

2014-2015 Annual Assessment Report Template

FOR GRADUATE AND CREDENTIAL PROGRAMS: THIS TEMPLATE REFERS TO SAC STATE BACCALAUREATE LEARNING GOALS. PLEASE IGNORE THESE REFERENCES IN YOUR REPORT.

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) did you assess in 2014-2015? [Check all that apply]

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | 1. Critical thinking |
| <input checked="" type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input checked="" type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

Q1.3. Are your PLOs closely aligned with the mission of the university?

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

Q1.4. Is your program externally accredited (other than through WASC)?

1. Yes
 2. No (Go to Q1.5)
 3. Don't know (Go to Q1.5)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

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

Q1.5. Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

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

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?

The program outcomes use the verbs "utilizes" and "employs." The AAC&U VALUE rubrics contain measurable actions.

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

Both Information Literacy and Teamwork are linked to program learning goals for the undergraduate nursing program. Neither is explicit in the program learning goals. Each will be addressed separately.

The SON Baccalaureate Student Learning Outcome (BSLO) that best represents Information Literacy is *BSLO VI: Utilizes patient care technologies and information management systems to promote quality care delivery*. Some components of Information Literacy, as defined by the AAC&U VALUE Rubric are contained within other BSLOs as well. Two assignments in NURS 120 were developed to demonstrate achievement of Information Literacy and are well matched with the VALUE rubric.

There are two BSLOs linked to Teamwork: *BSLO III: Synthesizes principles of leadership in the delivery of safe and efficient health care*; and *BSLO IV: Employs effective communication strategies to improve health outcomes*. Teamwork is embedded in every clinical course and human patient simulation experience in the pre-licensure program because the registered nurse is a member of the healthcare team. Teamwork is essential for professional nursing practice.

The university BLGs identify Information Literacy and Teamwork explicitly in the BLG *Intellectual and Practical Skills*.

Q1.2.1. Do you have rubrics for your PLOs?

1. Yes, for all PLOs
 2. Yes, but for some PLOs
 3. No rubrics for PLOs
 N/A, other (please specify):

Question 2: Standard of Performance for the selected PLO

Q2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):
Information Literacy

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

1. Yes
 2. No
 3. Don't know
 4. N/A

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: [Word limit: 300]

We applied the AAC&U VALUE Information Literacy rubric to this PLO, as written, for program assessment of this outcome. This rubric is in the public domain. Standards of performance and expectations: The average score for BS in Nursing with RN license students will be 2.5 or above for each criterion in the rubric; 70% of students will get a 3 or above in each criterion.

Q2.4. Please indicate the category in which the selected PLO falls into.

1. Critical thinking
 2. Information literacy
 3. Written communication
 4. Oral communication
 5. Quantitative literacy
 6. Inquiry and analysis
 7. Creative thinking
 8. Reading
 9. Team work
 10. Problem solving
 11. Civic knowledge and engagement
 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:

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.5	Q2.6	Q2.7
	(1) PLO	(2) Standards of Performance	(3) Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO		X	X
2. In ALL course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters			
6. In the assessment or program review reports, plans, resources or activities		X	X
7. In 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. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1. Was assessment data/evidence **collected** for the selected PLO in 2014-2015?

1. Yes
 2. No (Skip to **Q6**)
 3. Don't know (Skip to **Q6**)
 4. N/A (Skip to **Q6**)

Q3.2. If yes, was the data **scored/evaluated** for this PLO in 2014-2015?

1. Yes
 2. No (Skip to **Q6**)
 3. Don't know (Skip to **Q6**)
 4. N/A (Skip to **Q6**)

Q3.1A. How many assessment tools/methods/measures **in total** did you use to assess this PLO?

1 (AAC&U VALUE Information Literacy rubric)

Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? **[Word limit: 300]**

The SON Program Evaluation Committee (PEC) conducted a review of BS in Nursing with RN license students' Information Literacy skills in the spring 2015 NURS 170 (Nursing Research) course. Ten paired student papers were selected randomly for review. Two PEC members independently scored the presentations utilizing the AAC&U VALUE Information Literacy rubric. These independent scores were then discussed and a consensus score established for each student.

Q3A: Direct Measures (key assignments, projects, portfolios)

Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?

1. Yes
 2. No (Go to **Q3.7**)
 3. Don't know (Go to **Q3.7**)

Q3.3.1. Which of the following direct measures were used? **[Check all that apply]**

1. Capstone projects (including theses, senior theses), courses, or experiences
 2. Key assignments from required classes in the program
 3. Key assignments from elective 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:

Q3.3.2. Please attach the direct measure you used to collect data.

See attachments I and II at the end of the document.

Q3.4. How was the data evaluated? **[Select only one]**

1. **No** rubric is used to interpret the evidence (Go to **Q3.5**)
 2. Used rubric developed/modified by the faculty who teaches the class
 3. Used rubric developed/modified by a group of faculty
 4. Used rubric pilot-tested and refined by a group of faculty
 5. The VALUE rubric(s)
 6. Modified VALUE rubric(s)
 7. Used other means. Specify:

Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?

1. Yes
 2. No
 3. Don't know
 4. N/A

Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?

1. Yes
 2. No
 3. Don't know
 4. N/A

Q3.4.3. Was the rubric aligned directly and explicitly with the PLO?

1. Yes
 2. No
 3. Don't know
 4. N/A

Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO? 2		Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	
Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]? Random selection of 10 student papers		Q3.6.1. How did you decide how many samples of student work to review? We sought a representative sample of at least 20% of student papers.	
Q3.6.2. How many students were in the class or program? 45 in the class	Q3.6.3. How many samples of student work did you evaluate? 10	Q3.6.4. Was the sample size of student work for the direct measure adequate? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	
Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)			
Q3.7. Were indirect measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Skip to Q3.8) <input type="checkbox"/> 3. Don't know		Q3.7.1. Which of the following indirect measures were used? [Check all that apply] <input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:	
Q3.7.2 If surveys were used, how was the sample size decided?			
Q3.7.3. If surveys were used, briefly specify how you selected your sample.		Q3.7.4. If surveys were used, what was the response rate?	
Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)			
Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.8.2) <input type="checkbox"/> 3. Don't know		Q3.8.1. Which of the following measures were used? <input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:	
Q3.8.2. Were other measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.9) <input type="checkbox"/> 3. Don't know (Go to Q3.9)		Q3.8.3. If other measures were used, please specify:	

Q3D: Alignment and Quality

Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

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

Q3.9.1. Were ALL the assessment tools/measures/methods that were used good measures for the PLO?

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

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III) [Word limit: 600 for selected PLO]

Table 1: Results for Information Literacy Skill

Levels Criterion	Capstone (4)	(3.5)	Milestone (3)	(2.5)	Milestone (2)	(1.5)	Benchmark (1)	Mean (N=10)
1. Determine Extent of Info		10% (1)	40% (4)	40% (4)	10% (1)			2.75
2. Access Info		10% (1)	60% (6)	10% (1)	20% (2)			2.8
3. Evaluate Info, Sources			60% (6)	30% (3)	10% (1)			2.75
4. Use Info Effectively			60% (6)	20% (2)	20% (2)			2.7
5. Ethical, Legal			80% (8)	20% (2)				2.9

Table 2: Results for Individual Scores

Criterion Exemplar #	1. Extent of Info	2. Access Info	3. Eval Info, Sources	4. Use Info Effectively	5. Ethical, Legal
1	2	3	2	2	3
2	3	3	3	3	3
3	3	3	3	3	3
4	2.5	3.5	3	3	2.5
5	2.5	2	2.5	2.5	3
6	2.5	2.5	2.5	2.5	2.5
7	3.5	3	3	3	3
8	3	3	3	3	3
9	2.5	2	2.5	2	3
10	3	3	3	3	3
Average	2.75	2.8	2.75	2.7	2.9

Applying the AAC&U VALUE rubric for Teamwork, the faculty goals were: 1) The average score for BS in Nursing with RN license students will be 2.5 or above for each criterion in the rubric; and 2) 70% of students will get a 3 or above in each criterion. The first goal was achieved with students averaging above 2.75 for each criterion. The second goal was not met because students met the goal only for criteria 2 and 5. Students demonstrated satisfactory ability to access information and use it ethically. Students performed worst on criterion 1 (determine extent of information needed) and nearly met the goal for criteria 3 and 4.

Reviewers note: The reviewers needed to access two companion assignments in order to assess Information Literacy. The first assignment (Library Search) demonstrates the student's ability to access information. The second assignment is a written paper where information is applied to answer a clinical question (Evidence-Based Practice Paper). However, students may investigate one clinical question in the first assignment and then answer a completely different clinical question in the paper. This limited the randomness of the papers chosen for review because the committee had to choose those whose authors kept the same clinical question.

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

In general, students are doing well but they did not demonstrate sufficient achievement of the expected outcome for three of the five criteria. The PEC recommends that the Undergraduate Curriculum Committee review the Evidence-Based Practice Paper in the BS in Nursing with license program (and in the pre-licensure BSN program) and consider revising the assignment to include components of the Library Search assignment. This way, the final paper will contain the search strategies and also the application of the information to the problem in one assignment. The PEC also recommends that Information Literacy be included more explicitly in a program outcome and in learning objectives within courses and assignments. An alternative assignment may be created instead, to link directly to the new PLO. The PEC should re-evaluate Information Literacy in three years.

Q4.3. For **selected** PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. **Did not meet** expectation/standard
- 5. No expectation or standard has been specified
- 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

1. Yes
 2. No (Go to Q6)
 3. Don't know (Go to Q6)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

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

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Q5.2. How have the assessment data from last year (2013 - 2014) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
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. Recruitment of new students					X

23. Other Specify:

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

Last year's assessment of written and oral communication demonstrated that students were meeting some but not all of the expected outcomes. One of the main issues contributing to lack of goal attainment was that course activities were not explicitly linked to the PLOs and grading rubrics/expectations communicated to students were not clearly linked to the PLOs. Faculty meetings were utilized to address the incongruity between activities and expectations and discussed ways to build students skills across the program in a more systematic way (mapping). Curricular changes are still being proposed, including class activities that allow for more formative evaluation of students during oral presentations, both individual and groups. This is a challenge for this program, which is mostly online and only two semesters in length.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

Q7. What PLO(s) do you plan to assess next year?

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input checked="" type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

Q8. Have you attached any appendices? If yes, please list them all here:

Appendix I: NURS 170 Library Assignment

Appendix II: NURS 170 Evidence-Based Practice Paper Assignment

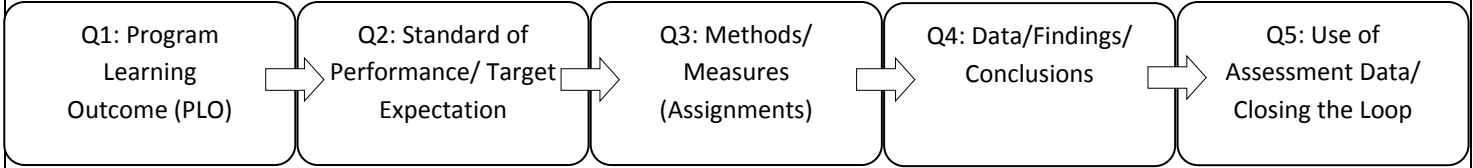
Program Information

P1. Program/Concentration Name(s): BS In Nursing with RN License P1.1. Report Authors: Denise Wall Parilo & Carolynn Goetze					P2. Program Director: Carolynn Goetze P2.1. Department Chair: Carolynn Goetze														
P3. Academic unit: Department, Program, or College: School of Nursing					P4. College: Health and Human Services														
P5. Fall 2014 enrollment for Academic unit (See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment: 89 (85+4)					P6. Program Type: [Select only one] <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;"><input checked="" type="checkbox"/></td> <td>1. Undergraduate baccalaureate major</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>2. Credential</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>3. Master's degree</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>4. Doctorate (Ph.D./Ed.d)</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>5. Other. Please specify:</td> </tr> </table>					<input checked="" type="checkbox"/>	1. Undergraduate baccalaureate major	<input type="checkbox"/>	2. Credential	<input type="checkbox"/>	3. Master's degree	<input type="checkbox"/>	4. Doctorate (Ph.D./Ed.d)	<input type="checkbox"/>	5. Other. Please specify:
<input checked="" type="checkbox"/>	1. Undergraduate baccalaureate major																		
<input type="checkbox"/>	2. Credential																		
<input type="checkbox"/>	3. Master's degree																		
<input type="checkbox"/>	4. Doctorate (Ph.D./Ed.d)																		
<input type="checkbox"/>	5. Other. Please specify:																		
Undergraduate Degree Program(s): P7. Number of undergraduate degree programs the academic unit has: 2 P7.1. List all the name(s): 1. BS in Nursing (pre-licensure); 2. BS in Nursing with RN License P7.2. How many concentrations appear on the diploma for this undergraduate program? 0					Master Degree Program(s): P8. Number of Master's degree programs the academic unit has: 2 P8.1. List all the name(s): 1. MS in Nursing; School Nursing Credential Program with MS in Nursing (in CCE) P8.2. How many concentrations appear on the diploma for this master program? 0														
Credential Program(s): P9. Number of credential programs the academic unit has: 1 P9.1. List all the names: School Nurse Credential Program					Doctorate Program(s) P10. Number of doctorate degree programs the academic unit has: 0 P10.1. List all the name(s): N/A														
When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan									
P11. Developed	X																		
P12. Last updated						X													
								1. Yes	2. No	3. Don't Know									
P13. Have you developed a curriculum map for this program?								X											
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?								X											
P15. Does the program have any capstone class?								X											
P16. Does the program have ANY capstone project?								X											

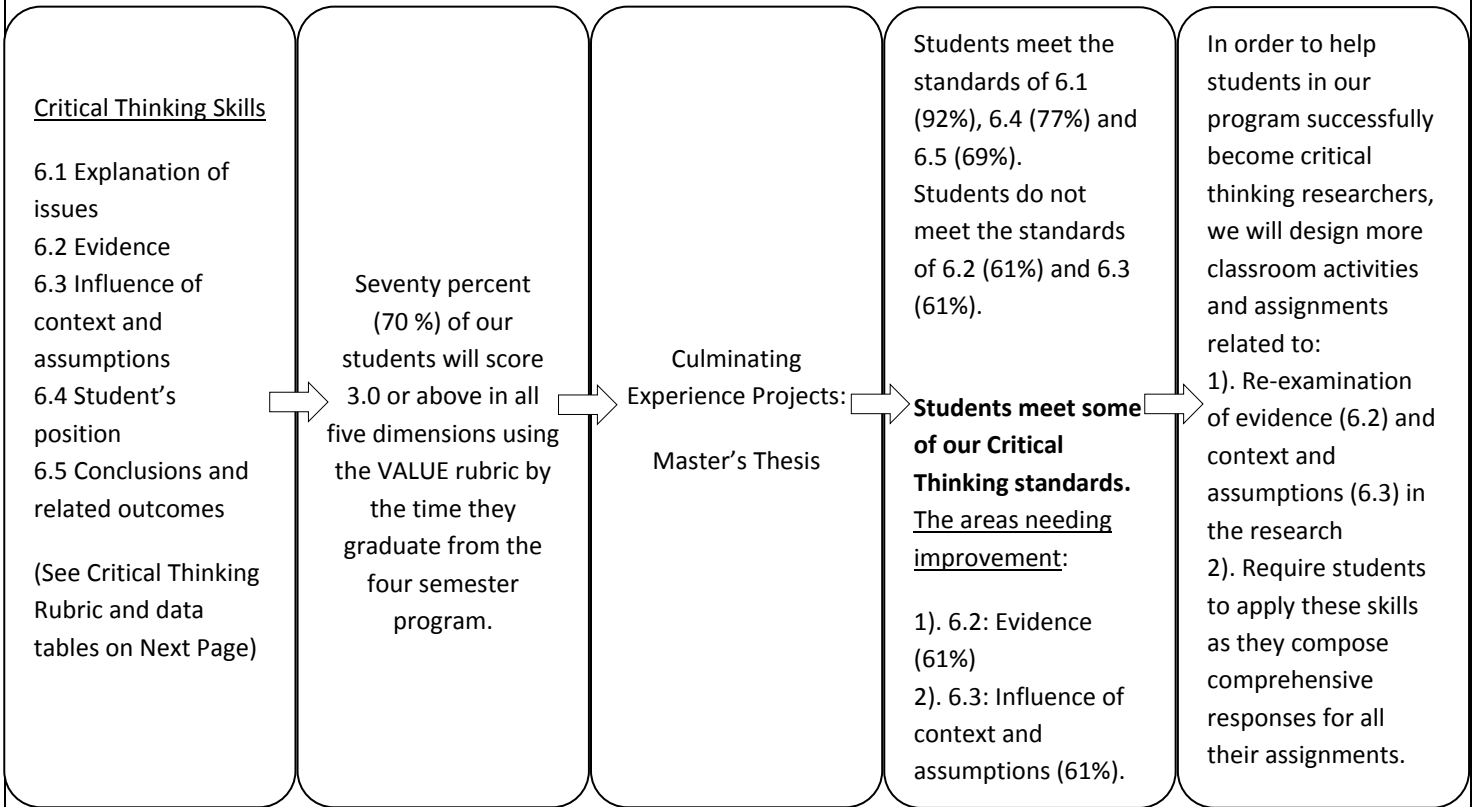
Assessing Other Program Learning Outcomes (Optional)

If your program assessed PLOs not reported above, please summarize your assessment activities in the table below. If you completed part of the assessment process, but not the full process (for example, you revised a PLO and developed a new rubric for measuring it), then put N/A in any boxes that do not apply.

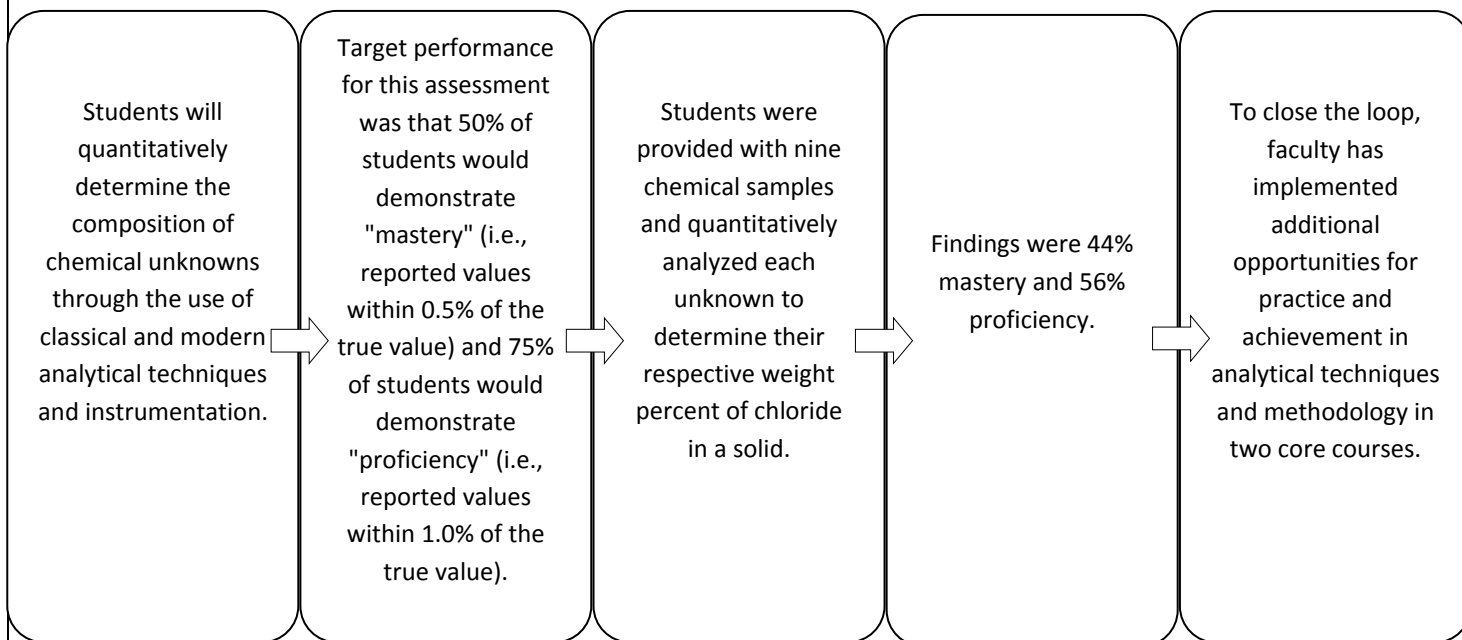
Report Assessment Activities on Additional PLOs Here



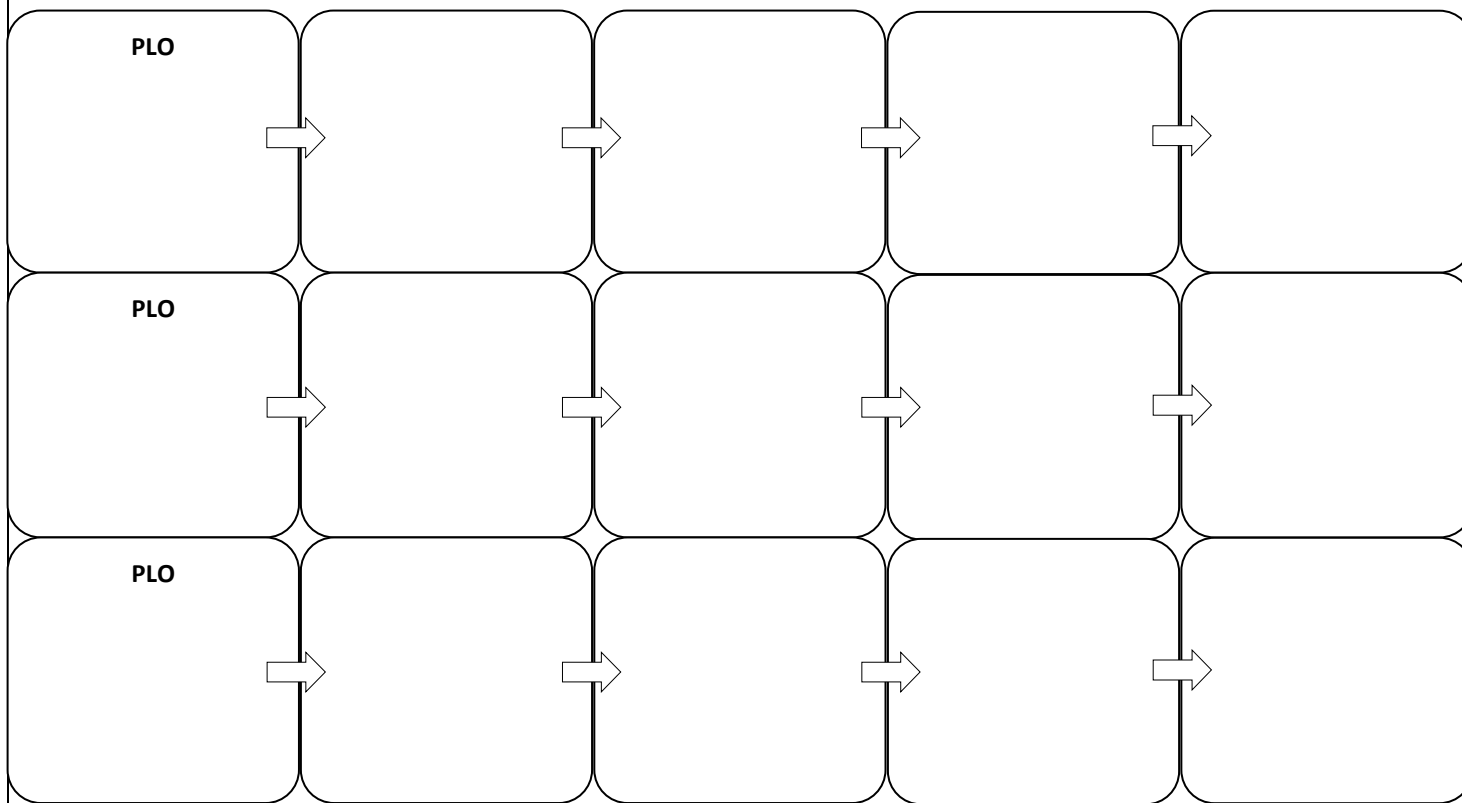
Example: Educational Technology (iMet), MA



Example: Chemistry BS/BA



Additional PLOs



Attachment I: The Development of Program Learning Outcomes

The Importance of Verbs

Multiple Interpretations:	Fewer Interpretations:
to grasp	to write
to know	to recite
to enjoy	to identify
to believe	to construct
to appreciate	to solve
to understand	to compare

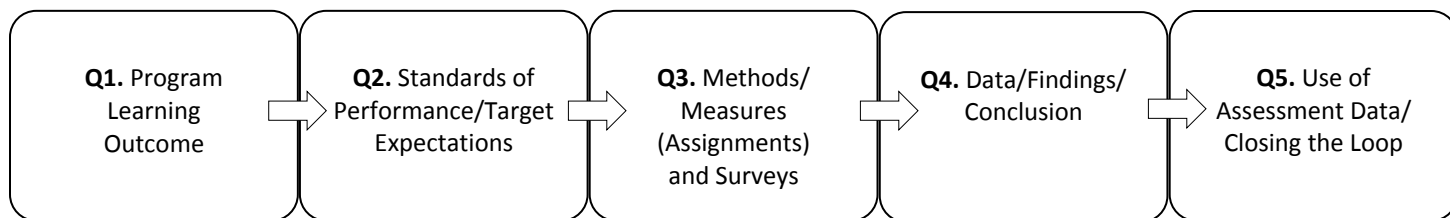
Relevant Verbs in Defining Learning Outcomes

(Based on Bloom's Taxonomy)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Arrange	Apply	Analyze	Arrange	Appraise
Define	Classify	Change	Appraise	Assemble	Assess
Describe	Convert	Compute	Break Down	Categorize	Choose
Identify	Describe	Construct	Calculate	Collect	Compare
Indicate	Defend	Demonstrate	Categorize	Combine	Conclude
Know	Diagram	Discover	Compare	Compile	Contrast
Label	Discuss	Dramatize	Contrast	Compose	Criticize
List	Distinguish	Employ	Criticize	Construct	Decide
Match	Estimate	Illustrate	Debate	Create	Discriminate
Memorize	Explain	Interpret	Determine	Design	Estimate
Name	Extend	Investigate	Diagram	Devise	Evaluate
Outline	Generalize	Manipulate	Differentiate	Explain	Explain
Recall	Give Examples	Modify	Discriminate	Formulate	Grade
Recognize	Infer	Operate	Distinguish	Generate	Interpret
Record	Locate	Organize	Examine	Manage	Judge
Relate	Outline	Practice	Experiment	Modify	Justify
Repeat	Paraphrase	Predict	Identify	Organizer	Measure
Reproduce	Predict	Prepare	Illustrate	Perform	Rate
Select	Report	Produce	Infer	Plan	Relate
State	Restate	Schedule	Inspect	Prepare	Revise
Underline	Review	Shop	Inventory	Produce	Score
	Suggest	Sketch	Outline	Propose	Select
	Summarize	Solve	Question	Rearrange	Summarize
	Translate	Translate	Relate	Reconstruct	Support
		Use	Select	Relate	Value
			Solve	Reorganize	
			Test	Revise	

Attachment II: Simplified Annual Assessment Report

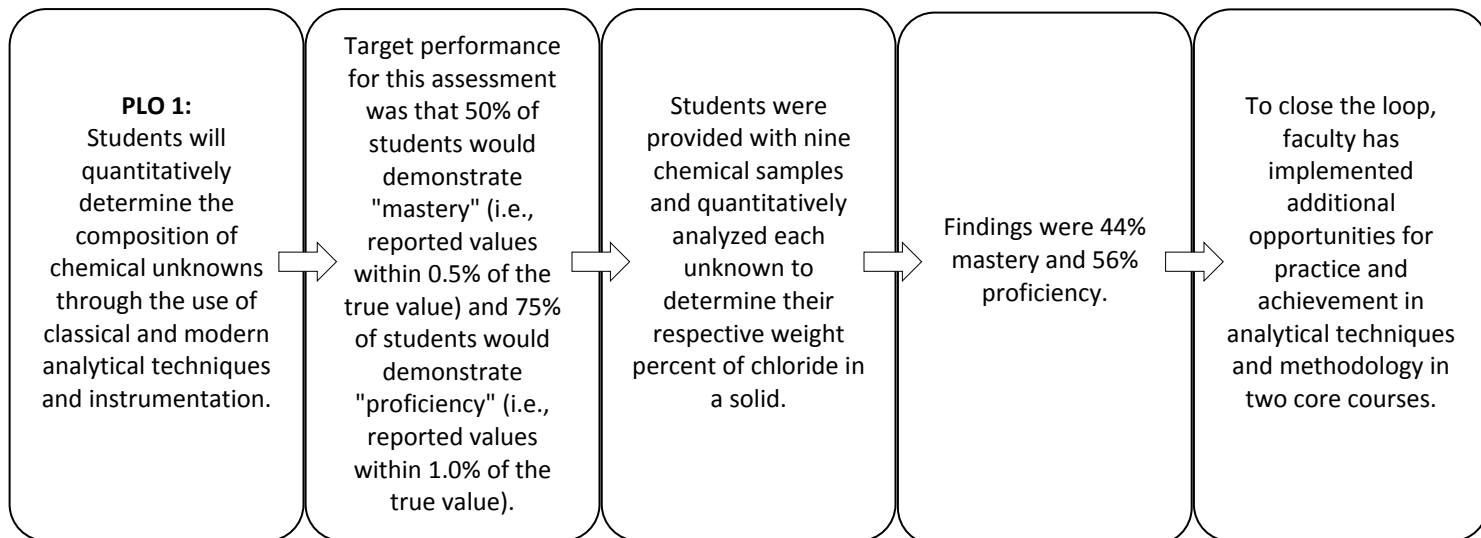
Basic Assessment



Examples:

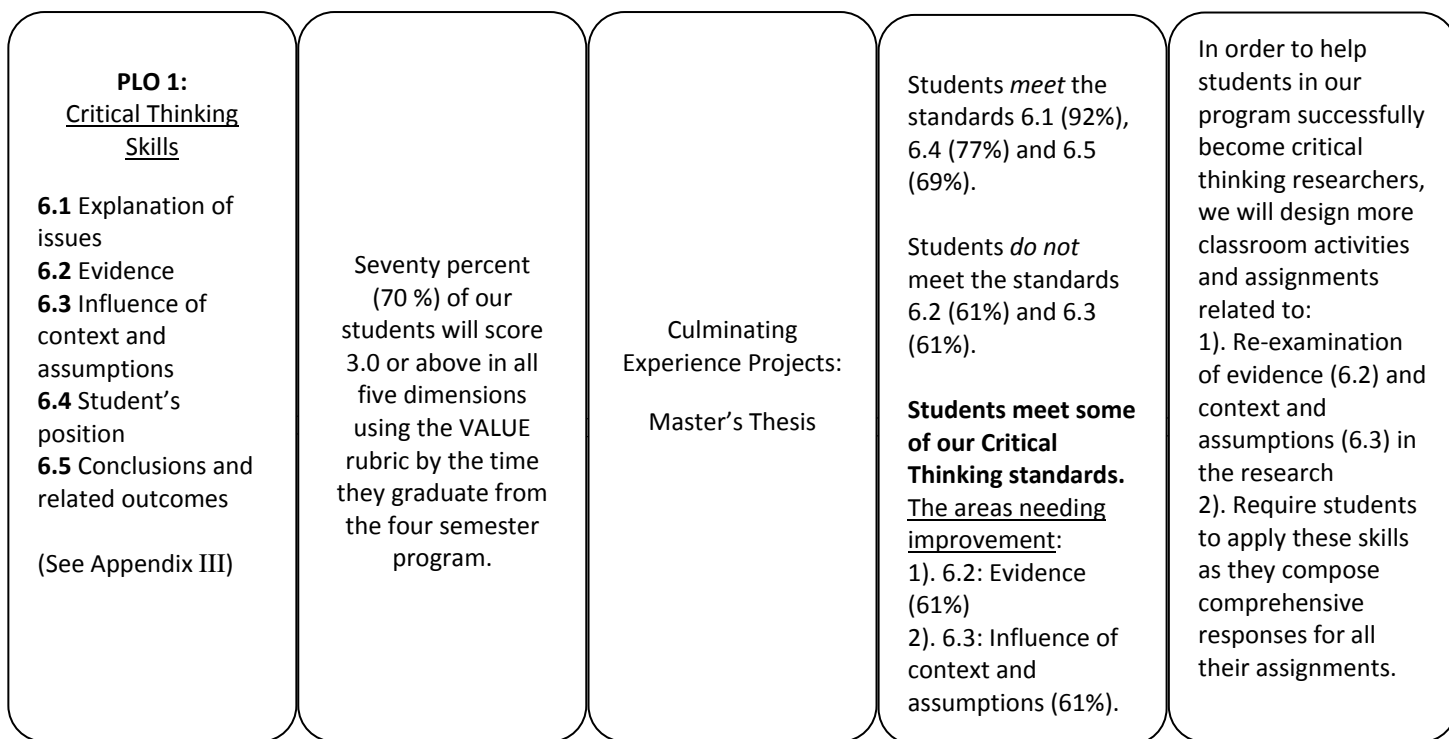
Chemistry, BS/BA

(Example of Content Knowledge)

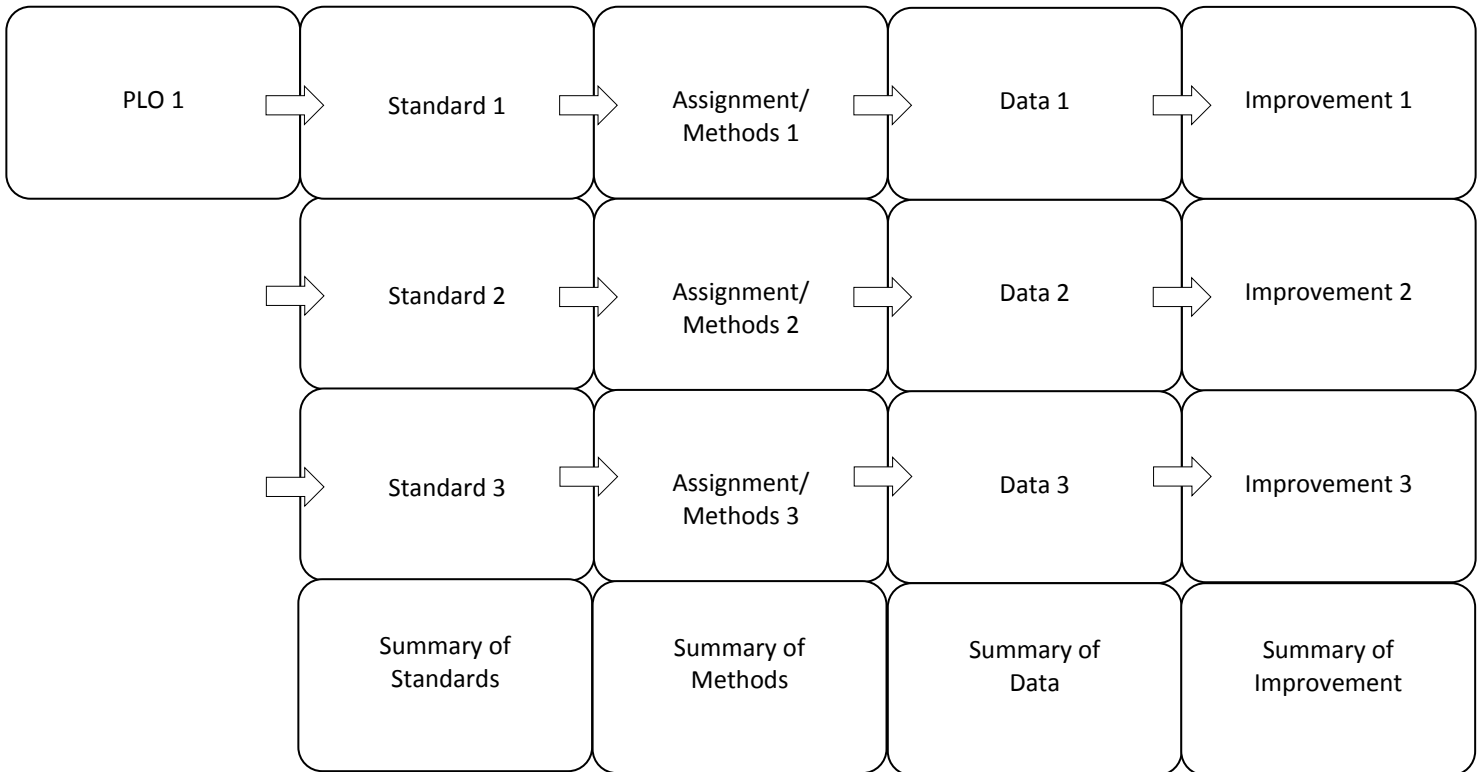


Educational Technology (iMet), MA

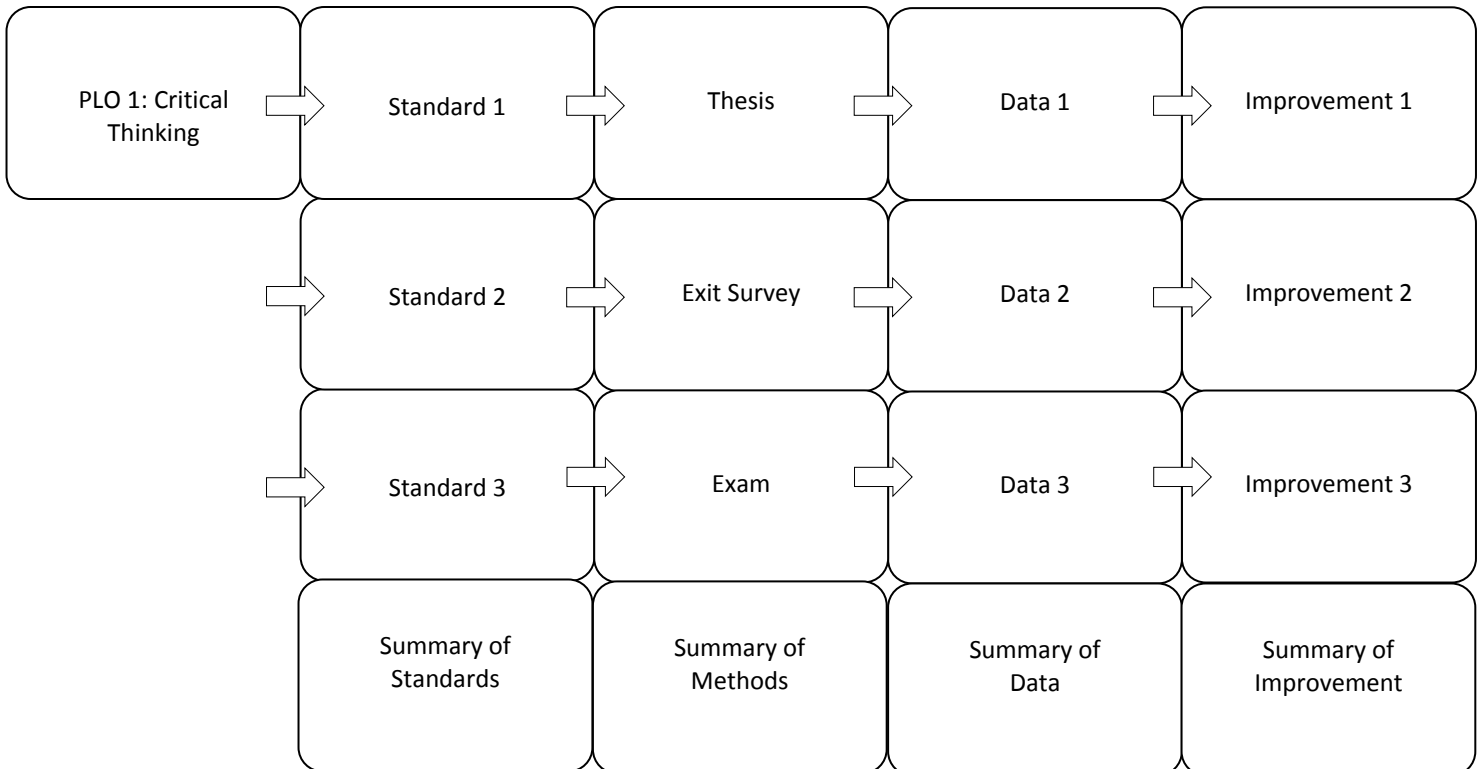
(Example of Complicated Skills)



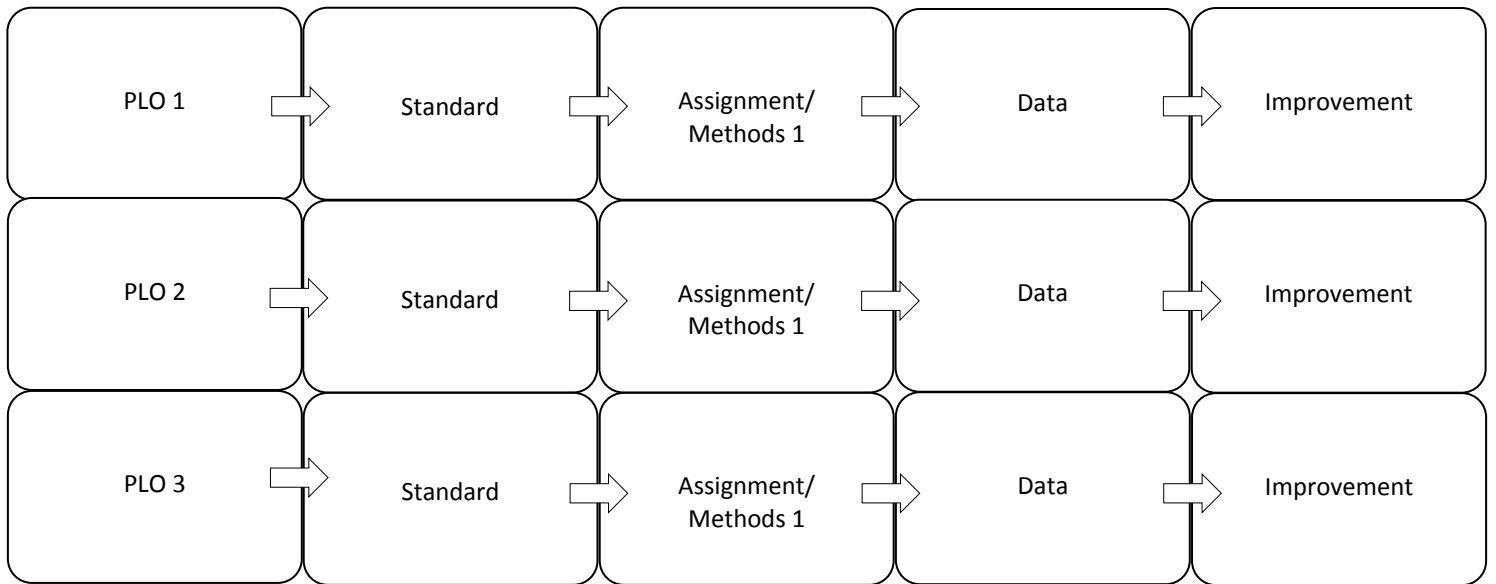
Assessment Flowchart – Multiple Methods
One PLO Assessed by Multiple Assignments



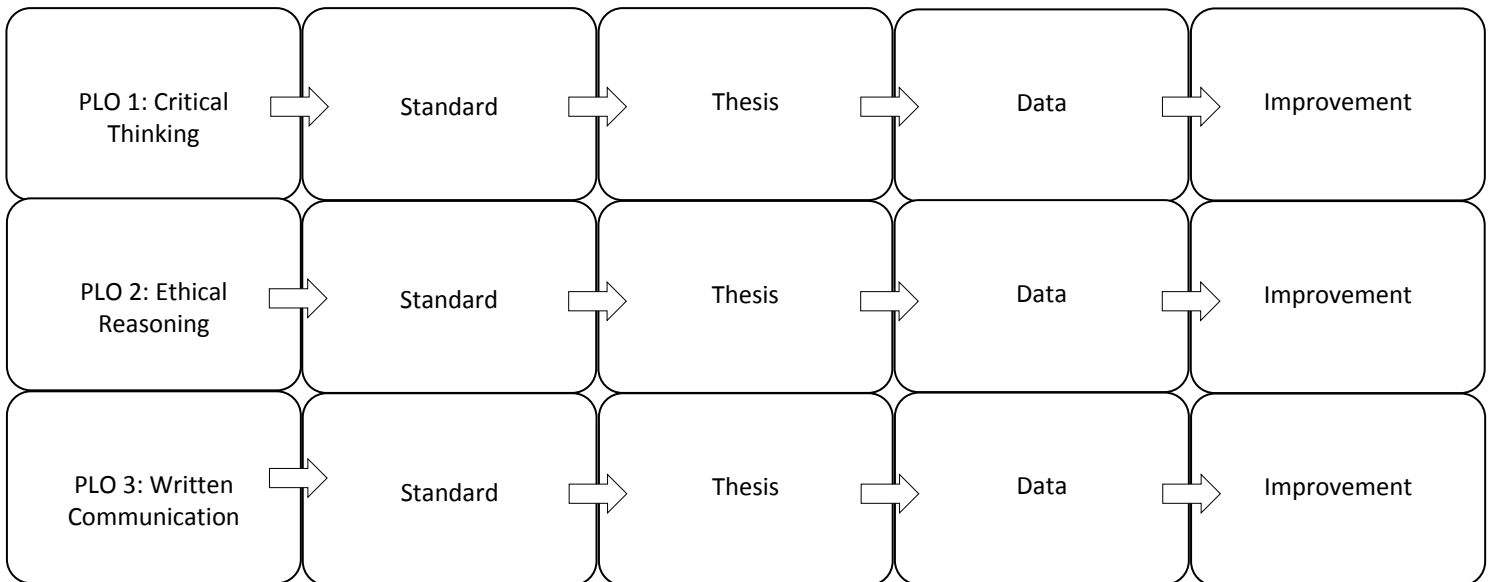
Multiple-Methods Example:



Assessment Flowchart – Multiple PLOs
Multiple PLOs Assessed by One Assignment



Multiple-PLOs Example



Attachment III: Program Learning Outcomes (PLOs) for the Educational Technology (iMet) Graduate Program

Table I: The Results for Critical Thinking Skill

Note: Data shown here drawn from Data Collection Sheet¹

Five Criteria (Areas) ²	Different Levels ²				Total (N=10)
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
6.1: Explanation of issues	38%	54%	0%	8%	(100%, N=13)
6.2: Evidence	15%	46%	23%	15%	(100%, N=13)
6.3: Influence of context and assumptions	15%	46%	23%	15%	(100%, N=13)
6.4: Student's position	23%	54%	8%	15%	(100%, N=13)
6.5: Conclusions and related outcomes	15%	54%	15%	15%	(100%, N=13)

Standards of Performance for Education Technology (iMet) Graduate Students

Q2.3. If your program has an explicit standard(s) of performance for the selected PLO, describe the desired level of learning: *Seventy percent (70 %) of our students will score 3.0 or above using the VALUE rubric by the time they graduate from the four semester program.*

¹Critical Thinking Data Collection Sheet

Five Criteria (Areas) ²	Different Levels ²				Total (N=10)
	(4)	(3)	(2)	(1)	
6.1: Explanation of issues	5	7	0	1	(N=13)
6.2: Evidence	2	6	3	2	(N=13)
6.3: Influence of context and assumptions	2	6	3	2	(N=13)
6.4: Student's position	3	7	1	2	(N=13)
6.5: Conclusions and related outcomes	2	7	2	2	(N=13)

²Critical Thinking Value Rubric

Criterion	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1: Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
6.2: Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
6.3: Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).
6.4: Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
6.5: Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect students' informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Appendix I: NURS 170 Library Assignment

This assignment will help you to become familiar with various types of research articles and refresh your APA skills.

Select a topic area of interest and find two representative articles from peer-reviewed, academic journals.

- 1) Think about your search strategy. Identify and list terms you might use to search for articles relevant to your question.
- 2) Perform your first search for evidence (write brief comments here).
 - What database did you use?
 - What terms did you use?
 - What terms were most useful?
 - How many “hits” were returned?
- 3) What might be some of the filters you can place on your search to increase your success in finding relevant articles?
Apply three successive filters and indicate the effect on the number of “hits” returned.
 - First filter: patients Hits_____
 - Second filter: families Hits_____
 - Third filter: support groups Hits_____
- 4) From among your search results, select two articles related to your topic.
Write the citations in correct APA format.
- 5) Write a 2-page paper (double-spaced), respond to the following questions.

This paper is practice for you to explore your potential questions and ideas for your final paper.

- Why did you choose this topic?
- How does it relate to gerontology or nursing science? Why might it be important to practicing nurses or gerontological practitioners?
- Summarize the purpose of the two studies that you’ve selected and key findings. Put these ideas into your own words. Do not copy what the authors said and do not cut and paste. Use your own voice.
- How did the library search help develop your own personal research skills?

Formatting:

1. Last name, first in the header with page number
2. Use the following headings: (center and bold)
3. No more than 2 pages, double spaced, NO need to cite any additional references beyond the two for the library search (however note that, as always, if you cite additional materials then you must reference them)
4. Submit via SacCT assignment drop box.

Appendix II: NURS 170 Evidence-Based Practice Paper Assignment

In this paper you will ask a clinical PICO Question related to nursing practice, review and critique the literature, and write a discussion of the reviewed research. You will be working on this paper all semester by completing smaller assignments and receiving feedback as you proceed.

While you can change your mind, we encourage you to use the same topic on the following assignments, as they will help you write your evidence-based research paper.

Getting Started:

1. Develop your PICO topic and question (PICO assignment)
2. Delve into the literature, format an outline of important concepts, theories, research reports, clinical evidence, etc. related to your topic
3. Develop your search strategy and search terms (library assignment)
4. Complete two evidence tables from single-study research articles about your research topic (one qualitative and one quantitative)
5. Organize and outline your paper FIRST – this is critical so you stay organized. You can go back and reorganize, move sections around, etc., but start with a plan in mind. Think about the first sentence of each paragraph as a topic for your outline.
6. Ask yourself, what are the key points YOU are trying to make? Then support them from literature review.

Requirements:

1. The paper must be **no longer than 5 pages** (excluding title page and references) using APA formatting
2. Title page per APA format
3. The paper will be a critique of the current research and a summary of a key insight. Synthesize at least one key point and/or clinical finding that you will explore in your literature review. Remember to explain why the point(s) is/are important to your topic.
4. Use transition statements between sections.
5. Use the headings in **bold** below to organize your paper:
 - a. **PICO Question** (top of first page)
 - b. **Importance to the Science of Nursing**

Introduce your topic and state clearly with supporting reference how and why this topic is important to the science and practice of nursing. If available, include a reference to an established standard of practice (either ANA standards or a specialty care area standards).

The purpose of this section is to link the standards, your questions, and the importance to nursing science.

Answer the question: WHY exactly is this is a nursing concern? Let the reader know what s/he will find in the paper.

c. Key Findings

Discuss two key findings/theories, etc. This should be the largest part of your paper. This is the answer to your PICO question. Organize the supporting literature to support your key findings. What new ideas, theories, or intervention might be suggested by your findings? Remember to support your key findings with evidence from the research.

d. Limitations of the Current Research

Point out the gaps in the literature, what is missing, what more research needs to be done, and WHY. This should explain why you have your research question.

(Note: this is not limitations of any individual study but rather the limitations about what is NOT known about your PICO questions – for example, where studies done across the demographic spectrum of the U.S., etc.)

e. Discussion - Suggestions for Change in Nursing Practice

Describe how your literature findings suggest a change or improvement in nursing practice and describe the implications of making the suggested changes.

f. References (this section starts on a new page, and is not included in the 6-page limitation)

Use a minimum of five peer-reviewed research articles. Make sure your references are from evidence-based sources. Use trustworthy internet sites (CDC, NIH, ANA, AHRQ, Cochrane Database). Do not use secondary sources.

Use APA formatting for the entire paper. Use the APA manual often to answer citation questions, to check format for headings, etc. Look things up if you are not sure.

6. Label your word.doc file with your **last name_EBPP_date** and submit via SacCT in the assignment drop box.

Grading Rubric (based on 100%)

Read over this grading rubric – use the rubric to grade your own paper. Did you address each component? Is all the required information included?

Component	Points
<p>APA formatting and writing style is correctly used thorough the paper with only a few errors (see NURS 120 writing rubric)</p> <p><i>Note: to receive an A grade, APA and writing style must be at the required college level as outlined in the syllabus.</i></p>	20
APA reference list is correctly formatted for all types of references	5
Clinical topic is linked to a nursing practice issue and the “why it is important” question is clear and concisely answered	10
PICO question is clearly linked to nursing science and the implications are stated – the WHY this is a nursing concern is clear	5
<p>Key findings:</p> <ul style="list-style-type: none"> • Two key concepts are explained and linked through the literature review • Key findings are logical and connect with the implications for nursing practice section 	30
Integration of findings / key ideas are integrated to provide new perspectives, ideas for new research, and/or linked to make improvements in nursing practice	10
Limitations of the research and remaining unanswered questions about the selected topic are presented in a clear and concise manner	10
Implications for nursing practice are supported by the literature review and the evidence presented	10
Total	100