Outcomes
1) **List course(s) and the CCSU General Education Learning Objective/Outcome(s)** with which the course is aligned. (These may include both non-designated and non-designated Study and Skill Area courses taught in your department.)
2) **Findings – for EACH General Education LO:**

- Describe how student learning was evaluated (provide an example).
- Describe the evaluation process, criteria used, and who completed the evaluation (e.g., instructor, assessment committee, other faculty, staff, etc.)
- Append examples of the corresponding instrument(s) and/or rubric(s) used for each GenEd learning objective/outcome.

- Explain the link between the assessment method(s) and each LO measured. *If LOs were not measured in in the previous five years, indicate why and when the outcome(s) will be measured.*
- Summarize student performance. *(e.g., average scores, percent passing; if you need assistance, please contact Yvonne Kirby).*
- Trend up to five years of data—Include (embedded directly in the report or appended) detailed data tables or findings for each LO. If these data are appended, clearly indicate corresponding appendix.

3) **Analysis of Findings – for each General Education LO:**
- Describe what these results mean, including an identification of patterns of students' **strengths and weaknesses** across the General Education program to which the department contributes.
- Describe how the results have changed over time.

4) **Use of Results– for each General Education LO:**
Describe how these results have been used to make curricular or programmatic adjustments over the last five years. Clearly articulate the relationship between the result and the curricular/programmatic adjustment.

5) **Assessment Plan for the Future**
- Describe your General Education LO's assessment plan, using the format described above for departmental programs.

APPENDIX
Since Section 2 provides assessment results in summarized format, please include a full tabulation of results as an appendix, as you deem appropriate. *If there are fewer than five students, please consult with Yvonne Kirby in OIRAI as to how to maintain student confidentiality and ensure compliance with FERPA.*