Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: RN-BSN Program
Academic Year of Report: 2014/15
Date Submitted: November 19, 2015
Report author: Amy Stegen MSN, RN

Contact Information: Amy Stegen
Phone: 801-626-6808
Email: amystegen@weber.edu
A. **Brief Introductory Statement:**

Please review the Introductory Statement and contact information for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if this information is current, please place an ‘X’ below. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page.

___ Information is current; no changes required.
__x__ Information is not current; updates below.

Update:

**School of Nursing**

Weber State University began the Bachelor of Science program in nursing in 1987 based on a need for associate prepared nurses in Northern Utah to continue to the next level of education. The program started Fall semester with an enrollment of 34 students. Currently there are approximately 400 students in the program. The program provides students a foundation for the holistic practice of professional nursing. The program received initial accreditation from the National League for Nursing Accrediting Commission (NLNAC) in 1990. The program is responsible for doing continuous formative and summative evaluation as part of the accreditation process. This includes course review for faculty input and content updates, review of the admission process, review of program documents, review of semester course and evaluation data, review of graduation rates, employee and student program satisfaction.

**School of Nursing Website**

Contact Information

Amy Stegen MSN, RN
(801) 626-6808
B. Mission Statement
Please review the Mission Statement for your department displayed on the assessment site: [http://www.weber.edu/portfolio/departments.html](http://www.weber.edu/portfolio/departments.html) - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

___ Information is current; no changes required.
___x__ Information is not current; updates below.

The School of Nursing’s mission statement supports the mission of WSU and the Dumke College of Health Professions (DCHP). The WSU School of Nursing’s mission is unique to the nursing profession and is designed to prepare nurses at the associate’s, bachelor’s and master’s degree levels while offering an academic setting wherein safe patient-centered care, quality improvement, evidence-based practice, teamwork and collaboration, and informatics are core values. To achieve this mission the School of Nursing (SON) prepares graduates who will competently practice nursing within a complex local, national, and international environment, understand the significance of evolving healthcare technology, and apply both professional and ethical principles with sensitivity to the diverse needs of individuals, groups, and communities.
C. Student Learning Outcomes
Please review the Student Learning Outcomes for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If they are not current, please provide an update:

__ Information is current; no changes required.
_x__ Information is not current; updates below.

<table>
<thead>
<tr>
<th>1. Patient-centered Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Teamwork and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Evidence-based Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Quality Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems, including participating in healthcare policy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimize risk of harm to patients and providers through both system effectiveness and individual performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Informatics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.</td>
</tr>
</tbody>
</table>
D. Curriculum
Please review the Curriculum Grid for your department displayed on the assessment site: [http://www.weber.edu/portfolio/departments.html](http://www.weber.edu/portfolio/departments.html) - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed. If the curriculum grid is not current, please provide an update:

___ Information is current; no changes required.
_x__ Information is not current; updates below

**Curriculum Map**

<table>
<thead>
<tr>
<th>Core Courses in Department/Program</th>
<th>Department/Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Patient Centered Care</td>
</tr>
<tr>
<td>NRSG 4100 3cr Complex Patient Centered Care 2</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 4200 3cr Scholarship for Evidence-Based Practice</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 4600 3cr Communication, Collaboration, and Information Management</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 4400 4cr Population Health in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 4500 3cr Nursing Management and Leadership</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 4300 3cr Healthcare Policy and Decision Making</td>
<td>2</td>
</tr>
</tbody>
</table>

*Note*: Define words, letters or symbols used and their interpretation; i.e. 1 = introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ

*Noteb*: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (if needed)
E. Assessment Plan
Please review the Assessment Plan for your department displayed on the assessment site: [http://www.weber.edu/portfolio/departments.html](http://www.weber.edu/portfolio/departments.html) - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

*Please be sure to include your planned assessment of any general education courses taught within your department.* This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan:

<table>
<thead>
<tr>
<th>Date</th>
<th>Course</th>
<th>Type of Evaluation</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>NRSG 4300</td>
<td>Faculty Review</td>
<td>Nov 18, 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All core and elective courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Evaluations of course and faculty</td>
<td>End of Semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End of Program Evaluations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employer Surveys</td>
<td></td>
</tr>
<tr>
<td>Spring 2016</td>
<td>NRSG 4500</td>
<td>Faculty Review</td>
<td>During semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All core and elective courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Evaluations of course and faculty</td>
<td>End of Semester</td>
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<td>End of Program Evaluations</td>
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<td></td>
</tr>
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<td>Faculty Review</td>
<td>During semester</td>
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<td></td>
<td></td>
<td>All core and elective courses</td>
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<td>Student Evaluations of course and faculty</td>
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<tr>
<td></td>
<td></td>
<td>End of Program Evaluations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employer Surveys</td>
<td></td>
</tr>
<tr>
<td>Spring 2017</td>
<td>NRSG 4100</td>
<td>Faculty Review</td>
<td>During semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All core and elective courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Evaluations of course and faculty</td>
<td>End of Semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End of Program Evaluations</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Employer Surveys</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Course</td>
<td>Faculty Review</td>
<td>Evaluation Schedule</td>
</tr>
<tr>
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</tr>
<tr>
<td>Fall 2017</td>
<td>NRSG 4200</td>
<td>Faculty Review</td>
<td>During semester</td>
</tr>
<tr>
<td></td>
<td>All core and elective courses</td>
<td>Student Evaluations of course and faculty</td>
<td>End of Semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End of Program Evaluations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employer Surveys</td>
<td></td>
</tr>
<tr>
<td>Spring 2018</td>
<td>NRSG 4400</td>
<td>Faculty Review</td>
<td>During semester</td>
</tr>
<tr>
<td></td>
<td>All core and elective courses</td>
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<td></td>
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<td>Employer Surveys</td>
<td></td>
</tr>
<tr>
<td>Fall 2018</td>
<td>NRSG 4300</td>
<td>Faculty Review</td>
<td>During semester</td>
</tr>
<tr>
<td></td>
<td>All core and elective courses</td>
<td>Student Evaluations of course and faculty</td>
<td>End of Semester</td>
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<tr>
<td></td>
<td></td>
<td>End of Program Evaluations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employer Surveys</td>
<td></td>
</tr>
</tbody>
</table>

One core course will be evaluated each semester during a scheduled faculty meeting. The faculty will check to make sure learning outcomes are being addressed and met. Faculty will address evaluations and changes made based on evaluation data and any relevant current practice information.
F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major
   A. *Can be a mix of direct and indirect measures, but at least one measure must be direct

Evidence of Learning Worksheet: Courses within the Major

<table>
<thead>
<tr>
<th>Course [Subject/Number]</th>
<th>Measurable Course Learning Outcome</th>
<th>Method of Measurement*</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient-Centered Care</td>
<td>Learning Outcome 1: Understand, analyze and evaluate leadership and management approaches that foster unit collaboration with the patient and family in all care processes, and contribute to a unique and dynamic patient-centered care environment.</td>
<td>Measure 1: Direct Nurse Leader Interview Summary</td>
<td>Measure 1: &gt;90% of Students will achieve &gt;80% using a standardized rubric to grade</td>
<td>Measure 1: Standard met</td>
<td>Measure 1: No changes at this time</td>
<td>Continue to evaluate and revise as needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Measure 2: Indirect Unit B Discussion</td>
<td>Measure 2: On end of course evaluations &gt; 80% of students will answer the questions, “activities and assignments enhanced my understanding of course concepts” with a (3) good to (5) excellent</td>
<td>Measure 2: Standard met</td>
<td>Measure 2: No changes at this time</td>
<td></td>
</tr>
<tr>
<td>Teamwork and Collaboration</td>
<td>Learning Outcome 2: Understand, apply, and analyze leadership and management skills</td>
<td>Measure 1: Direct Group Project with presentation on Change</td>
<td>Measure 1: &gt;90% of Students will achieve &gt;80% using a</td>
<td>Measure 1: Standard met</td>
<td>Measure 1: No changes at this time</td>
<td>Continue to evaluate and revise as needed</td>
</tr>
<tr>
<td>Program Learning Outcomes</td>
<td>Measurable Course Learning Outcome</td>
<td>Method of Measurement*</td>
<td>Threshold for Evidence of Student Learning</td>
<td>Findings Linked to Learning Outcomes</td>
<td>Interpretation of Findings</td>
<td>Action Plan/Use of Results</td>
</tr>
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</tr>
<tr>
<td></td>
<td>that create cohesive health care teams, lead to productive change, foster collaboration, and result in unified practice and positive ongoing relationships.</td>
<td>Implementation and Empowerment Plan</td>
<td>standardized rubric to grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measure 2: <strong>Indirect</strong> Unit A Discussion</td>
<td>Measure 2: On end of course evaluations &gt; 80% of students will answer the questions, “activities and assignments enhanced my understanding of course concepts” with a (3) good to (5) excellent</td>
<td>Measure 2: Standard met</td>
<td>Measure 2: No changes at this time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence-based Practice</td>
<td>Learning Outcome 3: Understand and apply leadership and management strategies that incorporate evidence-based practice.</td>
<td>Measure 1: <strong>Direct</strong> Perception of Patient-Satisfaction Investigation paper</td>
<td>Measure 1: &gt;90% of Students will achieve &gt;80% using a standardized rubric to grade</td>
<td>Measure 1: Standard met</td>
<td>Measure 1: No changes at this time</td>
<td>Continue to evaluate and revise as needed</td>
</tr>
<tr>
<td></td>
<td>Measure 2:</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>Learning Outcome 4: Understand, apply, and analyze leadership and</td>
<td>Measure 1: <strong>Direct</strong> Paper on Self-Analysis,</td>
<td>Measure 1: &gt;90% of Students will achieve &gt;80% using a standardized rubric</td>
<td>Measure 1: Standard met</td>
<td>Measure 1: No changes at this time</td>
<td>Continue to evaluate and revise as needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Learning Outcomes</td>
<td>Course [Subject/Number]</td>
<td>Measurable Course Learning Outcome</td>
<td>Method of Measurement*</td>
<td>Threshold for Evidence of Student Learning</td>
<td>Findings Linked to Learning Outcomes</td>
<td>Interpretation of Findings</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td></td>
<td>management skills that lead to quality improvement and quality patient outcomes.</td>
<td>Collaboration, and Quality Improvement</td>
<td>standardized rubric to grade</td>
<td>Measure 2: <strong>Indirect</strong> Unit D Discussion</td>
<td>Measure 2: On end of course evaluations &gt; 80% of students will answer the questions, “activities and assignments enhanced my understanding of course concepts” with a (3) good to (5) excellent</td>
<td>Measure 2: Standard met</td>
</tr>
<tr>
<td></td>
<td>Learning Outcome 5: Understand and apply ethical and legal principles as they relate to leadership and management decisions that result in safe patient care delivery, as well as a supportive, safe and equitable workplace environment.</td>
<td>Measure 1: <strong>Direct</strong> Paper on DOPL and NCSBN exploration</td>
<td>Measure 1: &gt;90 % of Students will achieve &gt;80% using a standardized rubric to grade</td>
<td>Measure 1: Standard met</td>
<td>Measure 1: No changes at this time</td>
<td>Continue to evaluate and revise as needed</td>
</tr>
<tr>
<td></td>
<td>Learning Outcome 6: Understand, apply, and analyze the utilization of information</td>
<td>Measure 1: <strong>Direct</strong> Equipment Search (paper)</td>
<td>Measure 1: &gt;90 % of Students will achieve &gt;80% using a</td>
<td>Measure 1: Standard met</td>
<td>Measure 1: No changes at this time</td>
<td>Continue to evaluate and revise as needed</td>
</tr>
<tr>
<td>Program Learning Outcomes</td>
<td>Measurable Course Learning Outcome</td>
<td>Method of Measurement*</td>
<td>Threshold for Evidence of Student Learning</td>
<td>Findings Linked to Learning Outcomes</td>
<td>Interpretation of Findings</td>
<td>Action Plan/Use of Results</td>
</tr>
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</tr>
<tr>
<td>Technology and data to support leadership and management decisions, specifically related to clinical decision-making and quality outcomes.</td>
<td></td>
<td>Standardized rubric to grade</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
</tr>
</tbody>
</table>

b. **Evidence of Learning: High Impact or Service Learning**

If you provide students with high impact or service learning opportunities briefly describe those opportunities and explain how you assess their impact on student learning. This excerpt from George D. Kuh provides a brief overview of high-impact practices.

> In NRSG 4400 Population Health in Nursing the students work in groups with local elementary schools to provide teaching on different health issues as directed by the school that may be used for students or faculty. One group of students was asked to design diabetic instructions for the teachers and so they developed a pamphlet that is used by the district to instruct faculty. The students are graded on their projects as well as surveyed to find out the students perception of the learning activity.

Additional narrative (optional – use as much space as needed):
G. Summary of Artifact Collection Procedure
All student assignments that measure the learning outcomes are stored in Canvas at the course section level. All information for item E Assessment Plans is placed in the School of Nursing’s Annual Systematic Plan of Evaluation (SPE). The SPE is saved in the School of Nursing’s Box files and accessible for review at any time.

Summary Information (as needed)
Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</td>
<td>57</td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>6</td>
</tr>
<tr>
<td>Full-time Non-Tenured (includes tenure-track)</td>
<td>8</td>
</tr>
<tr>
<td>Part-time</td>
<td>2</td>
</tr>
<tr>
<td>With Master's Degrees</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>4</td>
</tr>
<tr>
<td>Full-time Non-Tenured</td>
<td>25</td>
</tr>
<tr>
<td>Part-time</td>
<td>12</td>
</tr>
<tr>
<td>With Bachelor's Degrees</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>0</td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td>0</td>
</tr>
<tr>
<td>Part-time</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td></td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td>Total Headcount Faculty</td>
<td>57</td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>10</td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td>33</td>
</tr>
<tr>
<td>Part-time</td>
<td>14</td>
</tr>
</tbody>
</table>
Please respond to the following questions.

1) Based on your program's assessment findings, what subsequent action will your program take?
   The nursing program is continually evaluating the data from each semester and looking at current best practices in nursing and education to continually revise and update the curriculum.

2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?
   Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role-specific graduate competencies of the nursing education unit. The Systematic Plan for Program Evaluation (SPE) tool reports aggregated data, analysis of data, and program responses to the evaluation data with reference to ongoing program development, maintenance, or revision will be completed and maintained annually by August of each year. Data is collected with course evaluations, program evaluations, alumni surveys, employer surveys, and course grades.