2013-2014 ANNUAL ASSESSMENT REPORT

Part 1: Background Information

B1. Program name: [__BS in Nursing, with RN License__]

B2. Report author(s): [___Denise M. Wall Parilo_____]

B3. Fall 2012 enrollment: [_107____]

B4. Program type: [SELECT ONLY ONE]

X	1. Undergraduate baccalaureate major
	2. Credential
	3. Master's degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

Part 2: Six Questions for the 2013-2014 Annual Assessment

Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.

Q1.1. Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess **in 2013-2014**? (See 2013-2014 Annual Assessment Report Guidelines for more details). [**CHECK ALL THAT APPLY**]

	1. Critical thinking (WASC 1) [*]
	2. Information literacy (WASC 2)
X	3. Written communication (WASC 3)
X	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were **assessed in 2013-2014 but not included above:**

Q1.1.1. Please provide more detailed information about the PLO(s) you checked above:
Four members of the School of Nursing (SON) faculty participated a Faculty Learning Community during the 2013-14 academic year with the purpose of assessing the WASC written and oral communication outcomes of students in the undergraduate program. Currently, the baccalaureate student learning outcome (BSLO) most closely aligned with these two WASC outcomes is number 4: *Employs effective communication strategies to improve health outcomes.*

Q1.2. Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

Q1.3. Is your program externally accredited (except for WASC)?

X	1. Yes
	2. No **(If no, go to Q1.4)**
	3. Don't know (**Go to Q1.4**)

Q1.3.1. If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

X	1. Yes
	2. No
	3. Don't know

Q1.4. Have you used the *Degree Qualification Profile* (DQP)[*] to develop your PLO(s)?

	1. Yes
X	2. No, but I know what DQP is.
	3. No. I don't know what DQP is.
	4. Don't know

Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.

Q2.1. Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed **in 2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

X	1. Yes, we have developed standards/expectations for **ALL** PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for **SOME** PLOs assessed in 2013-14.
	3. No (**If no, go to Q2.2**)
	4. Don't know (**Go to Q2.2**)
	5. Not Applicable (**Go to Q2.2**)

Q2.1.1. If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for **EACH PLO** assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

Oral Communication standards of performance and expectations: Applying the AAC&U Oral Communication VALUE Rubric, 70% of our undergraduate students should score 2.5 or above.

Written Communication standards of performance and expectations: Applying the AAC&U Written Communication VALUE Rubric, 70% of our undergraduate students should score 2.5 or above.

Q2.2. Have you published the **PLO(s)/expectations/rubric(s) you assessed in 2013-2014**?

	1. Yes
X	2. No (**If no, go to Q3.1**)

Q2.2.1. If yes, where were the **PLOs/expectations/rubrics** published? **[CHECK ALL THAT APPLY]**

	1. In **SOME course syllabi/assignments** in the program that claim to introduce/develop/master the PLO(s)
	2. In **ALL course syllabi/assignments** in the program that claim to introduce /develop/master the PLO(s)
	3. In the student handbook/advising handbook
	4. In the university catalogue
	5. On the academic unit website or in the newsletters
	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
	8. In the department/college/university's strategic plans and other planning documents
	9. In the department/college/university's budget plans and other resource allocation documents
	10. In other places, specify:

Question 3 (Q3): Data, Results, and Conclusions for EACH PLO

Q3.1. Was assessment data/evidence **collected** for 2013-2014?

X	1. Yes
	2. No (**If no, go to Part 3: Additional Information**)
	3. Don't know (**Go to Part 3**)
	4. Not Applicable (**Go to Part 3**)

Q3.2. If yes, was the data **scored/evaluated** for 2013-2014?

X	1. Yes
	2. No (**If no, go to Part 3: Additional Information**)
	3. Don't know (**Go to Part 3**)
	4. Not Applicable (**Go to Part 3**)

Q3.3. If yes, what **DATA** have you collected? What are the **results, findings, and CONCLUSION(s)** for EACH PLO assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary of the key data and findings, including **tables and graphs** if applicable for EACH PLO one at a time. [WORD LIMIT: 600 WORDS FOR EACH PLO]

Data for the oral communication ability of our BS in Nursing with RN License students are limited to one group oral presentation for the NURS 174 course. Results are displayed in Table 1.

Table 1: The Results for Oral Communication Skill – BS in Nursing with RN License

Levels Criterion	Capstone (4)	(3.5)	Milestone (3)	(2.5)	Milestone (2)	(1.5)	Benchmark (1)	Mean (N=1)
1. Organization							1	1
2. Language					1			2
3. Delivery						1		1.5
4. Supporting Material					1			2
5. Central Message						1		1.5

Our workgroup of four faculty viewed this presentation (via video recording) and utilized the VALUE oral communication rubric to score the presentation. We determined that this assignment for NURS 174 was insufficient in meeting the VALUE rubric outcomes and that additional data collection would not be useful. The student presentation was essentially a verbal report of a written paper rather than an activity organized and designed to meet oral communication goals. The maximum score was 2 (language, supporting material; therefore, this group did not meet the goal score of 2.5 in any of the five VALUE criteria.

Data for the written communication ability of the BS in Nursing with RN License students are presented in Table 2.

Table 2: The Results for Written Communication Skill - BS in Nursing with RN License

Levels Criterion	Capstone (4)	(3.5)	Milestone (3)	(2.5)	Milestone (2)	(1.5)	Benchmark (1)	Mean (N=6)
1. Context and Purpose			50% (3)	50% (3)				2.75
2. Content				66% (4)	33% (2)			2.33
3. Disciplinary Conventions			66% (4)	33% (2)				2.83
4. Sources and Evidence			33% (2)	50% (3)	16% (1)			2.58
5. Syntax and Mechanics			16% (1)	33% (2)	50% (3)			2.33

Student scores for the NURS 179 written assignment exemplars averaged 2.33 or above for each criterion on the VALUE rubric and three of the five criteria had mean scores of 2.5 or greater. A total of 100% of students scored a 2.5 or more on criterion 1 (Context and Purpose) and criterion 3 (Disciplinary Conventions), which exceeds the 70% goal for those criteria. Additionally, 83% of students met the goal on criterion 4 (Sources and Evidence). Student scores did not meet the goal for criterion 2 (Content) nor criterion 5 (Syntax and Mechanics).

Q3.4. Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes? [PLEASE MAKE SURE THE PLO YOU SPECIFY HERE IS THE SAME ONE YOU CHECKED/SPECIFIED IN Q1.1].

Q3.4.1. First PLO: [_____Oral Communication_____]

	1. Exceed expectation/standard
	2. Meet expectation/standard
X	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

Q3.4.2. Second PLO: [___Written Communication_____]

	1. Exceed expectation/standard
	2. Meet expectation/standard
X	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

Question 4 (Q4): Evaluation of Data Quality: Reliability and Validity.

Q4.1. How many PLOs **in total** did your program **assess in the 2013-2014 academic year**? [__2__]

Q4.2. Please choose **ONE ASSESSED PLO** as an example to illustrate how you use direct, indirect, and/or other methods/measures to collect data. If you only assessed one PLO **in 2013-14**, YOU CAN SKIP this question. If you assessed MORE THAN ONE PLO, please check **ONLY ONE PLO BELOW EVEN IF YOU ASSESSED MORE THAN ONE PLO IN 2013-2014.**

	1. Critical thinking (WASC 1) [1]
	2. Information literacy (WASC 2)
X	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Other PLO. Specify:

Direct Measures

Q4.3. Were direct measures used to assess this PLO?

X	1. Yes
	2. No **(If no, go to Q4.4)**
	3. Don't know (**Go to Q4.4**)

Q4.3.1. Which of the following DIRECT measures were used? [**Check all that apply**]

	1. Capstone projects (including theses, senior theses), courses, or experiences
X	2. Key assignments from other CORE classes
	3. Key assignments from other classes
	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
	5. External performance assessments such as internships or other community based projects
	6. E-Portfolios
	7. Other portfolios
	8. Other measure. Specify:

Q4.3.2. Please provide the direct measure(s) [**key assignment(s)/project(s)/portfolio(s)**] that you used to collect the data. [WORD LIMIT: 300 WORDS]
The VALUE written communication rubric was used to score the NURS 179 exemplars.

Q4.3.2.1. Was the direct measure(s) [**key assignment(s)/project(s)/portfolio(s)**] aligned directly with the rubric/criterion**?**

X	1. Yes
	2. No
	3. Don't know

Q4.3.3. Was the direct measure (s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.3.4. How was the evidence scored/evaluated? [**Select one only**]

	1. No rubric is used to interpret the evidence (If checked, go to Q4.3.7)
	2. Use rubric developed/modified by the faculty who teaches the class
	3. Use rubric developed/modified by a group of faculty
X	4. Use rubric pilot-tested and refined by a group of faculty
	5. Use other means. Specify:

Q4.3.5. What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? [**Select one only**]

X	1. The VALUE rubric(s)
	2. Modified VALUE rubric(s)
	3. A rubric that is totally developed by local faculty
	4. Use other means. Specify:

Q4.3.6. Was the rubric/criterion aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.3.7. Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

X	1. Yes
	2. No
	3. Don't know

Q4.3.8. Were there checks for inter-rater reliability?

X	1. Yes
	2. No
	3. Don't know

Q4.3.9. Were the sample sizes for the direct measure adequate?

X	1. Yes
	2. No
	3. Don't know

Q4.3.10. How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

We randomly selected six student papers from the NURS 179 core course, which was 20% of the number of students enrolled.

Indirect Measures

Q4.4. Were indirect measures used to assess the PLO?

	1. Yes
x	2. No **(If no, go to Q4.5)**

Q4.4.1. Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
	2. University conducted student surveys (OIR surveys)
	3. College/Department/program conducted student surveys
	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
	7. Others, specify:

Q4.4.2. If surveys were used, were the sample sizes adequate?

	1. Yes
	2. No
	3. Don't know

Q4.4.3. If surveys were used, please briefly specify how you select your sample? What is the response rate?

Other Measures

Q4.5. Were external benchmarking data used to assess the PLO?

	1. Yes
X	2. No **(If no, go to Q4.6)**

Q4.5.1. Which of the following measures was used?

	1. National disciplinary exams or state/professional licensure exams
	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
	4. Others, specify:

Q4.6. Were other measures used to assess the PLO?

	1. Yes
X	2. No **(Go to Q4.7)**
	3. Don't know **(Go to Q4.7)**

Q4.6.1. If yes, please specify: [_____]

Alignment and Quality

Q4.7. Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [WORD LIMIT: 300 WORDS]

The AAU&P VALUE written communication rubric was used to directly assess six student papers selected from a required nursing course, NURS 179, during the spring 2104 semester. NURS 179 is designated as the Writing Intensive designation for students in the BS in Nursing with RN License program and is offered in semester two of the two-semester program (at the end of the senior year).

Members of the Faculty Learning Community group worked together to review the VALUE rubric and establish inter-rater reliability prior to assigning individual papers to group members for scoring. The group opted to apply the VALUE rubric without modification.

Q4.8. How many assessment tools/methods/measures **in total** did you use to assess this PLO? [__1___]
NOTE: IF IT IS ONLY ONE, GO TO Q5.1.

Q4.8.1. Did the data (including all the assignments/projects/portfolios) from all the different assessment tools/measures/methods directly align with the PLO?

	1. Yes
	2. No
	3. Don't know

Q4.8.2. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

	1. Yes
	2. No
	3. Don't know

Question 5 (Q5): Use of Assessment Data.

Q5.1. To what extent have the assessment results **from 2012-2013** been used for? **[CHECK ALL THAT APPLY]**

	Very Much (1)	Quite a Bit (2)	Some (3)	Not at all (4)	Not Applicable (9)
1. Improving specific courses			X		
2. Modifying curriculum				X	
3. Improving advising and mentoring			X		
4. Revising learning outcomes/goals		X			
5. Revising rubrics and/or expectations			X		
6. Developing/updating assessment plan				X	
7. Annual assessment reports			X		
8. Program review			X		
9. Prospective student and family information			X		
10. Alumni communication					X
11. WASC accreditation (regional accreditation)					X
12. Program accreditation					X
13. External accountability reporting requirement					X
14. Trustee/Governing Board deliberations					X
15. Strategic planning				X	
16. Institutional benchmarking				X	
17. Academic policy development or modification				X	
18. Institutional Improvement				X	
19. Resource allocation and budgeting				X	
20. New faculty hiring				X	
21. Professional development for faculty and staff				X	
22. Other Specify:					

Q5.1.1. Please provide one or two best examples to show how you have used the assessment data above.

Last year's assessment focused on competence in the discipline. The main outcome measure was student success in the capstone course, which was 100% for the assessment period. However, the assessment revealed opportunities for program improvement including updated baccalaureate student learning outcomes.

Q5.2. As a result of the **assessment effort in 2013-2014** and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?

X	1. Yes
	2. No **(If no, go to Q5.3)**
	3. Don't know **(Go to Q5.3)**

Q5.2.1. What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? [WORD LIMIT: 300 WORDS]
The BS in Nursing with RN License students are not meeting the goal for written communication in this year's assessment. The baccalaureate student learning outcomes may need to be revised to establish explicit writing outcomes and scoring expectations for written assignments. Given that the program is only two semesters in length, the undergraduate curricular committee may need to modify the type and timing of written assignments to provide these students the best chance to achieve expectations.

Q5.2.2. Is there a follow-up assessment on these areas that need improvement?

x	1. Yes
	2. No
	3. Don't know

Q5.3. Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]

Question 6 (Q6). Which program learning outcome(s) do you plan to assess next year?

	1. Critical thinking (WASC 1) [1]
X	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
X	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to **assess but not included above:**

Part 3: Additional Information

A1. In which academic year did you **develop** the current assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
X	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet **developed** a formal assessment plan

A2. In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
X	9. Have not yet **updated** the assessment plan

A3. Have you developed a curriculum map for this program?

X	1. Yes
	2. No
	3. Don't know

A4. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?

X	1. Yes
	2. No
	3. Don't know

A5. Does the program have any capstone class?

	1. Yes
x	2. No
	3. Don't know

A5.1. If yes, please list the course number for each capstone class: [_____]

A6. Does the program have **ANY** capstone project?

X	1. Yes
	2. No
	3. Don't know

A7. Name of the academic unit: [___ School of Nursing____]

A8. Department in which the academic unit is located: [___ School of Nursing____]

A9. Department Chair's Name: [__Dr. Carolynn Goetze_____]

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014: [__3__]

A11. College in which the academic unit is located:

	1. Arts and Letters
	2. Business Administration
	3. Education
	4. Engineering and Computer Science
X	5. Health and Human Services
	6. Natural Science and Mathematics
	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

Undergraduate Degree Program(s):
A12. Number of undergraduate degree programs the academic unit has: [___2 ___]
A12.1. List all the name(s): [__BS in Nursing; BS in Nursing with RN License_____]
A12.2. How many concentrations appear on the diploma for this undergraduate program? [___0 ___]

Master Degree Program(s):
A13. Number of Master's degree programs the academic unit has: [__2 ___]
A13.1. List all the name(s): [___MS in Nursing; School Nursing Credential Program with MS in Nursing (in CCE)_____]
A13.2. How many concentrations appear on the diploma for this master program? [_____]

Credential Program(s):
A14. Number of credential degree programs the academic unit has: [__1____]
A14.1. List all the names: [_____School Nursing Credential Program (in CCE)_____]

Doctorate Program(s)
A15. Number of doctorate degree programs the academic unit has: [___0_____]
A15.1. List the name(s): [_____]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit*?

	1. Yes
X	2. No

16.1. If yes, please specify the name of each program: _____
16.2. If yes, please specify the name of each diploma concentration: _____