



Research College of Nursing

Academic Year: 2015-2016

Student Affairs Assessment of Student Learning Outcomes

Mission:

The mission of Research College of Nursing is to educate students as **professional** nurses who provide **safe, quality health care**.

Through a **commitment to excellence in nursing education**, this academic community promotes development of the individual as a **scholar** and **leader** dedicated to providing **service to the greater society**.

Institutional Learning Goals:

In service to the greater society students will demonstrate:

1. Professionalism
2. Scholarship
3. Leadership
4. Integration of Knowledge

Learning Outcomes

Student Affairs Learning Goals (RCN Institutional Learning Goals in parentheses)	Student Affairs Student Learning Outcomes
1. Display a heightened understanding of their social responsibility and apply that knowledge toward active citizenship and humanitarianism (1. Professionalism).	1.1. Students will be able to identify and articulate the importance of their engagement in the community. 1.2. Students will articulate two social justice inequities that were evident during the active portion of their social justice requirement/community service.

2. Develop an integrated sense of personal identity, a positive sense of self, and personal code of ethics (1. Professionalism).	Under development.
3. Develop a comprehensive understanding of leadership and utilize that to identify and advance their personal leadership (3. Leadership).	3.1. Executive board members of Student Government Association (SGA) and Research Student Nurses Association (RSNA) will articulate what kind of leader they are and how that applies to their organizations. 3.2. All students will identify their non-academic experiences as contributing to their development as a leader.
4. Acquire and utilize cognitive and practical skills that will enable them to live healthy, productive, and purposeful lives (4. Integration of Knowledge).	Under development.
5. Exhibit connection and application of knowledge developed across classroom, co-curricular, and other learning (4. Integration of Knowledge).	5.1. Students will articulate how their education within the classroom can apply to serving the greater community.

Summative Assessment of Each Student Learning Outcome

Data Collection:

Direct Measures

Social Justice Requirement Post-Service questions: short answer responses juniors, seniors, and accelerated students complete by the end of the academic year. 4 pt. scale: 1 = Not articulated, 4 = Fully articulated with examples.

Indirect Measures

SGA Leadership Workshop Survey: administered each fall after workshop. 4 pt. scale. For multiple choice: 1 = Strongly Disagree, 4 = Strongly Agree; For short answer: 1 = Not articulated, 4 = Fully articulated with examples

RSNA Leadership Workshop Assessment: administered each fall after workshop. 4 pt. scale. For multiple choice: 1 = Strongly Disagree, 4 = Strongly Agree; For short answer: For short answer: 1 = Not articulated, 4 = Fully articulated with examples

Service, Diversity, and Leadership Survey: administered each spring to all BSN students. 4 pt. scale 1 = Strongly Disagree, 4 = Strongly Agree

Green highlights/italics indicate improvement from Unmet to Met outcomes. *Red highlights/italics* indicate movement from Met to Unmet outcomes.

Analysis:

SLO	Measure	Expected Outcome	Actual Outcome	Outcome Met/Unmet Program Changes
1.1. Students will be able to identify and articulate the importance of their engagement in the community (Professionalism).	<u>Senior Service, Diversity, and Leadership Survey</u> <ul style="list-style-type: none"> • The work involved in the social justice project helped me to become more aware of the needs in my community. • I have a responsibility to serve my community. • The work involved in the social justice project made me aware of some of my biases and prejudices. 			<i>To be completed May 2016.</i>
1.2. Students will articulate two social justice inequities that were evident during the active portion of their social justice requirement/community service (Professionalism).	<u>Social Justice Requirement Post-Service response questions</u> <ul style="list-style-type: none"> • Please explain the work you did and how your work impacted a vulnerable population(s). How do you know they were 			<i>To be completed May 2016.</i>

	<p>from a vulnerable population?</p> <ul style="list-style-type: none"> • How can the potential for life and health be maximized for this vulnerable population(s)? 			
<p>3.1. Executive board members of Student Government Association (SGA) and Research Student Nurses Association (RSNA) will articulate what kind of leader they are and how that applies to their organizations (Leadership).</p>	<p><u>SGA Leadership Workshop Assessment</u></p> <ol style="list-style-type: none"> 1. Participants will learn their personal leadership style and how to apply it to their executive position within SGA. 2. How will you use your strengths to be a leader? 3. Based on what you learned today, what does being a leader mean to you? <p><u>RSNA Leadership Workshop Assessment</u></p> <ol style="list-style-type: none"> 1. Participants will learn their personal leadership style and how to apply it to their executive position within RSNA. 2. How will you use your strengths to be a leader? 3. Based on what you learned today, what 	<p>1. 3.25</p> <p>2. 3.25</p> <p>3. 3.25</p> <p>1. 3.25</p> <p>2. 3.25</p> <p>3. 3.25</p>	<p>1. 4.00</p> <p>2. 3.25</p> <p>3. 4.00</p> <p>1. 3.75</p> <p>2. 3.25</p> <p>3. 3.75</p>	<p>Met</p>

	does being a leader mean to you?			
3.2 All students will identify their non-academic experiences as contributing to their development as a leader.	<u>Senior Service, Diversity, and Leadership Survey</u> <ul style="list-style-type: none"> My non-academic experiences (service, student groups) at RCN have prepared me to be a leader. 			<i>To be completed May 2016.</i>
5.1. Students will articulate how their education within the classroom can apply to serving the greater community (Integration of Knowledge).	<u>Social Justice Requirement Post-Service response questions</u> <ul style="list-style-type: none"> What aspects of what you have learned so far in your coursework at Research College of Nursing could be applied to your service experience? 			<i>To be completed May 2016</i>

Interpretation: Strengths and Opportunities for Growth related to these student learning outcomes

Using the key tenets and institutional learning goals of Research College of Nursing, the SLOs for Student Affairs were developed to measure the office’s impact on our students in regards to these goals.

- RCN students are required to complete an active portion in their social justice curriculum that is spearheaded by Student Affairs. With this in mind, we are able to measure both professionalism and integration of knowledge for our students when they complete this requirement. From there, we hope to learn our students’ understanding of their impact on their work they are doing and how that applies to their coursework. We will plan educational and volunteer programming for future years based on this information.
- RCN students complete a Service, Diversity, and Leadership Survey every year to present their understanding of these areas. Using some of the information acquired through this survey, we are able to see how our students understanding professionalism and leadership.

Institutional Learning Goals: Changes for Improvement integrated into program improvements:

This will be the first year of using this plan and many of the data will not be available until May 2016. That being said, the following are ways Student Affairs can grow or change that have been identified thus far:

- Planning educational and volunteer programming based on our students’ understanding and reflection on social justice and professionalism.
- Completing an overhaul on the Service, Diversity, and Leadership Survey so that we can obtain more impactful feedback on our programming both in the curricular and co-curricular realms.

Implementation of curricular and program improvements from previous year: Not applicable. First year of report.

Curricular/program improvements suggested from last year	Implementation of changes

Planned curricular and/or program improvements based on assessment of outcomes (include budget implications)

Planned curricular/program improvements for 2016	Budget implications
Revise the questions in the Service, Diversity, and Leadership Survey to obtain more concrete and impactful feedback	\$0

***Note regarding Institutional Learning Goals:** assessment of Institutional Learning data and planned curricular & program improvements are incorporated into the ASLO report.

Developed utilizing & modifying the following documents:

RU Assessment Plan and Report – <http://intranet/Assessment /student learning/templates.asp>

University of Missouri-KC – <http://www.umkc.edu/assessment/downloads/assessment-plan-template.pdf>

Marymount University – <http://www.marymount.edu/offices /ie/assessment .aspx>

Jan. 2016