



Research College of Nursing

Calendar Year: 2016

Undergraduate 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

Student Learning Outcomes derived from the Mission & Institutional Learning Goals:

The undergraduate Student Learning Outcomes (SLOs) are derived from the mission of the College and its Institutional Learning Goals. They are grounded in the Essentials of Baccalaureate Education for Professional Nursing Practice. Nursing's Scope and Standards, Code of Ethics, Social Policy Statement and Quality & Safety Education for Nurses Competencies were also strong influences on the development of the SLOs. Articulation and continuity with the Rockhurst University Learning Themes is a priority and readily accomplished due to the shared values of a nursing and Jesuit education.

Learning Outcomes

RCN Student Learning Outcomes (RCN Institutional Learning Goals in parentheses)	Rockhurst University Learning Themes
1. Engage in professional nursing practice to assure safe, quality health care. (1)	Ethics and Social Justice: The commitment to create a more just world and to live with integrity, humility, tolerance, and empathy.
2. Utilize principles of health promotion and disease prevention to provide nursing care across the lifespan. (4)	Academic Knowledge: The capacity to assimilate and apply a broad range of skills, knowledge, and abilities to a chosen field of study.
3. Communicate effectively to facilitate teamwork and collaboration in the delivery of patient centered care. (1)	Communication: The ability to communicate effectively in a variety of contexts and with awareness of purpose and audience.
4. Apply clinical reasoning using current evidence to plan, implement, and evaluate outcomes of care. (2)	Critical and Creative Thinking: The ability to search for knowledge, investigate questions, and apply information in a systematic, discerning, and innovative manner.
5. Employ a global view to provide culturally sensitive nursing care and service to diverse populations. (1)	International and Cultural Understanding: The appreciation of cultural differences and commonalities, and the ability to interact with sensitivity and alertness as citizens of the world.
6. Utilize technology and information management tools to improve patient outcomes and support safe health care environments. (4)	Academic Knowledge: The capacity to assimilate and apply a broad range of skills, knowledge, and abilities to a chosen field of study.
7. Demonstrate basic knowledge of healthcare policy, finance, regulatory processes relevant to the provision of care. (4)	Academic Knowledge: The capacity to assimilate and apply a broad range of skills, knowledge, and abilities to a chosen field of study.
8. Apply leadership concepts in the delivery of care in complex health systems. (3)	Leadership: The commitment to develop the gifts of self and others to make a positive difference in the world.

Relationship between RU Learning Themes/RCN SLOs & General Education

Rockhurst University's general education is delivered through the Liberal Core Curriculum, a set of general course requirements that are organized around Proficiencies, a Global Perspective Requirement and Modes of Inquiry. The RU Proficiencies and Modal SLOs are mapped to the RU Learning Themes. And, RCN SLOs are mapped to the RU Learning Themes in the table above. Based on this mapping process, RCN continues to assess general education beyond the Core, through the Nursing major. Additionally, general education is assessed by RCN through standardized testing of reading, writing, critical thinking, and math with the ETS Proficiency

Exam. RCN students receive content directly related to the ETS Proficiency measures through RU/RCN Core requirements (see map of RU Core to ETS Proficiency Exam at the end of this document).

RU measures its Core (general education), through course embedded assessment of each Proficiency and Mode of Inquiry. The RU Core Implementation Committee (CIC) assesses each Proficiency/Modal SLOs and submits an annual report to the RU Committee on Rockhurst Assessment (CORA). As a member of that committee, the RCN Director of Institutional Effectiveness participates in the annual review of those and all RU program assessment reports on student learning.

Focused Assessment of General Education

Analysis:

Measures	Expected Outcomes	Data Collection	Actual Outcomes
ETS Proficiency Exam (Summative)	Perform higher than Carnegie group for Mean total score & each of the 4 Skill Dimensions (reading, critical thinking, writing, math)	Spring of 2016 seniors took the exam. Simple calculator were allowed this year.	Expected outcomes met . Total mean was 6.2% higher than comparison group.

Specific Results:

	2014 RCN/Comparison Group	2015 RCN/Comparison Group	2016 RCN/Comparison Group
<u>ETS Proficiency Exam</u>			
Mean Total Score	451.86 / 442.5	451.60 / 442.1	451.84 / 445.6
Reading	120.46 / 117.7	120.38 / 117.6	119.93 / 118.5
Critical Thinking	114.12 / 111.5	112.98 / 111.3	113.09 / 112.3
Writing	116.61 / 114.1	116.65 / 113.9	116.7 / 114.6
Math	113.29 / 112.5	114.44 / 112.5	114.84 / 113.4

Interpretation: Strengths and Opportunities for Growth related to these general measures of all student learning outcomes

The overall mean total score was very slightly higher this year than last year, and higher than the Carnegie comparison group three years in a row. All of the Skill Dimension scales also remain higher than the comparison group. The overall mean and four Skill Dimension scores have been very stable over the last three years. It was noted that this year there were several students who did not finish the exam and may have missed the direction that there is no penalty for guessing on items (It was reported that there was quite a lot of talking during the directions due to the grouping of desks).

Implementation of curricular and program improvements from previous year

No program changes were made based on assessment of general education as related to the results from the ETS Proficiency exam from last year.

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

As all the benchmarks were met, there are no planned actions regarding general education as related to the results from the ETS Proficiency exam assessment for next year.

Overarching Summative Direct Measure of SLOs

Data Collection: NCLEX is the comprehensive licensing exam, and does not report performance scales that correlate with the individual SLOs. However, the exam map as a whole reflects measurement of the content of all eight SLOs. Therefore, NCLEX is seen as an overarching measurement of all of the SLOs and is reported in a global manner.

Analysis:

Measure	Expected Outcomes	Data Collection	Actual Outcome
NCLEX	80% pass rate	CY 2016	Met 82.1%

Specific Trended Results:

BSN NLCEX Pass Rates								
Benchmark: 80% (changed from 90% fall 2015)								
	2009	2010	2011	2012	2013	2014	2015	2016
NCLEX-RN® Pass Rates (Official) Jan. 1-Dec. 31	87.6% Not Met	81.7% Not Met	94.0% Met	95.0% Met	85.8% Not Met ↓ 9.2%	73.77% Not Met ↓ 12.0%	88.1% Met ↑ 15.2%	82.1% Met ↓ 6%
Traditional Option May Graduating Class NCLEX	85% n=57	78% n=63 ↓ 8%	93% n=60 ↑ 15%	91% n=58 ↓ 2%	87% n=55 ↓ 4%	68.97% n=58 ↓ 18%	84.9%* n=53 ↑ 16%	77.2% n=57 ↓ 8%
Accelerated Option Aug. Graduating Class NCLEX	91% n=65	85% n=79 ↓ 6%	94% n=74 ↑ 9%	100% n=40 ↑ 6%	83% n=59 ↓ 17%	80.65% n=62 ↓ 2.35%	93.6%* n=47 ↑ 13%	89.6% n=48 ↓ 4%

*State Board not currently providing these official results; but reliable data as possible

Interpretation: Strengths and Opportunities for Growth related to these general measures of all student learning outcomes

The NCLEX benchmark was changed fall of 2015 from 90% to 80%. This is to be consistent with CCNE 2013 standards. However, faculty continue to be determined to work to achieve the highest NCLEX pass rates possible. The Benchmark for the program was met for 2016 and the score was higher than the lowest pass rate that occurred in 2014, however it is down 6% from last year. The State Board no longer releases information related to specific students regarding whether they passed on first attempt. However, they did calculate pass rates for the College based on students self-report of graduation date (which is nearly as accurate). That information translates into the TO and AO separate pass rates which allows for more focused program changes to increase pass rates. For all but one of the past eight years the AO cohort has outperformed the TO cohort. This is true this year with a 12.4% difference. Below are specific interventions including additional ones for the TO option students.

It has been determined that with the current incentives, the HESI Exit exam is not predictive of NCLEX pass rates and therefore not a valid measure of aggregate student performance. Therefore, that measurement is not included in this year’s report. HESI remains useful to assess individual student performance.

Implementation of curricular and program improvements from previous year

Curricular/program improvements suggested from last year	Implementation of changes
NCLEX Success Program – coaches as being assigned their advisees to coach when possible. Implementation of this program began one semester earlier than previously, fall senior year, beginning fall 2015.	More coaches were used this year and when possible given their advisees to coach. Coaching did not start in the fall, but PDS began prep in the fall.
Next December 2016, assess results & process of two years from AH1 & 2 HESI customized final exams & determine any changes (use of the customized exam, course grade incentive, etc.).	HESI continuing for spring '17, but use of future HESI yet to be determined.
HESI Exit: UGCC will vote regarding changing requirement of students who meet benchmark on Exit version1 to no longer being required to take version 2. Explore TOs moving up HESI v 1 to Mar. 3 from April 4, v 2 to May 2. Coaches help students focus NCLEX prep after HESI v 1 before on ground review Mar. 8, 9, 10. AO HESI timing is already patterned similarly. Considering only requiring v 2 for students who did not meet benchmark on v1.	This spring HESI Exit will be used but PassPoint will be used for remediation and preparation. Lowest HESI client needs categories were the same as the lowest categories on NCLEX, confirming areas for improvement.
Required live review for TOs in 2016. Consider replacing it in 2016-2017 with Lippincott products.	Done.
Required mock NCLEX for TOs	Was not required but offered last spring, but will be spring '17.
NCLEX Program Report results regarding specialty area performance will be shared with appropriate faculty.	Data is always a year old and with course and faculty changes, making this data is difficult to be actionable. In the future, formative assessment, which is more actionable, will be shared with course faculty.
Drug Calculation: review the policy	Number of questions increased for TO. More changes will be made with the new curriculum, such as adding drug calc. to Pharm in the fall '17.
Curricular revision just initiated. (MGI document indicates review, and it's been 10 yrs. since last revision. Changes in healthcare, NCLEX blueprint, lower NCLEX pass rates and program report data, simulation results, and clinical experiences – all prompted revision.)	Curriculum revision in process: framework developed, curriculum mapped out, course objectives & descriptions are being approved by FGA.

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

Planned curricular/program improvements for 2017	Budget implications
Simulation improvements: Considering having a different but equal scenario for morning and afternoon sim. Talk with faculty regarding complete scoring for sim. Explore having same faculty score for TO & AO sim. Considering letting students know they are being assessed. When the new curriculum is implemented consider grading the final sim as part of Capstone Course.	Possible implications for budget if same faculty are used for both TO & AO sim, but otherwise no budget implications.
HESI Exit Spring '17 will be used and PassPoint will be used for preparation and remediation. HESI benchmark will be lowered from 900 to 850 (which was the prior benchmark).	Student Fees cover PassPoint sp'17, TOs.
ATI present their products to faculty Jan 4, '17 lunch and learn.	Any future use of ATI materials will be covered by student fees.
On-ground review Hurst will be offered sp '17 for TOs. Hurst will present the Hurst review products to AO sp'17.	Students will pay individually.
Mock NCLEX required for TOs sp '17.	Included in PassPoint expenses.
NCLEX prep an hour before clinical conference Capstone course sp '17 for TOs.	
ExamSoft sp '17 AH 2 AO & TO and Pharm 2 for both groups. Fall all courses will utilize ExamSoft (TOs).	Spring '17 College will cover costs, then student fees begin covering costs in the fall '17.

Summative Assessment of Each Student Learning Outcome

Data Collection:

Direct Measures

Drug Calculation Exams – Exam 2; three attempts allowed

Capstone Practice Course Evaluation Rubrics – Average Means; Grading Key: Unsatisfactory, Needs Improvement, Satisfactory, Not Applicable

Capstone Simulation – Grading Key: Unsatisfactory, Needs Improvement, Satisfactory, Not Applicable

Indirect Measures

EBI – Given to graduating seniors in May (Class of 2015). Students are asked to assess how well they feel they achieved each SLO.

7 pt. scale: 5=Agree, 7= Strongly Agree, presented as aggregate means.

Alumni Survey – Emails are sent to alumni one year post graduation (Class of 2014) and asked to assess how well they feel they achieved each SLO. 7 pt. scale: 5=Agree, 7= Strongly Agree, presented as aggregate means. **Green highlights** indicate improvement from Unmet to Met outcomes or improvement in a score from last year. **Red highlights** indicate negative changes.

Analysis:

SLO	Measure	Expected Outcome	Actual Outcome	Outcome Met/Unmet Resulting Program Changes
1. Engage in professional nursing practice to assure safe, quality health care. <i>Moved Drug Calc. to “Practiced” below.</i>	Capstone Course	100%	-100% of students achieved Satisfactory (TO* & AO)	Met
	Capstone Simulation	65%	-72% of students achieved Satisfactory (TO: 73.5%) ↑ 1% (AO: 70.5%) ↓ 1%	Met
	EBI ISQ SLO 1	5.5	6.35	Met
	1 Yr. Alum SLO	5.5	6.0 Prob. Significant	Met
	EBI F 7 Prof. Values	5.5	5.97	Met
	EBI F 11 Q Nrsg. Standards	5.5	6.04	Met
2. Utilize principles of health promotion and disease prevention to provide nursing care across the lifespan.	Capstone Course	100%	-100% of students achieved Satisfactory (TO & AO)	Met
	EBI ISQ SLO 2	5.5	6.23	Met
	Alum SLO	5.5	6.06	Met
3. Communicate effectively to facilitate teamwork and collaboration in the delivery of patient centered care.	Capstone Course	100%	-100% of students achieved Satisfactory (TO & AO)	Met
	Capstone Simulation	65%	-74.0% of students	Met

			achieved Satisfactory (TO: 76%) ↑10% (AO: 72%) ↑ 8%	
	EBI ISQ SLO 3	5.5	6.25	Met
	Alum SLO	5.5	6.31	Met
	EBI F 10 Q Communicate interprofessionally	5.5	5.76	Met
	EBI F 10 Q Interprofess. teamwork	5.5	5.59	Met
4. Apply clinical reasoning using current evidence to plan, implement, and evaluate outcomes of care.	Capstone Course	100%	-100% of students achieved Satisfactory (TO & AO)	Met
	Capstone Simulation	65%	-55% of students achieved Satisfactory (TO: 59%) ↓ 13% (AO: 51%) ↓ 14%	Not Met Dropped 13.5% Consider having a different but equal scenario for morning and afternoon sim. Talk with faculty regarding having complete scoring for sim. Explore having same faculty score for TO & AO sim. Consider whether to let students know they are being assessed.
	EBI ISQ SLO 4	5.5	6.26 Prob. Sig.	Met
	Alum SLO	5.5	6.03	Met
	EBI F 10 Q Predictive factors of health	5.5	5.85	Met
5. Employ a global view to provide culturally sensitive nursing care and service to diverse populations.	Capstone Course	100%	-100% of students achieved Satisfactory (TO & AO)	Met
	EBI ISQ SLO 5	5.5	6.22 Prob. Sig.	Met
	Alum SLO	5.5	5.92	Met
	EBI F 7 Q Cult. comp.	5.5	6.0	Met
	EBI F 10 Q Global health	5.5	5.69 Prob. Sig.	Met Monitored from last year; improved to meet benchmark.

6. Utilize technology and information management tools to improve patient outcomes and support safe health care environments.	Capstone Course	100%	-100% of students achieved Satisfactory (TO & AO)	Met
	EBI ISQ SLO 6	5.5	6.10	Met
	Alum SLO	5.5	6.03	Met
	EBI F 10 Q Tech. to assess	5.5	5.67	Met
7. Demonstrate basic knowledge of healthcare policy, finance, regulatory processes relevant to the provision of care.	Capstone Course	100%	-100% of students achieved Satisfactory (TO & AO)	Met
	EBI ISQ SLO 7	5.5	5.93 Prob. Sig.	Met
	Alum SLO	5.5	5.64 Prob. Sig.	Met
	EBI F 10 Q Health policies	5.5	5.69	Met
	EBI F 10 Q Cost factors	5.5	5.30 Prob. Sig.	Not Met Increasing, continue to monitor. Include focus in new curriculum.
8. Apply leadership concepts in the delivery of care in complex health systems.	Capstone Course	100%	-100% of students achieved Satisfactory (TO & AO)	Met
	EBI ISQ SLO 8	5.5	6.04	Met
	Alum SLO	5.5	5.66	Met

Sim=Simulation ISU=Institution Specific Question F=Factor Q=Question TBD=To Be Determined

Note: Prob Sig. for EBI scores reflects the analysis that score that vary by .20 or greater indicate statistical significance.*

The TO Capstone Course data was incomplete, with 40 of 49 students grading rubrics available. Of those available, 100% of the students were “Satisfactory” on all SLOs.

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

All measurements of all SLOs were met, except for one measurement of SLO 4 Clinical Reasoning. That measurement was Capstone Simulation in which there was a 14% decrease overall and roughly the same decrease for both the TOs and AOs. There are some issues with graders for the simulation providing scores for all behaviors. Conversely, for SLO 3 Communication, TO and AO scores were up 10 % and 8% respectively. SLO 5 and SLO 7 had significantly higher scores on 2 and 3 measurements respectively. EBI

measurement on cost factors, while not meeting the benchmark continues to increase, this year at a significant rate.

Implementation of curricular and program improvements from previous year:

Institutional Learning Goals: Changes for Improvement are integrated into program improvements below.

Curricular/program improvements suggested from last year	Implementation of changes
Capstone simulation: Benchmark of 65% set. Will be reviewed again in 1 & 2 years from now after the rest of process improvements have been made.	Maintain benchmark.
AH 2: eliminate N/A from clinical rubric	AH 2 clinical rubric no longer being used for program assessment.
Align infection control behavior in Capstone Simulation & AH rubrics with most appropriate SLO.	Done.
Capstone Course rubric: separate out SLO 7 from SLO8 behaviors.	Not done. Course coordinator completing this for spring 2017.
Capstone Simulation: eliminate N/A from rubric, incorporate standardized patients, use only course faculty to score, incorporate med administration into both scenarios, eliminate call light from rubric	All changes were made.
Drilled down into data: weak areas	
Drug Calculation Assessment: Have faculty discuss methods of administration (paper/pencil vs. computer), changing to HESI modules, review drug cal. policy, determine if students performance for Exam 1 predict performance on Exam 2, consistent proctoring behaviors by faculty.	Paper and pencil by both TO & AO. Not HESI but Evolve on-line course used. On-line proficiency was utilized with TOs. There appears to be inconsistent faculty proctoring behaviors such as helping prompt students to go back and relook at an item.
Pharmacology/Parenteral Therapies & Medication Administration: Focused curricular revision under consideration	In process.
SLO 7 Policy and finance (Alum below benchmark; EBI dropping) Curriculum review showed the curriculum needed more focus in this area. (General observations: AACN Essentials at the MSN and DNP levels has implications for curriculum revision; genetics;	In process.

genomics; medical terminology; leveling role development over the program (MSBN statutes); informatics. Curriculum revision newly underway.	
Institutional Learning Goal Data: weak areas*	
1. Professionalism: Lifelong Learning: Encourage faculty to be intentional in using this language with students; helping them to understand what is meant by lifelong learning. UGCC to strategize more specifically to accomplish this goal – UGCC fall workshop.	Done. Score significantly increased on EBI questions, just short of benchmark but likely within the margin of statistical significance. Alum score increased and just short of benchmark. Continue same approach.
4. Integration of Knowledge: Integrate Liberal Education Into Nursing: Encourage faculty to be intentional in letting students know when they are utilizing/building upon the students liberal education and integrating theories. UGCC to strategize more specifically to accomplish this goal – UGCC fall workshop.	Done. EBI scores significantly increased, but falling short of benchmark.

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

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

Planned curricular/program improvements for 2017	Budget implications
Capstone Simulation faculty/graders will be met with individually to discuss best practices for scoring the rubrics, and this will be emphasized during the orientation/norming sessions. Explore making rubric more specific.	None
Exploring ways to increase clinical reasoning scores in the new curriculum.	None
Drug Calc. plan for integrating it in Pharm. and all courses including clinical in the new curriculum.	None
Professional Development courses in the new curriculum to review incorporation of faculty overt references regarding Essential I Liberal Education.	None
Institutional Learning Goal Data: weak areas*	None
1. Professionalism: Lifelong Learning: For the second year, encourage faculty to be intentional in using this language with students; helping them to	None

understand what is meant by lifelong learning. UGCC to strategize more specifically to accomplish this goal. <u>Awareness of biases & prejudices</u> : Student affairs increasing reflection on students' biases & prejudices.	
3. Leadership: Scores that have dropped in leadership are being addressed with the increased emphasis in leadership in the new curriculum to begin in 2018.	None
4. Integration of Knowledge: <u>Integrate Liberal Education Into Nursing:</u> For the second year, encourage faculty to be intentional in letting students know when they are utilizing/building upon the students liberal education and integrating theories. UGCC to strategize more specifically to accomplish this goal.	None

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

Formative Assessment of Each Student Learning Outcome

Beginning

Data Collection:

Direct Measures

Drug Calculation Exams – Exam 1 (AO) to Exam 1 (TO): three attempts allowed

Adult Health I Practice Course Evaluation Rubrics – Average Means; Grading Key: Unsatisfactory , Needs Improvement, Satisfactory

Analysis:

SLO	Measure	Expected Outcome	Actual Outcome	Outcome Met/Unmet Program Changes
1. Engage in professional nursing practice to assure safe, quality health care.	Drug Calculation Test 1 (Foundations)	100% of students pass in 3 attempts	Fall '16 AO: Exam 1 100% passed in 3 attempts Sp. '16	Met for AOs New on-line resource, changed from multiple choice to fill in the blank. Required proficiency with on-line

			TO: Exam 1 100% passed in 3 attempts	module exams prior to sitting for Drug Calc. Test. New Drug Calc. policy being finalized. Met for TOs
2. Utilize principles of health promotion and disease prevention to provide nursing care across the lifespan.	No measurement as yet			
3. Communicate effectively to facilitate teamwork and collaboration in the delivery of patient centered care.	No measurement as yet			
4. Apply clinical reasoning using current evidence to plan, implement, and evaluate outcomes of care.	No measurement as yet			
5. Employ a global view to provide culturally sensitive nursing care and service to diverse populations.	No measurement as yet			
6. Utilize technology and information management tools to improve patient outcomes and support safe health care environments.	No measurement as yet			
7. Demonstrate basic knowledge of healthcare policy, finance, regulatory processes relevant to the provision of care.	No measurement as yet			
8. Apply leadership concepts in the delivery of care in complex health systems.	No measurement as yet			

Sim=Simulation ISU=Institution Specific Question F=Factor Q=Question

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

Benchmarks for Drug Calculation were met at the beginning level for this formative assessment in the Foundation course for TOs and

AOs. SLO 8, Leadership is not measured in this course as it is considered a higher level of learning.

Implementation of curricular and program improvements from previous year:

AH 1 Practice course clinical rubric is no longer being used for formative assessment as the data did not offer enough distinction for program improvement.

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

New Drug Calc. policy being finalized.

Practiced

Data Collection:

Direct Measures

Drug Calculation Exams – Exam 2 (AO) to Exams 2, 3, 4 (TO): three attempts allowed

Adult Health II Practice Course Evaluation Rubrics – Average Means; Grading Key: Unsatisfactory , Needs Improvement, Satisfactory

Analysis:

SLO	Measure	Expected Outcome	Actual Outcome	Outcome Met/Unmet Program Changes
1. Engage in professional nursing practice to assure safe, quality health care.	Drug Calculation Test 2 (AH 1)	100% of students pass in 3 attempts	Fall '15 AO: 100% passed in 3 attempts TO: 100%	New on-line resource. Required proficiency with on-line module exams prior to sitting for Drug Calc. Test. Intensive faculty tutoring if student is failing early attempts on Test. New Drug Calc. policy being finalized.
2.Utilize principles of health promotion and disease prevention to	No measurement as yet			

provide nursing care across the lifespan.				
3. Communicate effectively to facilitate teamwork and collaboration in the delivery of patient centered care.	No measurement as yet			
4. Apply clinical reasoning using current evidence to plan, implement, and evaluate outcomes of care.	No measurement as yet			
5. Employ a global view to provide culturally sensitive nursing care and service to diverse populations.	No measurement as yet			
6. Utilize technology and information management tools to improve patient outcomes and support safe health care environments.	No measurement as yet			
7. Demonstrate basic knowledge of healthcare policy, finance, regulatory processes relevant to the provision of care.	No measurement as yet			
8. Apply leadership concepts in the delivery of care in complex health systems.	No measurement as yet			

Sim=Simulation ISU=Institution Specific Question F=Factor Q=Question

Interpretation: Strengths and Opportunities for Growth related to these general measures of all student learning outcomes:

AH 2 Practice course clinical rubric is no longer being used for formative assessment as the data did not offer enough distinction for program improvement. The second Drug Calculation Test assessment was moved this year for this report from the Summative to the Formative section.

SLO 8, Leadership is not measured in this course as it is considered a higher level of learning. Trouble with the TO achievement drug calc. Intense faculty individual tutoring with students needed to achieve 100% pass rate.

Implementation of curricular and program improvements from previous year:

AH 2 Practice course clinical rubric is no longer being used for formative assessment as the data did not offer enough distinction for program improvement.

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

New Drug Calc. policy being finalized as well as placement of drug calculation content in Pharm. and all clinical courses in the new curriculum.

Developed utilizing & modifying the following documents:

RU Assessment Plan and Report – [http://intranet/Assessment/student learning/templates.asp](http://intranet/Assessment/student%20learning/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>

ETS Proficiency Exam mapped to RU Modes of Inquiry & Proficiencies

ETS Proficiency Skill	Core requirements: RU Proficiency/ Mode of Inquiry	RU Sample Modal SLOs/Specific Courses
<p>Reading Discern facts from a passage Discern primary purpose Meaning in context Recognize a valid inference</p>	<p>Math Proficiency</p> <p>Historical Mode</p> <p>Theological Mode</p>	<p>Apply concepts acquired independently through the reading of mathematics.</p> <p>Read and comprehend complete and/or excerpted primary historical documents, based on a demonstrated ability to</p> <ol style="list-style-type: none"> a. summarize the essential content of the document; b. identify key themes, and c. explain the background and historical context of the document (time, place, cultural conditions, links to other course readings and topics). <p>Evaluate texts according to historical context and theological significance, and/or literary criticism where appropriate.</p>
<p>Critical Thinking Determine relevance of information Evaluate an argument Evaluate data for consistency Evaluate hypotheses Evaluate interpretations Evaluate interpretive claims Recognize assumptions</p>	<p>Math Proficiency</p> <p>Literary Mode</p> <p>Scientific Causal Mode</p>	<p>Use mathematical arguments to reason.</p> <p>To develop critical thinking skills: analysis, synthesis, and evaluation.</p> <p>-Appraise the physical world in a consistent and objective manner through careful observation of causal relationships interpreted within a framework of biological, chemical, and physical laws and principles as appropriate to the particular topic or discipline in the natural and physical sciences.</p> <p>-Apply scientific reasoning and methods of inquiry, such as formulating testable hypotheses, designing</p>

		<p>informative experiments, or collecting experimental or observational data that explain phenomena in the natural world.</p> <p>-Utilize scientific reasoning in the analysis of scientific solutions, challenges, and limitations.</p> <p>Interpret scientific data, qualitatively and quantitatively, in order to derive conclusions appropriate to the scope and quality of the data.</p>
	Scientific Relational	<p>-Locate relevant sources of information in the discipline.</p> <p>-Identify and describe methods, results, conclusions, and implications of research in the discipline.</p> <p>-Accurately summarize and communicate research.</p> <p>- Identify and describe alternative explanations for an observation or pattern of data.</p> <p>-Articulate the limitations of data, the possibility of alternative explanation of data, and the misuse of data, and distinctions among causality, contingency, correlation and coincidence.</p>
	Philosophical Mode	<p>-Analyze the central arguments of philosophical texts.</p> <p>-Evaluate critical interpretations of important philosophical texts.</p> <p>-Synthesize his or her own critical interpretation of important philosophical texts, taking into consideration significant philosophical issues, traditions, and critiques of the texts.</p>
	Theological Mode	<p>-Identify and critically analyze four religious beliefs and associated practices.</p> <p>-Apply methods of theological inquiry and/or religious studies to a text or set of practices in order to analyze them.</p>

<p>Writing Combine simple clauses Incorporate new material Recast existing sentences Recognize agreement Recognize appropriate idiom Recognize appropriate transition Recognize correct construction Recognize incorrect capitalization Recognize incorrect word choice Recognize lack of agreement Recognize most effective revision Recognize redundancy</p>	<p>Written Communication Proficiency</p> <p>Literary Mode</p> <p>Math Proficiency</p>	<p>Compose clear, effective sentences that display principles of style, grammar, and punctuation, without errors that interfere with meaning.</p> <p>EN1110 EN 1120</p> <p>To enable the student to evaluate and develop appreciation for the array of means to express oneself and one’s response to the world in a concrete and accessible way (through such rational means as use of conventional grammar, syntax, overall structure, organization, and classification; through such creative means of imagery as symbol, metaphor, and other forms of analogy).</p> <p>Effectively communicate mathematical ideas in writing.</p>
<p>Mathematics Algebraic word problem - translation Apply formula Arithmetic word problem - graduated rate Arithmetic word problem - percents Arithmetic word problem - profit/loss Arithmetic word problem - rates Compound interest Data interpretation - bar chart Data interpretation - percent change Data interpretation - probability Data interpretation - ratios Data interpretation - read data Draw conclusion from algebraic equations Exponential growth Interpretation of graphs</p>	<p>Math Proficiency</p> <p>Scientific Relational</p>	<p>Solve problems in novel settings using mathematics.</p> <p>MT 1190 Precalculus (Yellow highlights indicate content covered in this course. Green highlights indicate content covered in lower level math classes and likely reinforced via course work.) Other content covered prior to college.</p> <p>-Articulate the important role statistical description plays as a means of communication.</p>

<p>Linear growth</p> <p>Number line</p> <p>Properties of integers</p> <p>Properties of integers - average</p> <p>Properties of integers - modular arithmetic</p> <p>Solve algebraic equation</p> <p>Word problem - algebraic equation</p> <p>Word problem - algebraic translation</p> <p>Word problem - averages</p> <p>Word problem - percent of percent</p> <p>Word problem - sets</p> <p>Word problem - similar triangles</p>		
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Link to RU Modal SLO'S: <http://www.rockhurst.edu/college-arts-sciences/liberal-core-curriculum/>

Developed utilizing & modifying the following documents:

RU Assessment Plan and Report – [http://intranet/Assessment/student learning/templates.asp](http://intranet/Assessment/student%20learning/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>